Hospitality Management and Tourism, BS (135)

College of Business and Technology

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Business and Technology Mission. The College of Business and Technology provides a high quality – market responsive business and technology education, preparing our diverse student population for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities.

Hospitality Management and Tourism Mission. The Hospitality Management and Tourism degree program of Northwestern State University is committed to fostering a student-centered learning environment that empowers individuals and prepares them to be successful industry professionals and lead enriched lives by providing relevant coursework, experiential learning, and service-based involvement throughout the entirety of the degree program. (Adopted October 31, 2019)

Providing industry relevant coursework: Faculty members are responsive to current industry standards, needs, issues and trends in the hospitality and tourism industry integrated with insights from industry stakeholders and provide relevant lectures, experiences, and instruction based on such information.

Providing experiential learning: The degree program facilitates numerous and progressive opportunities for students throughout their college career to gain professional experience, preparing them for careers in the hospitality and tourism industry.

Providing service-based learning: Faculty utilize and encourage service-based learning projects, events, and other activities to engage students throughout their coursework.

Purpose: To prepare students for careers as management-level professionals in the community, state, regional and global hospitality industry.

Methodology: The assessment process includes:

(1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the assessment coordinator,

(2) The assessment coordinator will analyze the data to determine whether the applicable outcomes are met,

(3) Results from the assessment will be discussed with the appropriate staff,

(4) Individual meetings will be held with staff as required (show cause);

(5) The assessment coordinator, in consultation with the staff and senior leadership, will determine and propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Student Learning Outcomes (SLOs)

SLO 1. Select career goals within the hospitality industry and identify effective strategies for achieving them.

Course Map: tied to course syllabus objectives.

HMT 1050
HMT 4030 (and/or HMT 4500)

Measure: 1.1. (Direct- Student artifact; from HMT 1050; Written Document)

Details/Description: Students will complete activities and/or assignments in which they identify at least two career goals within the hospitality industry and two specified strategies for achieving each career goal, identify professional traits, and/or understand workplace issues.

Acceptable Target: Two career goals with two strategies to achieve each goal

Ideal Target: Three career goals with three strategies to achieve each goal.

Finding: Insufficient data.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2025-2026 the following changes will be made to ensure sufficient data is collected in AC 2025-2026: faculty will develop and utilize an updated career goals assignment for HMT 1050 and HMT 4030.

Status: Further data collection is needed to complete a full analysis of the data.

Decision:

1. Based on the analysis of the 2024-2025 results, the faculty will collect and assess additional data in 2025-2026 to inform and drive the cycle of improvement.

2. Faculty will begin developing and using an updated career research assignment in HMT 1050 and HMT 4030.

Measure: 1.2. (Direct – Resume; HMT 1050; Written Document)

Details/Description: Students will prepare a professional resume, edit according to professor's recommendations, and finalize it to meet course goals for professional resume preparation.

Acceptable Target: Within 2 submissions, students will score 70% or better on their resume.

Ideal Target: Within 2 submissions, students will score 80% or better on their resume.

Finding: Target was **met**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty implemented the resume assignment earlier in the semester and required two revisions to the resume, including peer review, throughout the semester. As a result of these changes, in AC 2024-2025, the ideal target was met. **6 out of 12 students (50%) completed the final version of the resume with a score of 80% or better, 2 students scored 70% or below, and 3 students scored below 70%.**

In AC 2024-2025 the target was met. Students enrolled in HMT 1050 met the acceptable or ideal competency requirements for creating professional resumes. This skill is essential for readiness of internships which are required at the end of coursework in the HMT program. In the HMT 1050 course, students gain a thorough understanding of resume building, writing, and design. The resume is emphasized as being vital to securing job interviews. HMT 1050 incorporates numerous guest lectures from the NSU Career Center staff, utilization of Big Interview software, and additional instructor insight in resume design. Thus, students gain an understanding of critical written communication skills necessary for industry employment. Students were required to submit a professional resume, incorporate instructor and peer feedback, and resubmit to the instructor.

HMT is committed to continuous improvement in student learning, and therefore, based on the AC 2024-2025 assessment results, the following changes were considered to improve the results for Measure 1.2: 1) resume instructions, review, revisions, and

feedback started early in the semester in HMT 1050, 2) revise the final resume assignment with greater emphasis on additional points within the course grade, and 3) continual emphasis of peer-reviewed resume assignments.

Overall, in AC 2024-2025, students enrolled in HMT 1050 met the ideal competency requirements for creating professional resumes. This skill is essential for readiness of internships which are required at the end of coursework in the HMT program. In the HMT 1050 course, students gain a thorough understanding of resume building, writing, and design. Emphasis is placed on professional resumes and being vital to securing job interviews. Thus, students gain an understanding of critical written communication skills necessary for industry employment.

Decision:

1. In 2024-2025 the target was met.

2. Based on the analysis of the 2024-2025 results the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement: increase the rigor of the resume assignment by incorporating three peer-reviewed feedback sessions based on the NSU Career Center's resume rubric. Provide resume examples and provide guided resume writing matched to relevant hospitality industry careers.

3. These changes will improve the student's ability to critically evaluate resumes and continue to push the cycle of improvement forward.

SLO 2. Demonstrate effective communication skills through various modes including spoken, written, and digital means.

Course Map: tied to syllabus objectives.

HMT 1000- Individual Presentations HMT 1050- Group Presentations

HMT 4030- Oral Interviews (Mock Job Interviews) HMT 4500- Internship Portfolio

Measure: 2.1. (Direct- Student artifacts from HMT 1000, HMT 1050, HMT 4030, HMT 4500)

Details/Description: Students will complete a written research paper or other extensive written assignments throughout the courses listed: HMT 1000, HMT 1050, HMT 4030 and HMT 4500.

Acceptable Target: 60% of students will complete assignments with 75% or above.
Ideal Target: 70% of students will complete assignments with 75% or above.

Finding: Ideal target was **<u>met</u>**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty continued the HMT 1000 written research paper assignment and broadened presentation evaluation criteria to include content knowledge and preparedness. As a result of these changes, in AC 2024-2025, the ideal target was met.

The ideal target was <u>met</u> in AC 24-25 and <u>met</u> in AC 23-24.

In AC 2024-2025, the ideal target was <u>met</u>, 75% of students completed the written report with 75% or above. Students enrolled in HMT 1000 are required to complete a written research paper on an approved hospitality company or important individual. This paper requires significant preparation and written communication skills. The findings show students in the course met competencies for written skills as required. It is essential for students in introductory courses to master written skills required to become professional in the hospitality industry. This assignment was included in HMT 1000 for approximately 10 years. In addition to the HMT 1000 research papers, students must complete an oral presentation in HMT 1000.

Decision:

1. In 2024-2025 the target was **<u>met.</u>**

2. Based on the analysis of the 2024-2025 results, the faculty will continue the assignment and add additional components to the required research paper in 2025-2026 to drive the cycle of improvement. Consideration will be given to adding length, additional details, and broadening the available topics for the paper.

3. These changes will improve the students' ability to determine the appropriate oral communication, body language, and preparation needed for a successful interview.

Measure: 2.2. (Direct- Student oral presentations from HMT 1000, HMT 1050, HMT 4030, HMT 4500)

Details/Description: Students will complete an oral presentation throughout the courses listed: HMT 1000, HMT 1050, HMT 4030 and HMT 4500.

Acceptable Target: 60% of students will complete assignments with 75% or above.

Ideal Target: 70% of students will complete assignments with 75% or above.

Finding: Acceptable target was **<u>met.</u>**

Based on the analysis of the AC 2022-2023 assessment results and to drive improvement in student learning, in 2023-2024 the following changes were made: faculty implemented an oral presentation rubric throughout courses to evaluate students on content knowledge, use of language, public speaking skills, professionalism, and preparedness. As a result, in AC 2023-2024, the ideal target was met. **13 out of 17 students (76.5%) completed the presentation score of 75% or better, and 6 students scored 75% or below.**

In AC 2023-2024, the ideal target was <u>met</u>. 76.5% of the students in HMT 1000 scored 75% or above on the class oral presentation assignment. Assessment Cycle 2023-2024 identified strategies necessary to achieve these goals. Students in introductory classes should be introduced to career-readiness skills to prepare them for HMT's internship requirement and to enter the workforce. Along with accreditation requirements, faculty have recognized the need for students to identify and understand the required processes to obtain professional goals. The ideal target was met because adequate effort was put forth by students on the assignment and preparation and guidance from faculty on presentation skills.

Based on the results of the AC 2024-2025 assessment, the rigor of the assignment will be enhanced by evaluating students on additional criteria such as content knowledge, use of language, public speaking skills, professionalism, and preparedness. As 76.5% of the students achieved the target this year, if results continue to be satisfactory each year, the assignment will need revision to achieve continuous improvement in our program. Presentations in this assignment currently expect students to present orally and visually while also engaging classmates during the presentation. Going forward, faculty will increase the rigor of presentations to include additional evaluation methods during the presentations in HMT 1000 based on the rubric provided by instructor

Decision:

1. In 2023-2024 the target was <u>met</u>.

2. Based on the analysis of the 2023-2024 results the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement: rigor will be increased by evaluating students on additional criteria including: including peer evaluations of HMT 1000 presentations.

3. These changes will improve the students' career readiness, thereby continuing to push the cycle of improvement forward.

SLO 3. Implement critical thinking skills to utilize diverse approaches to determining alternative solutions for issues.
Course Map: tied to syllabus objectives.

HMT 3050- Exam Question (single question), menu planning; HMT 4200- Marketing Research Paper; CULA 3250 CVENT certification

Measure 3.1. (Direct- Student artifacts from HMT 3050, HMT 4200)

Details/Description: Students will complete critical thinking-based questions and/or assignments in the following courses: HMT 3050, CULA 3250, and HMT 4200.

Acceptable Target: 60% of students will score a 70% average or better.

Ideal Target: 70% of students will score a 70% average or better.

Finding: Acceptable target was **met**.

Analysis: Based on the analysis of AC 2023-2024 assessment results and to enhance student learning improvement, in 2024-2025 the following modifications were made: faculty improved the event management case study design and incorporated more industry-based scenarios requesting students to apply CVENT certification skillsets to solve real-world hospitality issues. Faculty also included peer collaboration components to strengthen critical thinking through diverse perspectives. Based on these modifications, in AC 2024-2025, the ideal target was met. **7 of 10 students (70%) passed the critical thinking assignments at 70% or above, and 3 students scored below 70%.**

The improved results demonstrate the effectiveness of augmented case study methodology and supported peer learning approaches. Students now demonstrated measurable improvement in their ability to break down complex hospitality scenarios, outline multiple solution possibilities, and justify decision-making processes by using industry-standard paradigms. The integration of CVENT certification principles into applied problem-solving scenarios was particularly effective in developing analytical competencies for hospitality management professional careers.

Based on the results of AC 2024-2025 analysis, the assignment structure will be further refined to include rising levels of sophistication and industry mentor feedback components. Because 73% of the students achieved optimum target this year, a 13% rise from the previous cycle, faculty will continue to monitor and enhance critical thinking development through longer case study applications and industry partnership opportunities.

Decision:

1. In 2024-2025 the ideal target was **met.**

2. Due to the 2024-2025 results, the following revisions will be implemented in 2025-2026 to drive the cycle of improvement: enhance case study complexity, incorporate industry mentor feedback sessions, and develop tiered assessment rubrics that incrementally build critical thinking skills throughout the semester.

3. Improvements will increase the ability of students to apply analytical models to solve complex hospitality problems, thereby contributing to the cycle of development further.

Measure 3.2. (Direct- Graded rubric from HMT 4200)

Details/Description: Students will complete group projects including marketing research papers as a culminating project in the capstone course HMT 4200. This assignment includes both marketing research and event planning.

Acceptable Target: 60% of students will score a 70% average or better.

Ideal Target: 70% of students will score a 70% average or better.

Finding: Acceptable target was **met**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty implemented a structured timeline with milestone checkpoints, enhanced research methodology instruction, and required preliminary peer review sessions before final submissions. Additionally, faculty incorporated industry partnership components where students presented preliminary findings to hospitality professionals for feedback. As a result of these changes, in AC 2024-2025, the ideal target was exceeded. **9 out of 14 students (64.3%) completed the marketing research paper with a score of 70% or better, and 5 students scored below 70%.**

In AC 2024-2025, the target was **met**. The implementation of structured milestone checkpoints proved particularly effective, with students demonstrating improved research methodology, stronger analytical frameworks, and more sophisticated marketing strategy development. The industry partnership component added real-world relevance and elevated the quality of student work significantly. Students showed marked improvement in their ability to synthesize complex market data, develop evidence-based recommendations, and present professional-quality deliverables.

The enhanced structure with milestone deliverables throughout the semester ensured consistent progress and allowed for iterative improvement. The incorporation of industry professional feedback provided students with authentic assessment perspectives and enhanced their understanding of professional expectations in hospitality marketing.\

Decision:

1. In 2024-2025 the acceptable target was **met.**
2. Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement: expand industry partnership opportunities, develop advanced research methodology workshops, and create a portfolio component that documents the complete research process from conception to final presentation.

3. These changes will improve students' ability to conduct sophisticated market analysis and develop strategic marketing solutions, thereby continuing to push the cycle of improvement forward.

SLO 4. Demonstrate an understanding of key concepts and issues in the hospitality management and tourism industry (Effective Fall 2017).

Course Map: tied to syllabus objectives. HMT 1000

HMT 3000
HMT 3020
CULA 3100
HMT 4030
HMT 4500

Measure: 4.1. (Direct- Results from electronic exam and/or student artifacts.)
Details/Description: The entire Hospitality Management & Tourism Knowledge Exam will be given in HMT 1000, again in HMT 3000/ HMT 3020/ CULA 3100 and lastly in HMT 4030. The following areas are covered in this exam: historical foundations of the industry, key theories and/or concepts, food safety, customer service, management, marketing, legal, and ethics.

Acceptable Target: At least 50% of students enrolled in HMT 1000 will score a 70% average or above on the exams during the semester.

Ideal Target: At least 70% of students enrolled in HMT 1000 will score a 70% average or above on the exams during the semester.

Finding: Ideal target was **met**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty successfully implemented the standardized HMT Moodle course template across on of the designated courses (HMT 4030), ensuring consistent delivery and assessment of core hospitality knowledge. Faculty also incorporated progressive knowledge building activities and enhanced study materials aligned with current industry standards. As a result of these changes, in AC 2024-2025, the ideal target was met. **7 out of 8 students (87.5%) in HMT 1000 scored 70% or above on the comprehensive knowledge exam, and 1 student scored below 70%.**

The implementation of the standardized assessment framework proved effective in measuring student comprehension of essential hospitality management concepts. Students demonstrated solid understanding of historical foundations, contemporary industry practices, and fundamental management principles. The progression from introductory (HMT 1000) through advanced (HMT 3050) to capstone (HMT 4500) levels showed measurable knowledge retention and skill development.

Faculty analysis of exam performance revealed particular strength in food safety protocols and customer service concepts, with areas for continued development in legal and ethical frameworks. The standardized approach facilitated meaningful data collection and enabled faculty to identify specific curriculum enhancement opportunities.

Decision:

1. In 2024-2025 the ideal target was **met**.
2. Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement: ensure exam is taken in all three courses (HMT 1000, HMT 3000/3020, and HMT 4030), expand legal and ethics content delivery, incorporate current industry case studies, and develop supplementary learning modules for identified knowledge gaps.
3. These changes will improve students' comprehensive understanding of hospitality industry foundations and contemporary practices, thereby continuing to push the cycle of improvement forward.

Measure 4.2 (Direct- Results from electronic exam and/or student artifacts.)

Details/ Description: The entire Hospitality Management & Tourism Knowledge Exam will be given in HMT 1000, again in HMT 3000/ HMT 3020/ CULA 3100 and lastly in HMT 4030. Utilizing the electronic exam, students will be able to identify basic food safety rules/ concepts (temperature danger zone, proper handwashing techniques, cross-contamination, cooking to proper temperatures, and proper refrigeration temperatures).

Acceptable Target: At least 70% of students enrolled in HMT 4030 will score a 70% or above on all major assignments during the Spring 2018 semester.

Ideal Target: At least 80% of students enrolled in HMT 4030 will score a 70% or above on all major assignments during the Spring 2021 semester.

Finding: Ideal target was **met**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty enhanced food safety curriculum integration across multiple courses, implemented hands-on laboratory experiences, and incorporated ServSafe certification preparation materials. The assessment was successfully administered in HMT 4500 as the designated exit course, providing comprehensive evaluation of food safety competency development. As a result of these changes, in AC 2024-2025, the ideal target was met. **8 out of 8 students (100%) in HMT 4030 scored 70% or above on food safety assessment components, and 0 students scored below 70%.**

The enhanced food safety curriculum integration proved highly effective, with students demonstrating strong competency in critical food safety protocols essential for

hospitality management careers. Students showed proficiency in temperature control procedures, sanitation practices, and hazard analysis principles. The hands-on laboratory components reinforced theoretical knowledge with practical application, resulting in improved retention and performance.

The implementation of ServSafe preparation materials aligned curriculum content with industry certification standards, providing students with both academic knowledge and professional credential preparation. Faculty observed improved student confidence and competency in food safety management principles essential for leadership roles in hospitality operations.

Decision:

1. In 2024-2025 the ideal target was **met**.
2. Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement: expand laboratory experiences to include advanced food safety scenarios, integrate emerging food safety technologies, and develop partnerships with local health departments for real-world inspection experiences.
3. These changes will improve students' comprehensive food safety management capabilities, thereby continuing to push the cycle of improvement forward.

SLO 5. Identify the strengths, weaknesses, opportunities, and threats of events produced within the HMT program. (Effective Spring 2018)
Course Map: Tied to syllabus objectives. HMT 3050

HMT 4250
CULA 3070
CULA 3250

Measure 5.1. (Direct- Student artifacts from HMT 3050 and 4250)

Details/Description: The entire Hospitality Management and Tourism curriculum emphasizes reflection as an ongoing component of professionalism and food and event production. Students will participate in written reflection assignments after major events. These written reflection assignments are assigned and due before any oral classroom discussions take place to gather honest, open, and timely formal reflections that may not be gleaned from oral discussions in front of faculty members and peers.

Acceptable Target: At least 60% of students enrolled in CULA 3250 will identify 3 strengths and 3 weaknesses from major events in written reflection.

Ideal Target: At least 70% of students enrolled in CULA 3250 will identify 5 strengths and 5 weaknesses from major events in written reflection.

Finding: Ideal target was **met**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty implemented enhanced reflection templates with guided prompts, provided pre-event training on critical observation skills, and established immediate post-event reflection protocols to capture fresh insights. Faculty also incorporated peer reflection sharing sessions to broaden analytical perspectives. As a result of these changes, in AC 2024-2025, the ideal target was met. **9 out of 10 students (90%) enrolled in CULA 3250 successfully identified 5 or more strengths and 5 or more weaknesses from major dining events in their written reflections, and 1 student identified fewer than the target number.**

The enhanced reflection framework proved effective in developing students' analytical and critical evaluation skills. Students demonstrated improved ability to identify specific operational strengths, recognize areas for improvement, and articulate recommendations for future events. The guided prompts helped students move beyond superficial observations to substantive analysis of event management components including logistics, service delivery, guest experience, and team coordination.

The immediate post-event reflection protocol captured students' authentic observations while details remained fresh, resulting in more specific and actionable insights. Students showed growth in identifying operational efficiencies, service excellence moments, and process improvement opportunities.

Decision:

1. In 2024-2025 the ideal target was **met**.
2. Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement: develop advanced reflection rubrics that assess depth of analysis, incorporate video documentation for enhanced reflection accuracy, and establish reflection portfolio development throughout the semester.
3. These changes will improve students' critical evaluation skills and professional reflection capabilities, thereby continuing to push the cycle of improvement forward.

Measure 5.2 (Indirect- Results from in-class student discussions, facilitated by faculty)

Details/ Description: Students enrolled in CULA 3070 and CULA 3250 will be required to participate in discussions during class as a follow up to the formal written reflection assignment.

Acceptable Target: Most students in the course (at least 60%) will be able to speak intelligently about what was done correctly from a student's perspective and what could have been improved for the next event.

Ideal Target: All students enrolled in CULA 3070 and/or 3250 will identify strengths and weaknesses from a student work and planning perspective and provide unique insight that will create valuable advice for students executing the same event next year.

Finding: Acceptable target **met**.

Analysis: Based on the analysis of the AC 2023-2024 assessment results and to drive improvement in student learning, in 2024-2025 the following changes were made: faculty implemented structured discussion protocols with rotating facilitation roles, provided pre-discussion preparation guidelines, and established ground rules for constructive feedback. Faculty also incorporated small group discussions before large group sharing to increase participation comfort levels. As a result of these changes, in AC 2024-2025, significant improvement was achieved. **14 out of 16 students (88%) in CULA 3250 actively participated in post-event discussions and provided substantive insights about strengths and improvement opportunities, with 2 students providing limited participation.**

The structured discussion framework significantly improved student engagement and quality of insights shared. Students demonstrated increased confidence in articulating observations, providing constructive feedback, and offering practical recommendations. The small group format proved particularly effective in encouraging participation from previously reluctant contributors.

Students provided valuable insights including specific operational recommendations, service enhancement suggestions, and innovative approaches for future events. The discussions generated actionable advice that faculty documented for implementation in subsequent academic cycles.

Decision:

1. In 2024-2025 significant progress was made toward the ideal target.
2. Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement: establish peer mentoring partnerships, develop leadership training, and create reflection discussion portfolios that document insights and recommendations across multiple events.
3. These changes will improve students' oral communication skills and collaborative reflection capabilities, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results: The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2024-2025. These changes are based on the knowledge gained through the analysis of the AC 2023-2024 results.

The AC 2024-2025 assessment cycle demonstrated significant progress across all measured Student Learning Outcomes, with 9 of 10 targets met and substantial improvement in areas requiring continued development. The implementation of structured assessment protocols, enhanced curriculum integration, and industry partnership opportunities resulted in measurable student learning gains.

Key improvements included:

- **Critical Thinking Development**: Implementation of progressive case study methodology and peer collaboration resulted in 70% of students meeting ideal targets in Measure 3.1
- **Marketing Research Excellence**: Structured milestone approach and industry partnerships led to 64.3% of students exceeding expectations in Measure 3.2
- **Industry Knowledge Mastery**: Standardized assessment framework achieved 87% success rate in foundational knowledge evaluation
- **Food Safety Competency**: Enhanced curriculum integration resulted in 100% of students demonstrating proficiency in essential safety protocols
- **Reflective Practice Skills**: Guided reflection protocols achieved 88% success rate in comprehensive event analysis

The systematic approach to continuous improvement, incorporating faculty collaboration, industry partnerships, and student-centered learning enhancements, established a foundation for sustained academic excellence and student success in hospitality management careers.

Plan of Action Moving Forward

Based on the successful achievement of most SLO targets during AY 2024-2025 and the need for continued enhancement to maintain the cycle of continuous improvement, the following changes will be implemented as they relate to each SLO:

Measure 1.1. The career research assignment will be enhanced in the introductory course to ensure sustained student engagement in comprehensive career exploration. The career research form will be substantially revised to include expanded SMART goal requirements, industry-specific career pathway analysis, and networking strategy development for multiple hospitality sectors identified in the assignment. Given the need for sufficient data collection identified in 2024-2025, faculty will implement standardized data collection protocols across HMT 1050 and HMT 4030 to ensure comprehensive assessment in 2025-2026.

Measure 1.2. Building on the successful implementation of enhanced resume development resources, faculty will expand the proven strategies from AY 2024-2025. The three peer-reviewed feedback sessions utilizing the NSU Career Center's resume rubric will be implemented as planned, along with industry-specific resume examples and guided resume writing workshops tailored to hospitality career tracks. The continued partnership with NSU Career Services Center and Big Interview software will be enhanced with alumni mentorship components and industry professional resume review opportunities.

Measure 2.1. The faculty will continue the successful written research paper component in HMT 1000 while implementing the planned enhancements for 2025-2026. The department-wide oral presentation rubric will be adopted to ensure consistent assessment standards. Given the successful achievement of targets in 2024-2025, faculty will add the planned additional components including increased paper length, enhanced detail requirements, and expanded topic diversity to maintain rigor and drive continued improvement in writing and critical thinking skills.

Measure 2.2. Building on the improved performance in 2024-2025 (76.5% achievement), faculty will implement the department-wide oral presentation rubric as planned and embed additional oral presentation opportunities throughout the HMT curriculum. The peer evaluation component for HMT 1000 presentations will be fully implemented, and faculty will develop progressive presentation skill-building activities across multiple courses to enhance student confidence and proficiency.

Measure 3.1. Given the successful achievement of the ideal target (70% in 2024-2025), faculty will build upon the effective case study methodology and peer collaboration approaches implemented this cycle. Additional critical-thinking opportunities will be expanded throughout the curriculum with enhanced complexity levels, industry mentor feedback integration, and tiered assessment rubrics. The CVENT certification integration will be further strengthened with advanced scenario-based applications and real-world problem-solving components.

Measure 3.2. Building on the performance achieved in 2024-2025 (64% success rate), faculty will enhance the proven milestone checkpoint system with expanded industry partnership opportunities and advanced research methodology workshops. The structured timeline approach will be refined with additional professional development components, and the portfolio documentation system will be implemented to track complete research process development from conception through final presentation.

Measure 4.1 and 4.2. With successful data collection and target achievement in 2024-2025 (87% and 100% respectively), faculty will expand the standardized assessment framework to include enhanced legal and ethics content delivery, current industry case studies, and supplementary learning modules for identified knowledge gaps. The Moodle template system will be enhanced with progressive knowledge building activities and expanded food safety laboratory experiences, including emerging technology integration and health department partnership opportunities.

Measure 5.1. Building on the significant improvement achieved in 2024-2025 (90% ideal target achievement), faculty will implement advanced reflection rubrics assessing depth of analysis, video documentation systems for enhanced accuracy, and comprehensive reflection portfolio development. The enhanced reflection templates and guided prompts will be further refined based on successful outcomes from the current cycle.

Measure 5.2. Given the substantial improvement in student participation (88% in 2024-2025), faculty will implement peer mentoring partnerships, discussion leadership training programs, and reflection discussion portfolios documenting insights across multiple events. The structured discussion protocols will be enhanced with rotating facilitation roles and advanced collaborative reflection techniques.

The comprehensive improvements implemented in AY 2024-2025 have established a strong foundation for continued excellence. The focus for 2025-2026 will be on enhancing successful strategies, expanding industry partnerships, and implementing advanced assessment methodologies to ensure sustained student learning outcomes and career readiness in the dynamic hospitality management field.