

## AY 2017-2018 Assessment

**College of Business and Technology**

**Division or Department: Hospitality Management and Tourism, BS**

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**Date: 6/15/2018**

**Approved by: Margaret Kilcoyne**

**Date: 6/15/2018**

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**College of Business and Technology Mission.** The College of Business and Technology is dedicated to providing 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. (Adopted September 28, 2015, 04/13/2018)

**Hospitality Management and Tourism Mission Statement:** The mission of Hospitality Management and Tourism at Northwestern State University is to foster a diverse student-centered learning environment that empowers individuals, 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.

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 lecture, 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 worldwide hospitality industry.

## AY 2017-2018 Assessment

**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:** The ideal target was met.

**Analysis:** In AY 2016-2017, the target was met as students achieved the target with minimal examples provided in class, but they lacked the comprehensive nature that was expected. Based on analysis of the AY 2016-2017 results, in AY 2017-2018, students were provided with in-depth examples and discussions about various career paths within the hospitality industry over the course of several class meetings. Like 2016-2017, the students enrolled in HMT 1050 in 2017- 2018 also met the ideal target. 35 out of the 35 students completing the Career Research Assignment identified at least three careers within the hospitality industry along with the strategies necessary to achieve these goals. Although the ideal target for measure 1.1 requires students to identify three career goals and three strategies to achieve each goal, students were asked to complete more than three career goals and strategies if they were able to. Most students (73%) were able to identify more than three career goals and strategies. While identifying more than three was not the target (two was the acceptable target and three was the ideal target), this result is an improvement over AY 2016-2017 and is due to more in-depth discussions about career paths, available careers, and strategies to achieve certain careers in class.

## AY 2017-2018 Assessment

The data shows that all students enrolled in HMT 1050 (Professionalism in Hospitality Management and Tourism) during the Spring 2018 semester provided more than adequate responses for the number of career goals in this assignment, one of 13 assignments in the Spring 2018 course. They also provided two strategies for each career goal. It is important for students in the introductory classes to understand the career opportunities available to them and the necessary experience required to enter the various careers.

This assignment was given due to faculty members recognizing a need for students to understand the vast amount of career opportunities within the hospitality industry. In AY 2017-2018, the instructor provided additional examples and explanations of the assignment and created increased commitment from current students with examples of recent students.

The assignment successfully met the target because careers in the hospitality industry were discussed at length in the HMT 1050 course with many examples of careers, career paths, and Excellent buy in, the relevance of assignment peer discussions. Additionally, the students were provided with information that informed them of how broad the hospitality industry is and the endless career opportunities it affords around the world. HMT alumni with careers in the industry were also discussed and showcased throughout the course. The course contained a mix of both traditional and non-traditional students who were able to openly discuss their experiences in the industry and the various career paths they've had thus far.

The assignment was initially created and later lengthened considering the many different sectors and careers available in hospitality, and this likely helped exceed the target results. In comparison to last year's results, student learning remains at 100% success in meeting the target.

**Action - Decision or Recommendation:** Based on the analysis of the 2017-2018 results, evidence from last year to this year indicates that students were successful in identifying various career opportunities in the industry through the required assignment. In 2018-2019 the assignment will remain in the introductory course and faculty will consider adding it to other introductory courses. Adding the assignment to other introductory courses would give students further practice in writing as well as better orient them to thinking in terms of their careers early in the degree program. Additionally, in AY 2018-2019 faculty will give varying written assignments and in-class exercises amongst the introductory courses (HMT 1000 and HMT 1050) to avoid repetition. Faculty will evaluate the rigor of the activity and make revision recommendations based on their evaluation.

# AY 2017-2018 Assessment

Note: Examples of the Career Research Assignment can be found on the next page. These example student artifacts are associated SLO 1.1 and deal directly with the content of SLO 1.

## Student Artifact 1 for SLO 1, Measure 1, HMT 1050

- Career Research Assignment
- Hotel & Lodging (find 5 job postings)**
- **Hotel General Manager for Heavlin Management Company**  
**Skills:**
    1. Accountability
    2. Bachelor's degree in Hotel Administration or Business Administration
    3. Have 10 years of hotel management experience
  - **Director of Rooms for Heavlin Management Company**  
**Skills:**
    1. Effective verbal and written communication skills
    2. 6-10 years of experience related to hotels, last 5 years as office manager, and 1 year of housekeeping supervision
  - **Hotel Controller for Heavlin management company**  
**Skills:**
    1. 3 years of Hotel accounting manager experience
    2. Experience with budgeting, forecasting, and profit and loss reporting
  - **Sales manager for Cambria Suites**  
**Skills:**
    1. Working knowledge of MS Word, Excel, and Outlook
    2. Proactive sales approach
  - **Director of Human Resources for Detroit Foundation Hotel**  
**Skills:**
    1. Minimum of 5 year HR management experience
    2. Highly organized and has the ability to plan multiple activities and meet deadlines
- Food & Beverage (find 5 job postings)**
- **Restaurant Supervisor for Double Tree Pittsburgh**  
**Skills:**
    1. Understand and operate MICROS system
    2. Use arithmetic to calculate sales, expense and profits or departments
  - **Restaurant Manager for Red Robin**  
**Skills:**

- **Restaurant and Food Service Assistant Manager for The Mission House and Grill**  
**Skills:**
    1. Negotiate arrangements with suppliers for food or other supplies
    2. Being organized an evaluating daily operations
  - **Food and beverage Administrative Assistant for Lakewood Country Club**  
**Skills:**
    1. Sort and distribute mail to Food and Beverage Staff
    2. Perform special tasks independently
  - **Dining Room Manager**  
**Skills:**
    1. Must have 2 years of pervious restaurant management experience
    2. Service oriented and reliable
- Events/ Meetings/ Conventions Management (find 5 job postings)**
- **Sales and Events Manager for Morton's The Steakhouse**  
**Skills:**
    1. Ability to wrote business correspondence and set up contracts
    2. Communicate and coordinate with catering
  - **Banquet Manager for Moxie's Grill and Bar**  
**Skills:**
    1. Managing clients and customer service
    2. Exceptional organization skills
  - **Senior Events Planning Manager for Hyatt**  
**Skills:**
    1. Experience with major Hospitality Sales CRM systems
    2. Developed business communication skills, both written and verbal
  - **Events Concierge for Hyatt**  
**Skills:**
    1. Strong leadership skills
    2. Ability to communicate with guests efficiently
  - **Director of Corporate Events and Resort Activities**  
**Skills:**
    1. Experience in fiscal management and staff management
    2. Proficiency with computer soft wear including word and spreadsheets
- Tourism (find 5 job postings)**

## Student Artifact 2 for SLO 1, Measure 1, HMT 1050

- Career Research Assignment
- Hotel and Lodging**
1. Spa Concierge- Marriott International, Inc. Orlando FL
    - a. Schedule services for individuals and large groups using spa/salon reservations software system.
    - b. Call guests to confirm scheduled services.
  2. Supervisor-Room Service – Seminole Gaming, Hollywood FL
    - a. Ensure that all set-up duties are completed on time.
    - b. Ensure compliance with all regulatory requirements within area of responsibility.
  3. Hotel Front Desk Supervisor- Pensacola, FL
    - a. Train Guest Experience staff in technical duties, guest service skills and telephone sales skills.
    - b. When applicable for a specific property, book group functions and meeting room space.
  4. Valet Attendant FT- Boca Country Club
    - a. Greet arriving and departing guests in a timely, friendly and efficient manner
    - b. Retrieve vehicle keys from and provide receipts to guests
  5. Franchised General Manager- Marriott International, Inc. Lake Buena Vista
    - a. Creates new programs in response to market conditions and revenue opportunities.
    - b. Prepares monthly reports for owners.
- Food and Beverage**
1. Restaurant Manager- Miami, FL
    - a. Supervise kitchen staff according to established guidelines.
    - b. Schedule labor to maximize efficiency
  2. Restaurant Assistant Manager- Miami, FL
    - a. Must be able to stand and walk for long periods of time during the shift.
    - b. bilingual English/Spanish
  3. Food and Beverage Retail Store Manager at Travel Traders Hotel Retail San Jose, CA

- a. Determine quality and quantity of food required, which includes planning menus
  - b. Prepare cleaning and staff schedules, and production worksheets
5. Executive Chef (Chef Partner)- Baton Rouge, LA
    - a. Directing and checking the progress of the prep staff and checking for food quality and consistency
    - b. Assisting in the hiring and training of back-of-the-house employees
- Events/ Meetings/ Conventions Management**
1. Events and Conventions Manager at eFinity Events, LLC Debary, FL
    - a. Coordinate and manage events and conventions in North, Central, and South America, and the Caribbean, including associated accounting duties.
    - b. Develop and review programs, budgets, and services for events and conventions.
  2. Exhibit Maintenance Supervisor- Kennedy Space Center
    - a. Performs duties and responsibilities that are common to most supervisory positions.
    - b. Participates extensively in meetings (staff, budget, events, and safety) and prepares reports to ensure continuous flow of communication.
  3. Director of Patient Safety- St. Petersburg, FL
    - a. Support improved outcomes by emphasizing both appropriate behaviors and robust systems that include concise accountability measures and follow-up.
    - b. Improve consistent delivery of evidence-based care and reduction in preventable harm by focusing on reliability and applying the principles of reliable design.
  4. Executive Assistant- North Palm Beach, FL
    - a. Participates in onboarding of new employees including delivering presentations on general office procedures.
    - b. Prepares weekly and ad hoc reports using MS Excel and other applications.
  5. PR and Event Manager- Brooklyn, NY
    - a. Cultivate, build, and maintain successful relationships with the media and the community.
    - b. Prepare media kits, press releases and field the media pitching stories to generate publicity or to counter negative publicity.
- Tourism**
1. Leisure Travel Agent- Fort Meyers, FL
    - a. Utilizes Professional Selling skills from beginning to end to

## AY 2017-2018 Assessment

### Measure: 1.2. (Direct – Resume; HMT 4030; 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:** The acceptable target was not met.

**Analysis:** In AY 2016-2017 all students met the acceptable target. Based on the of the AY 2016-2017 results the following actions were taken in AY 2017-2018 to drive improvement in student learning: students were required to submit a professional resume, search for an appropriate internship, submit the internship requirements to the instructor, and submit the corresponding resume and cover letter to the instructor in the HMT 4030 course. As a result, in AY 2017-2018 the target was not met. 15 students (68.1%) scored 80% or better on their resume. 16 students (72.7%) enrolled in HMT 4030 (Perspectives in Hospitality Management and Tourism) scored 70% or better on their resumes within 2 submissions or less. 6 students (27.2%) scored 50% or lower.

The target for the resume assignment was not reached due to several students failing to complete the resume assignment successfully due to not turning in final edits and not implementing the detailed feedback as provided by the instructor. The final resume edits were due at the end of the semester which may also provide a factor as to why students failed to turn in final edits. Typically, students have many assignments, exams, and projects due at the end of the semester and it is a very stressful time for them. Additionally, a final major project in another HMT course was due at the end of the semester and students were very preoccupied and stressed over the final major project.

In a change from AY 2016-2017, in this year's assessment cycle (2017-2018), students were required to submit both cover letter and resume assignments after multiple edits by the instructor. Several students gained internships through the exercise in which they had to submit the completed resume and cover letter for internship positions. Earning and successfully completing internships is a mandatory part of the HMT program. Student buy-in was created with examples of recent student success with resumes. Additionally, more emphasis on the assignment and one-on-one assistance was provided by the course instructor as well as all faculty members. Students were also provided increased opportunities to volunteer and "build resumes". It is hoped that these changes would help enhance student learning and better prepare students for the job market.

Last year's data proved that the acceptable target was met. In considering this year's data, it is evident that the target has not been met, and some changes for AY 2018-2019 need to be considered. The resume assignment scores for nearly a third of the students enrolled in the class are especially concerning due to this portion of students

## AY 2017-2018 Assessment

earning a score of 50% or less on the required assignment. In the HMT 4030 course, students should gain a thorough understanding of resume building, writing, and design. Emphasis continues to be placed on the resume being vital to securing job interviews. The target for the resume assignment was not reached due to several students failing to complete the resume assignment successfully due to not turning in final edits and not implementing the detailed feedback as provided by the instructor. The final resume edits were due at the end of the semester which may also provide a factor as to why students failed to turn in final edits. Typically, students have many assignments, exams, and projects due at the end of the semester and it is a very stressful time for them. Additionally, a major final project in another HMT course was due at the end of the semester and students were very preoccupied and stressed over the major final project.

**Action - Decision or Recommendation:** As a result of the analysis of the AY 2017-2018 results, in AY 2018-2019 the resume assignment will require additional elements such as a higher point value in the course to encourage students to complete edits throughout the semester, especially the final edit based on the instructor's feedback. The resume assignment is essential in the HMT 4030 course so that students are ready and able to present their resumes to prospective employers for their internships and in their future careers. Additionally, this assignment aids students in their written communication skill development. In the upcoming assessment cycle (2018-2019) this assignment will be reviewed with the instructor and changes to the point value and the editing process will be discussed to include any needed changes to meet the suggested target. The HMT program's goal is continuous improvement in student learning, and therefore, changes will be instituted to improve student learning. Some changes that may be considered are: 1) starting the resume process earlier in the semester and/or in introductory courses, 2) considering making the resume assignment worth more points within the course grade, and 3) other suggestions faculty may have. Going forward, we will have the same instructor teaching the course instead of rotating instructors.

Note: Examples of the students' professional resume can be found on the next two pages. These example student artifacts are associated SLO 1.2 and deal directly with the content of SLO 1.

# AY 2017-2018 Assessment

## Student Artifact 1 for SLO 1, Measure 2, HMT 4030



939 Rock Springs Rd., Bethpage, TN, 37022 | 1(318)402-8860 | Vaughn.jeremy.vaughn@gmail.com

### Objective

- To use all the skills that I have learned throughout my career to help the guest enjoy their stay.

### Education

#### BACHALOR OF SCIENCE | JULY 2018 | NORTHWESTERN STATE UNIVERSITY AT LOUISIANA

- Major: Hospitality Management and tourism
- Minor: Culinary arts

### Skills & Abilities

#### LEADERSHIP

- Bingo chairman for Kappa Kappa Psi- To train and keep up-to-date paperwork on all current members and ensure that the paperwork and depositing the money on time.

### Experience

#### SERVER | SENATOR LONG CHARITY EVENT | NOVEMBER 2017

- Greet people as they arrived at the event.
- Served food to people as they came to the line.

#### CHEF | WINGS OVER NATCHITOES | OCTOBER 2017

- Prepare and cook food to feed 300 people.
- Walk around the tables and make sure that the guest was enjoying their meals.
- Make sure the food was staying stocked at each booth.

#### DISH WASHER | FRENCH MARKET EXPRESS | MAY 2017- JULY 2017

- Maintain a clean work environment throughout the day.
- Prepare foods when the chef was busy with other meals.
- Organize the walk-in cooler when the food truck came.

#### CUSTOMER SERVICE REPRESENTATIVE | DOMINO'S PIZZA | APRIL 2012 - AUGUST 2015

- Answer the phone in a timely manner.
- Greeted customers with-in one minute of them walking in the store.
- Made sure the customer was happy with their order and experience they had with us.
- Maintained a neat and orderly work environment.

# AY 2017-2018 Assessment

## Student Artifact 2 for SLO 1, Measure 2, HMT 4030



779 Highway 504 Natchitoches, LA 71457 | 318-465-2263 | bcross050649@nsula.edu

### Objective

I am a people oriented, hard working, self- motivated person that enjoys getting the job done. I want to use my former customer service skills and strengthen my people skills to secure an internship and in the future a job.

### Education

**HOSPITALITY MANGEMENT AND TOURISM MINOR IN CULINARY ARTS  
CONCENTRATION IN TRAVEL AND TOURISM  
| NORTHWESTERN STATE UNIVERSITY**

- Junior intended to graduate in May 2019

**HIGH SCHOOL DIPLOMA | MAY 2015  
| NORTH DESOTO HIGH SCHOOL**

### VOLUNTEER EXPERIENCE

- **Academy of Country Music Volunteer in Las Vegas (2017):** worked front door guest list, information booths, celebrity signing, as well as the red carpet making sure talent had plenty of water and knew where they were needing to go
- **Natchitoches Visitors Bureau:** answered phones and greeted guest as they came in and helped them gather all the information they needed and answered any questions they had
- **Chef Leah Chase of Dooky Chase Restaurant in New Orleans Event (2017):** helped plan, setup, and cook for the Chef Leah Chase Event which was a meet and greet as well as a lecture and cooking demonstration
- **Wings Over Natchitoches food service and setup (2017):** prepared food for 1,000 sponsors of the Wings Over Natchitoches as well as organizing the setup for the food and bar, also organized transportation and proper storage for the food
- **Northwestern State Alumni tailgate (2017):** prepared and served food for 800-1,000 people at each home Northwestern State football game

### LEADERSHIP EXPERIENCE

- Presidents Leadership Program 2015
- Freshman Connector 2016
- Welcome Week Committee 2016 (help plan activities for incoming freshman to make them feel welcome and help them get to know the campus)
- Gamma Chi Recruitment Counselor (unbiased group of women that assist women interested in a sorority)
- Tri Sigma Service Chairmen 2016-2017
- Tri Sigma House Manger 2016-2017
- Tri Sigma Risk Manger 2016-2017

(Student artifact 2 continued from prior page)



# AY 2017-2018 Assessment

## EXPERIENCE

### **ASSISANT MANAGER | ANYTIME FITNESS IN STONEWALL | JUNE 2014-AUGUST 2015**

- Responsible for selling different types of memberships and explaining them to potential members
- Showing new members around the club as well as keeping the club clean
- Filing papers after entering the membership information into the database
- Contacting insurance companies and others that offer discounts
- Order supplies for the club
- Promoting classes via social media and flyers

### **SALES REPRESENTAIVE | BRENDA'S CLOTHING | AUGUST 2016-MARCH 2017**

- Putting new items out and switching old items around
- Making deposits as well as closing the register at the end of the shift
- Assisting in making the monthly schedule
- Put orders in for new clothes

### **FRONT DESK PERSONNEL | HOLIDAY INN EXPRESS | MAY 2017- AUGUST 2017**

- Checking in and out guest
- Making sure the loyalty guest received points and special amenities
- Make reservations for individuals and group blocks
- Negotiated pricing with large groups

### **LIFEGUARD | DIXIE SWIM CLUB | MAY 2014-AUGUST 2015**

- Making the monthly schedule
- Ordering chemicals for the pool
- Singing new members up and showing them around the club
- Making sure the club was clean and organized for members

## COMPUTER CERTIFICATION

- Microsoft Office Specialist Office Word 2013
- Microsoft Office Specialist Office Excel 2013

## REFERENCES

- **Anytime Fitness in Stonewall**  
Jessi Dodson (manager) 318-775-5474
  - **Brenda's Clothing**  
Brenda Self (owner) 318-356-0422
  - **Dixie Swim Club**  
Kaci Hammon (manager) 318-453-2785
  - **Holiday Inn Owner**  
Lauryn Sharplin 225-572-9724
  - **Advisor/ Professor**  
Valerie Salter 318-508-3434
-

## AY 2017-2018 Assessment

**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 the assignments with 75% or above.

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

**Finding:** The ideal target was met.

**Analysis:** In AY 2016-2017 the ideal target was met with 72% of students scoring 75% on the written research paper assignment in HMT 1000. Based on the analysis of the AY 2016-2017 results the following actions were taken in AY 2017-2018 to drive improvement: faculty met to discuss the rubric used to assess the HMT 1000 written assignment and determined that the current rubric in place remained acceptable at this time. For other course assignments, specifically the comprehensive written portfolio in HMT 4500, the faculty met and made changes to the reflection assignments in AY 2017-2018. Faculty were asked to utilize the same course shells and were trained on providing more frequent and relevant feedback to students throughout the semester. HMT 4500 portfolio documentation and assignments were added to the HMT 4030 syllabus. 7 out of 8 students (87.5%) scored 75% or above on the written component of the comprehensive portfolio requirement in HMT 4500. In comparison to AY 2016-2017, in AY 2017-2018 more students were successful in meeting the ideal target for this student learning outcome.

Students enrolled in HMT 4500 (Field Experience in Hospitality Management & Tourism) are required to complete weekly written logs detailing their work experience, personal reflections, and theoretical connections to the classroom during their internships. These weekly logs are a large component of the comprehensive portfolios that students turn in as a course requirement. The findings show most of the students in the course meet competencies for written skills as required. It is essential for students in introductory courses and throughout the curriculum to become familiar with the written and oral skill requirements of many college courses and the skills needed to become a professional in the hospitality industry. This assignment has been included in HMT 4500 for many years.

## AY 2017-2018 Assessment

In some instances of reflection during weekly logs for HMT 4500, faculty noted that students were merely stating activities that were experienced during the week instead of writing about their personal reflection and classroom connections related to the experiences during the week. In striving for continuous improvement, the faculty will continue assessing the results of this measurement to determine if the rubric needs to be redeveloped (to include any additional skills that may be needed).

**Action - Decision or Recommendation:** Based on the analysis of the AY 2017-2018 assessment results in AY 2018-2019 HMT faculty will meet to discuss the rigor of the written documentation required for the HMT 4500 portfolio, the ongoing evaluation of the written documentation throughout the semester, and the format of the final portfolio. HMT faculty will also discuss the success and challenges of implementing the introduction of these documents in the HMT 4030 course so that student receive an introduction to the in-depth documentation procedures and are able to have discussions with faculty members about these documentation procedures in a classroom environment. Although the scores in the course were acceptable for the written components considered last year and this year, HMT faculty are now requiring additional in-depth reflection practice throughout the curriculum to enhance the quality of reflection and engage students in detailed writing practices. Typically, this reflection is taking place in CULA 3070, CULA 3250, and HMT 3050 after students execute events involving food and guest service.

Note: Examples of the students' HMT 4500 portfolio documentation can be found on the next two pages. These example student artifacts are associated SLO 2.1 and deal directly with the content of SLO 2.

# AY 2017-2018 Assessment

## Student Artifact 1 for SLO 2, Measure 2.1, HMT 4500

### STUDENT FIELD EXPERIENCE WEEKLY LOG

NAME: [REDACTED]

COOPERATING EMPLOYER: The Walt Disney Company

WEEK OF: 1/21-27/18

HOURS WORKED: 34.73 TOTAL ACCUMULATED HOURS: 34.73

#### DESCRIPTION OF ACTIVITIES:

(Be thorough, including your opinion toward the value of time spent in comparison with experience and knowledge gained and any other pertinent information.) Weekly log is due on Monday following the week completing work.

#### 1. Describe work performed:

1/21 – Welcome to Operations session: We learned about Disney’s “4 Keys” and the basic information from corporate. The food and beverage cast members had to take a food safety and sanitation video course to begin working in the kitchens and food areas.

1/22 – Discovery Day in Epcot: The new cast members that will be working at Epcot were introduced to some of the history of Epcot. Then we went on an informational tour of the park. Cast members took each of us to our designated roles, gave each of us our schedule for our training days, and we picked up our costumes.

1/23 – First Day in Production Baking: The production baking department makes some of the desserts for many of the sections of Epcot; such as, Canada, United Kingdom, American Adventure, Germany, Mexico, and the Coral Reef restaurant to name a few. Most of the food that is sent out is not fully finished and the restaurants finish decorating them and putting them together when they plate the desserts for service. I shadowed Gloria, a chef’s assistant for most of this day.

1/24 – Today I shadowed Gloria doing Coral Reef restaurant as well as Maira, a Cook 1, who worked on the Canada section of restaurants. I decorated cupcakes for Coral Reef- a vanilla cupcake with blue and white swirl icing and multicolor fish sprinkles. I also built key lime pie tarts for and put them in boxes to be picked up by Coral Reef employees. A lot of the products are baked in molds, put in the freezer, then unmolded onto trays to be stored in the freezer until orders come in for the product. In Canada I helped cut out and bake maple leaf cookies and prepped honey cheesecakes for pickup.

1/25 – I shadowed Lisa, a Cook 1, who was working on the American Adventure restaurants today. There were not many orders for these restaurants but she showed me everything that would need to be done to make the desserts and we made a small batch of chocolate mousse so

## AY 2017-2018 Assessment

### (Student Artifact 1 continued from prior page)

that I could learn the process that they do to create the Rocky Road cups. Gloria left me with a few things to do after she had left for the day which included popping Oreo Florentine rounds and stacking them for the freezer, cutting out cookies rectangles for the bottoms of a cheesecake tart, and building two more boxes of key lime pie tarts for pick up the following day.

**2. Knowledge, experience and/or skills gained in relation to your educational objectives:**

Disney's four keys are safety, courtesy, show, and efficiency. The Walt Disney Company has these four keys set into place because they want to uphold the magic of Disney for all of their guests. Guests come to Walt Disney World for the cast members because we are trained to be showmen, polite, and courteous to ensure our guests have the best time possible. Safety is number one because it is important to keep all the guests and cast members as safe as possible. Courtesy is second because we should always be courteous to our guests and our fellow cast members. Show is third because when we step out into the World of Disney we are putting on a show for our guests. We wear costumes that act a certain part and we cannot stray from that role. We want to welcome our guests to the magic and make sure they enjoy their time. Efficiency is important, but is last because we must put our guests first. An example we learned in training is that if we are late to work and we are walking through the park to get there and a guest asked us for help, we are not going to turn them down and say "Sorry, I'm late for work! I cannot help you." What would really happen is we help the guest as best we can and be late for work, the leaders know that this can happen and will understand when it does.

**3. Evaluation of experience:**

I definitely feel like I will learn a lot throughout this four-month process. Most of the cast members in the production kitchen have never actually gone to school so they are all set in their ways of doing things, but they have gained so much knowledge throughout the years they have been working for the Walt Disney Company. I am excited to see where this journey takes me.

**4. Based on 1 or 2 of your unique experiences this week, if you were to encounter the same situation again, what would you have done differently?:**

I had a notebook with me the first day on the job, however I did not write down anything I learned or did that day. Looking back, I wish I had taken more notes on my first day; however, I did take notes all day on the third day learning how to make the desserts for American Adventure.

**5. Based on your reflection in the previous question, what did you learn during your course work in HMT classes that prepared you for these experiences?**

I should always be prepared to learn something and gain experience. I knew to have the notebook with me but I should have taken thorough notes so that next time I know what to do, and do not have to ask questions.

# AY 2017-2018 Assessment

## Student Artifact 2 for SLO 2, Measure 2.1, HMT 4500

### STUDENT FIELD EXPERIENCE WEEKLY LOG

NAME: [REDACTED]

COOPERATING EMPLOYER: \_\_\_St. Joe Club and Resort

WEEK OF: \_\_\_March 12- March 18, 2018

HOURS WORKED: \_\_43.78

TOTAL ACCUMULATED HOURS: \_\_205. 18

#### DESCRIPTION OF ACTIVITIES:

(Be thorough, including your opinion toward the value of time spent in comparison with experience and knowledge gained and any other pertinent information.)  
Weekly log is due on Monday following the week completing work.

#### 1. Describe work performed:

03/12: Today, I worked at the gates and in the Towel Hut for a little bit. I didn't deal with that many unhappy people. I had a homeowner thank me for making her get her homeowner's card.

03/14: Today, I worked in the Towel Hut all day. I only worked the gates to relieve people for lunch. We handed out a lot of towels today. I used my bank for the first time today.

03/15: Today, I worked at the gates all day. I had a few unhappy people who were upset they would not be let in. I had one individual who claimed that I let him in with a card that I wouldn't have let him in with. I had to confiscate one homeowner card. We had a mountain of towels at the beach this evening. We ran out of empty bins to put the dirty towels in and had to leave them in the bins.

03/16: Today, I opened in the Towel Hut and then ended up at gates for the rest of the day. The manager wanted to give the other intern more practice in the Towel Hut. I had to take two homeowner cards. There were a lot of angry people because of having their cards taken or not being allowed in. It seemed like every other person wanted to speak with a manager. My manager said why can't I just be at the gates every day.

03/17: Today, I opened the Towel Hut and then ended up at the gates. I charged homeowners this morning and made the homeowner chair tags for tomorrow. I

## AY 2017-2018 Assessment

### (Student Artifact 2 continued from above)

made several towel runs today. The beach bin was overflowing so much, which is good because it means that people aren't leaving their towels on the beach. I dealt with few angry people today.

**2. Knowledge, experience and/or skills gained in relation to your educational objectives:**

I don't think that I've learned any new skills since last week. It's pretty cut and dry.

**3. Evaluation of experience:**

I am really enjoying this internship. It is giving me a taste of what it like to work with happy people and those who are upset or angry.

**4. Based on 1 or 2 of your unique experiences this week, if you were to encounter the same situation again, what would you have done differently?:**

I can't say that I've had any more unique experiences this week. It's most the same thing week after week.

**5. Based on your reflection in the previous question, what did you learn during your course work in HMT classes that prepared you for these experiences?**

**6. Comments:**

## AY 2017-2018 Assessment

**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 the assignments with 75% or above.

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

**Finding:** The ideal target was met.

**Analysis:** In AY 2016-2017 the acceptable target was met due to the rubric used to assess the students on this project allowing clear expectations to be communicated. Based on the analysis of the AY 2016-2017 results the following actions were taken to continue to build on improvement in student learning: faculty met to discuss the rubric currently used and determined no changes or additions needed to be made. Based on the analysis of the results in 2016-2017, written and oral presentation skills have been embedded in additional courses throughout the curriculum such as CULA 3250 and CULA 3070 in AY 2017-2018. The faculty were asked to give details and/or rubrics to increase student understanding of assignments, and in AY 2017-2018, 22 out of 29 students (75.8%) scored 75% or above on the oral presentation assignment in HMT 1000. In comparison with AY 2016-2017 results, students meeting the acceptable target grew from 68% to 75.8% which placed the outcome of this SLO into the ideal target range. The changes instituted in AY 2017-2018 likely helped improve the evidence of student learning.

Students enrolled in HMT 1000 (Introduction to Hospitality Management and Tourism) are required to complete a written and oral project on a basic research topic that related to the hospitality industry. The findings show that most students in the introductory course meet competencies for written and oral skills as required. Students in the hospitality field must have excellent oral communication skills as many employees are constantly interacting with guests and fellow employees. Also, these communication skills can provide prospective employers with their first impression of the student. With advanced oral communication skills, students will be able to display confidence and poise in the professional setting.

**Action - Decision or Recommendation:** Based on the analysis of the 2017-2018 results the oral presentations based on students' research papers in HMT 1000 will be a component of the final paper and presentation of this course. Faculty will assess the results of this measurement to determine if the rubric needs to be redeveloped (to include any additional skills that may be needed). Additional oral presentations will be embedded in other HMT courses so that students become more proficient and confident in these skills. As of now, HMT 1050 (Introductory to Professionalism in HMT) and HMT 3050 (Meal Mgmt.) are the other courses which include formal oral presentations. Faculty will discuss assessment methods of these formal presentations and consider uniform rubrics and/or assessment methods for these presentations.



## AY 2017-2018 Assessment

Note: The rubric used for HMT 1000 oral presentations can be found below or on the next page. Scores for the final written paper (total points available = 75) and corresponding oral presentation (total points available = 75) are on the next page after the rubric. These artifacts are associated with SLO 2.2 and deal directly with the content of SLO 2.

### Artifact 1 for SLO 2.2, HMT 1000

#### HMT 1000 Presentation

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
<b>Content</b>	Shows a full understanding of the topic. Includes many, well-chosen details from text.	Shows a good understanding of the topic. Includes adequate number of details. Most are relevant.	Shows a fair understanding of parts of the topic. Includes adequate number of details, but too many details lack significance.	Does not seem to understand the topic very well. Includes few and/or poorly chosen details from text.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

# AY 2017-2018 Assessment

## Artifact 2 for SLO 2.2, HMT 1000

Assignment: Research Paper - Due: April 18th at 11:55pm (Real)	Assignment: Research Paper Presentation (Real)
75	75
60	75
61	0
60	0
75	75
60	0
75	75
75	75
60	0
75	75
0	0
0	75
70	75
70	75
75	75
70	75
70	75
0	0
70	75
70	75
70	75
70	75
70	75
75	75
70	75
75	75
75	75
0	0

**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)

HMT 4200- Marketing Research Paper

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

**Details/Description:** Students will complete critical thinking-based question and/or assignments in the following courses: HMT 3050 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:** The ideal target was met.

## AY 2017-2018 Assessment

**Analysis:** In AY 2016-2017, the target was not met. Based on analysis of the 2016-2017 results, the faculty agreed to provide critical thinking examples throughout the semester and curriculum in AY 2017-2018. Specifically, in HMT 3050, critical thinking questions were added to every exam. More emphasis was placed on activities to promote critical thinking. As a result, in AY 2017-2018, 100% of the students scored 70% or better on the critical thinking exam question in HMT 3050. Meanwhile, in the AY 2016-2017 assessment, students failed to meet both the acceptable target and the ideal target. In comparison to AY 2016-2017's assessment, AY 2017-2018's data exceeds the target's expectations and demonstrates a great improvement in student learning.

The AY 2017-2018 portion of the exam that was assessed remained at a score of 10 points, the same as in AY 2016-2017. The subject matter of the question is repeatedly taught in the course. Students completing this course should have a basic understanding of menu design and function to be prepared for careers in the hospitality industry (food is in most careers within the hospitality sector). This year's assessment scores for this SLO demonstrate the evidence of this basic understanding for this critical thinking portion of the exam. It is vital that students develop critical thinking skills as the industry constantly requires professionals to "think on their feet". Unfortunately, many students in the current post-secondary population seem to struggle with critical thinking skills and the goal of this SLO is to address this shortfall. Based on the AY 2017-2018 changes to the program and assessment results, our students are improving at critical thinking.

**Action - Decision or Recommendation:** Based on the analysis of the AY 2017-2018 results, in AY 2018-2019 the faculty will change the current critical thinking question on the HMT 3050 exam and increase its rigor. Additionally, faculty will implement additional critical thinking questions in all exams throughout the semester in the HMT 3050 course and in other courses in the HMT curriculum, since critical thinking is such a concern for the student population in general. Any changes will be data-driven in our degree program's drive for continuous improvement.

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

**Details/Description:** Students will complete marketing research papers as a culminating project in the capstone course HMT 4200. This assignment includes both marketing research and business 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:** The target was not met.

**Analysis:** In AY 2016-2017, the acceptable target was met. Based on the analysis of the AY 2016-2017 assessment results, in AY 2017-2018 instructional details were increased upon the editing of the assignment. One-on-one assistance from the instructor was provided leading up to the due date, as well as other faculty members providing consultation in their areas of expertise to the students. After these changes,

## AY 2017-2018 Assessment

in AY 2017-2018, 51.7% of the students scored 70% or better on the marketing paper in HMT 4200. This assessment year, students enrolled in the required HMT 4200 (Marketing in Hospitality Management and Tourism) did not meet the acceptable target for the project. In AY 2016-2017, 64.2% of students scored 70% or better on the marketing paper, a decrease of 12.5% occurred from last year to this year.

In this assignment, students incorporate and synthesize many key concepts they have learned throughout the course. The objective of the assignment is to become familiar with starting a business by gathering the necessary financing documentation, permits, licensure, legal documentation, and marketing research. This is a very large project that is repeatedly challenging for all students enrolled in the course. The total project that students must turn in is a minimum of 25 pages. While the reason for the year-to-year decrease in results is unclear, the difficulty and length of the report may contribute to year-to-year variability in the results. Additionally, students continually express that they are unsure of what they need to do for this assignment. The class size for the HMT 4200 course was large during the AY 2017-2018, and this may have also been a factor as to why students didn't feel like they knew exactly what to do (due to many peers sharing information about the assignment that may or may not have been correct) and possibly why they didn't receive the one-on-one instruction they may have felt that they needed.

**Action - Decision or Recommendation:** Based on the analysis of the AY 2017-2018 results in AY 2018-2019 the coordinator and faculty member teaching the course will consider a documented plan to be implemented to address these challenges (such as assignment length and deadlines throughout the semester) the next time the course is taught. As there is great value for the students both personally and professionally in completing the assignment, the instruction and structured deadlines for this assignment may warrant in-depth and careful consideration during these discussions. The marketing paper will remain a required assignment in HMT 4200. It may also be beneficial to re-edit the written instructions and possibly create a detailed rubric for the students.

Additionally, due to the decrease in the number of students achieving the target, the HMT faculty will meet to discuss additional analysis and recommendations before AY 2018-2019. Workloads in other courses may have to be adjusted or timed to give students more time to work on the project.

Note: Samples of students' answers to the HMT 3050 critical thinking questions and final marketing papers are attached on the following pages. These student artifacts are associated SLO 3.1 and 3.2 and deal directly with the content of SLO 3.

# AY 2017-2018 Assessment

## Student Artifact 1 for SLO 3.1

**PROBLEM MENU:**

- ✓ Shredded Chicken with gravy
- Mashed Potatoes
- Creamed Style Corn
- Rice and Gravy
- ✓ Hawaiian style sweet rolls
- ✓ Koolaid/Sweet Tea
- Vanilla Pudding

8

Keeping **several** items from the same menu, fix it and make sure you don't create new problems. (5 points)

**NEW "FIXED" MENU:**

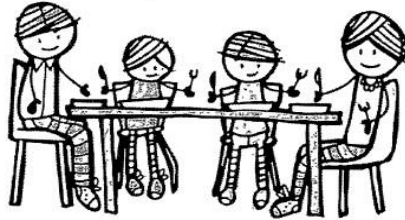
- ~~Shredded chicken~~ Roasted salmon
- ~~Shredded chicken~~ Grilled chicken breast
- Steamed green beans

- ~~Hawaiian style sweet rolls~~
- Sweet tea for kids?
- Pecan pie

-1 LACKS DAIRY

Identify and list at least FIVE things WRONG with the Family Dinner Menu listed to the left. (5+ points)

- All food is soft + waxy
- Lack of contrasting color
- Needs more nutritional value
- Gravy served twice?
- Needs less starchy food



## Artifact 2 for SLO 3.1

**PROBLEM MENU:**

- Shredded Chicken with-gravy
- ~~Mashed Potatoes~~
- ~~Creamed Style Corn~~
- Rice and Gravy
- Hawaiian style sweet rolls
- Koolaid/Sweet Tea
- Vanilla Pudding

10

Keeping **several** items from the same menu, fix it and make sure you don't create new problems. (5 points)

**NEW "FIXED" MENU:**

- Grilled chxn Breast
- Baked Potatoes
- Baby Carrots
- Green Beans
- Hawaiian Sweet Rolls
- Milk
- Strawberry Cheese Cake

Identify and list at least FIVE things WRONG with the Family Dinner Menu listed to the left. (5+ points)

- No Color
- Lacks Dairy
- No Texture
- Bad Nutrition
- Heavy Starch



AY 2017-2018 Assessment

Student Artifact 1 for SLO 3.2, HMT 4200



RUBRIC PAPER: STUDENT NAME \_\_\_\_\_

New Business PROJECT: Tossed Restaurant

Title Page: ✓ Table of Contents: ✓ Introduction: ✓ Evidence of Need: ✓

PRODUCT: \_\_\_\_\_

(menu/inventory): limited in healthy options + No

PRICE: healthy drinks such as Sparkling Water

Financial: yes start up Costs: (Inventory) yes of fresh fruit smoothies

PLACE: yes but does not demonstrate how you will finance this Restaurant

Building/Real Estate yes Channels? at site only

PROMOTION: \_\_\_\_\_

Sales Promo no Per Sales no

Media/Advertising no \$10 per Radio Ad P.R. \_\_\_\_\_

Web site on-line development no

PACKAGING to go only PARTNERSHIP no

PROGRAMMING no PEOPLE no

(Labor: how many people needed? yes)

SOCIAL/DEMOGRAPHICS OF THE AREA: yes

ENVIRONMENTAL no ECONOMY yes

LEGAL: (Licenses/Permits/Zoning): yes

COMPETITION: yes

TECHNOLOGY: no

RECOMMENDATIONS/ALTERNATIVE SOLUTIONS: Good start but menu

CONCLUSIONS: would never fly as is

LENGTH: Pages: 16 Addendum/Photos: yes Website no

Spell check/professionalism: yes Convincing argument? maybe w/ a revised menu

OVERALL CONTENT: \_\_\_\_\_

Pretty good

TOTAL GRADE: 90

# AY 2017-2018 Assessment

## (Student Artifact 1 continued from above)

work in my business's favor. These health plans stress the importance of consuming a wide variety of raw fruits, vegetables, and the right amount of protein to maintain all the proper nutrients for a healthy diet. As of now there are no businesses offering exclusively healthy food options near these gyms, so having a restaurant like "Tossed!" close by in town would gain a lot of attention.

### Product

My product is a customizable salad and grain bowl restaurant named "Tossed!". The name "Tossed!" is a play off the action of "tossing" a salad to mix it's ingredients and the idea that ~~since~~ every order is customizable <sup>ed by the who</sup> that customers can "toss" in what they want. The target market includes health conscious 20 to 65 year olds, gym members and women in particular, and business men and women looking for healthier dining options. The reason I chose this target market is because they are the most likely to be <sup>health conscious,</sup> The location I selected is a perfect place to find this target market because it includes multiple businesses that ~~apply to them~~ in one concentrated area. The property was previously a frozen yogurt shop called "Yummy Yo" and is located in the Skyline Plaza off Highway 28 East in Pineville, Louisiana. Highway 28 East is a major highway connecting the more residential towns of Deville, Holloway, and Libuse, Louisiana, to the bustling business <sup>ha!</sup> center of Pineville. ~~A study done by the~~ Louisiana Department of Transportation and Development set up counting centers along major highways to collect data on the frequency of traffic in certain areas. ~~One of those counting centers happened to be near~~ Skyline Plaza <sup>ed</sup> and shows that the annual average daily traffic for that stretch of highway is 25,769 cars. In other words, this is a very high traffic area where people drive back and forth from work every day and receive <sup>so would</sup> high levels of exposure. With ample parking and easy access in and out of the square Skyline Plaza has its fair amount of daily traffic. The surrounding shops

# AY 2017-2018 Assessment

## (Student Artifact 1 continued from above)

3497 Suite 1, Hwy 28 E.  
Pineville, LA 71360

# Tossed!

*Need to add some of the cup of bowl*  
*Homemade*

*mom would need to be completely red one?*

### Salad or Grain Bowl

- Small - \$6.00
- Medium - \$8.00
- Large - \$10.00

### Choose a lettuce:

- Romaine
- Iceberg
- Arcadian Blend

*kale spinach*

or

### Choose a grain:

- Brown Rice
- Quinoa

*Jaro Parley?*

### Protein:

- Grilled Chicken + \$2.00
- Black Beans + \$1.00
- Tuna + \$1.00
- Grilled Steak + \$2.50
- Grilled Shrimp + \$3.00

### Cheese:

- Blue Cheese
- Cheddar
- Parmesan

*Yogurt? Cream cheese w/ fresh dill?*

### Toppings:

- Avocado + \$1.00
- Strawberries + \$1.00
- Blueberries + \$1.00
- Hard Cooked Egg + \$1.00
- Beets + \$1.00
- Cherry Tomato
- Red Onion
- Cucumber

*alfalfa sprouts sunflower seeds/walnuts*

- Bell Pepper
- Carrot
- Dried Cranberries
- Kalamata Olives
- Croutons
- Almonds
- Pecans
- Peanuts

Dressings: Ranch, Honey Mustard, Italian, Cherry Balsamic

Fountain Drinks: Coke, Sprite, Dr. Pepper, Diet Coke, Fanta, Tea - \$1.50

Dine In and Carry Out \*\*\*

*What about fresh fruit smoothies*

*huh?*



## AY 2017-2018 Assessment

### (Student Artifact 1 continued from above)

light fixtures I would be keeping the original hanging lamps from the previous business since their green, floral, lantern-like design goes with my restaurant's theme.

#### Place

"Place" in the marketing sense constitutes as where your product can be purchased. The only place people can purchase the food from "Tossed!" is on site at the restaurant from 11:00 to 5:30 <sup>PM</sup> when the doors are open. As mentioned previously the menu is dine-in or carry-out only, and the reason for this is because delivery is not a good option for my product. Firstly, hiring delivery drivers is expensive and not something I could afford starting out. Second, salads and grain bowls are both cold foods and do not travel long distances well. I wouldn't want to compromise quality. While with carry-out the buyer can walk out with their freshly made food in hand, with delivery they would have to wait for the food to come to them. Depending on the length of the drive the meal could end up soggy and limp by the time it reached the customer's home or business. This would result in a tarnished image, which is difficult to correct (especially if that is the customer's first impression of your business). What's worse is that the food's temperature could be in the danger zone too long and start growing bacteria that could potentially making someone sick. A lawsuit is definitely not something a new restaurant needs. Lastly, a website that customers could use to order their meal prior to coming to the restaurant could work, but when working with cold fresh produce its better, for quality's sake, that they are present when their order is made.

Originally the idea was to have the meals priced by weight, but it became apparent that it would be a very complicated process to try and figure out an average weight of these meals because it varies depending on what the buyers get. There was also the issue of some higher cost items, like blueberries, that don't weigh much and could possibly lose the restaurant money.

# AY 2017-2018 Assessment

## (Student Artifact 1 continued from above)

enjoy the station's "Top 40's" and "Celebrity Top 10 Countdown" and it is a popular station to play in gyms so people have upbeat music to work out to. Somebody exercising at 11:00 could hear the advertisement and decide that a healthy and filling salad sounds like the ideal lunch.

### Startup Costs

All of the produce and dairy items on the menu will be purchased from Capital City Produce, a wholesale company based in Baton Rouge, Louisiana. The proteins (meat, seafood, beans) as well as the dressings and nut options not offered by Capital City Produce will be purchased from Sam's Club, another popular wholesaler with a location in Alexandria. Syrups for the soda fountain will be ordered from an online wholesale company called the Webstaurant Store and delivered separately to the restaurant. To ensure the quality and the freshness of the produce being sold FIFO will be practiced and there will be deliveries every Monday.

~~Wednesday, and Friday.~~ All together the food and beverage starting inventory costs \$1324.49.

Of course the food orders will change over time depending on what becomes popular with the market and what is affordable in season. Because of the customizable aspects of my product calculating a projected food cost is very difficult.

Equipment is another large investment necessary to open "Tossed!". According to the Marks Real Estate Company, that owns the property, the previous business sold all its equipment when it closed. The kitchen is empty and the dining area has nothing but its light fixtures left. Fortunately I have connections with a restaurant design consultant, named Scott Spulok, who works for Lafayette Restaurant Supply and he was willing to give me a quote on new equipment.

The restaurant would need a large walk-in refrigerator to store all the fresh produce and dairy for

*You don't  
know this  
don*

## AY 2017-2018 Assessment

### (Student Artifact 1 continued from above)

be bought new while things like the steel prep table in the kitchen would be okay with a used model.

The property itself is \$14 per a square foot to rent annually. Since the building is 2,000 square feet total this means that my monthly rent is \$2,333.33 not including utilities. Electricity is provided by Cleco Company and the previous average bill for the property was \$825 a month. Electricity would be obviously used to run all the appliances and provide lighting for the restaurant. Water is supplied by Pineville City Water and it charges \$309.33 a month based on the property's average use of about 69,700 gallons of water. Water is needed for the soda fountain, sinks, dishwashers and bathroom. Gas provide by Atmos Energy runs at about \$280 a month and would be used for cooking and heating.

Labor for "Tossed" is going to consist of four employees. One will be in charge of the cash register and ringing up customer's orders, the second will be in charge of building those orders at the salad bar, the third will be a chef in charge of cooking the protein options and grains and the fourth will be a dishwasher. All employees will be paid the Louisiana minimum wage of \$7.25 an hour and work 6.5 hours while the restaurant is open. Total payroll for one month is calculated to be \$5,655. The projected sales for the first month are \$16,650, this is based off an average of fifty customers a day with twenty-five of them spending \$12.50 on large portions, fifteen spending \$10.50 on medium portions and ten spending \$8.50 on small portions. So by dividing the payroll by the sales the labor cost percentage ends up being 34%. The projected loss of the first month's operation, not including the cost of new equipment, is \$10,727.15. The projected profit for the first month is \$5,922.85.

*Good luck!*

## AY 2017-2018 Assessment

### (Student Artifact 1 continued from above)

firm Life Safety and Property Protection applications to ensure fire safety training and require a \$700 fee for firms, \$100 fee for employees and a \$38 background check for each applicant. Vehicle registrations are also included. The Public Department of Health requires a application for state food safety certificate which is available at the department's website. It includes a \$25 fee. The Louisiana Workforce Commission requires a medical examination and drug testing policy for all employees and the paperwork is free off its website. An Occupational License that gives you the right to own and operate a business in the city of Pineville, is issued by the Rapides Parish Sales and Tax Department. Unfortunately I could not get a copy of this document so I don't know the fees attached to it. A Local Sales ID is issued by the City of Pineville and allows your product to be recognized as being sold locally within the city, it is free to print off the website. A Certificate of Occupancy is also issued by the City of Pineville to ensure that you as a business owner and your business are in fact occupants for the city. Any assumed business name must be registered with the Rapides Parish Clerk to make sure the name is not already taken and that no one can steal your businesses name. The contract is free to print off the department website but does require a notary.

#### References

[www.yellowbook.com](http://www.yellowbook.com)

[www.ebay.com](http://www.ebay.com)

[www.cspinet.org](http://www.cspinet.org)

[www.newretrodining.com](http://www.newretrodining.com)

stateofobesity.org

# AY 2017-2018 Assessment

## Student Artifact 2 for SLO 3.2, HMT 4200

### Introduction

The Casino Industry ~~has become~~ a \$40 billion industry easily each year in the United States (Gambling Facts and Stats.) This analysis will demonstrate the need for casino tours in Las Vegas, Nevada based on 38% of American's visit annually. Casino's focus on the player's whom generate <sup>the</sup> majority of revenue, which can drastically decline if the player relocates to a competitor. Colby's Casino Tours will display the benefits of select casinos in the Las Vegas, Nevada area as "Top Dollar" players take a sneak peek at the competitor's offerings. The target demographic for this business will focus on female's around the age of 55 to 65 that may potentially be retired. The need exists as competing casinos will offer an advantage to external gamblers who do not know of the offerings at other ~~gambling halls~~ <sup>establishments</sup>. In addition to giving the player a new outlook on which ~~company~~ <sup>Casino</sup> they intend to dedicate their money to, each participating casino has <sup>an</sup> opportunity to acquire new player's through this process.

### Price

The price per person (does not include guest) is \$375 for a round trip. This includes complimentary champagne and water for the limousine ride. Also including pickup and drop off from the four participating casinos. Pickup arrangements will be made at the time of tour booking. Each trip will generate \$4,500 in the case that the limousine is full. The cost per tour for the limousine is \$115 per hour that totals \$690 for the six-hour tour period. The total profit after rent is taken out will be \$3,810. In order for me to breakeven I will only have to sell two seats for the tour. The listed price is \$400 in which I took 25% off the total to allow the guest perception to see a high price and take advantage of a small price slash. Once the exclusive mix of gamblers have reached the destinations, the casino host will be informing them of the current

Int. clientele  
will probably  
be your  
biggest  
customers

Way too  
NARROW  
a  
target

4

huh

# AY 2017-2018 Assessment

## (Student Artifact 2 continued from above)

room rates for upcoming events and experiences that they can take part in if they switch properties. My reach will consist of communicating with Casino Hosts per property, which is a push through the channels of distribution. In the case that the business was to have 3 scheduled tours each week for a month, the total money owed to the limousine company for rent would be \$8,280. The total loan amount requested is \$10,000 which will provide additional income if the business fluctuates in the number of tours given in the first 30 days.

### Product

Property development managers review and retain this repair with each "Top Dollar" player that keeps them hitting that spin button. Top Dollar in reference to the higher end player that spends approximately \$100,000 or more a year and has potential to give a bigger share of their wallet (UNLV center for gaming research.) Each player can be maintained through a wide array of amenities and accommodations such as complimentary spa use, fine dining use or exclusive lounge access. Each property provides a different set of luxuries to their guests in which the competition will try to outweigh when given the opportunity. Riding in our will provide an exclusive tour for the elite players on the Las Vegas Strip and give insight of what they might be missing out on elsewhere. The assigned Casino Host per property will have the benefit of entertaining the guest for 1.5 hours at each stop. This can be over dinner or may by having a cocktail hour in the lounge after the consumer hits the casino floor to spend their inclusive casino money. As each guest spends more and more in the casino business we refer to that as lift. Lift allows the measurement of success through Coin In and Coin Out. Lift also shows the additional money spent from the consumer wallet as the goal is for the gambler to spend additional money aside from the provided slot dollars. Each property has signed a non-disclosure agreement that refers to the exclusivity of the players. This agreement also requires

Do you mean Report?

the enticed

## AY 2017-2018 Assessment

### (Student Artifact 2 continued from above)

the promotion of [redacted] Casino Tours in which they will have the access to new players. Each gambler is required to present their player information for their flagship casino. In an effort to ensure that only one casino tour is taken within a 365-day period. Below is an image of the Ultra Stretch limousine that is provided by Presidential Limousine of Las Vegas. The limousine holds 12 people comfortably or 6 couples.

Why?



#### Place

The two methods of distribution for [redacted] Casino Tours are my online website or booking through the listed number with the consumer's credit card information. The website for direct tour purchasing can be found at [www.colbycwe111.wixsite.com/website](http://www.colbycwe111.wixsite.com/website). More information can be found about tours of the Las Vegas strip through the website as well. A printout preview of the website can be referenced in the Appendix. The listed contact number will direct guests to my direct office number that can book tours with the consumer's credit card over the phone. Once the guest confirms that they are wanting to book a tour, I will use my square reader app for iPhone to manually enter their card information. There is a \$100 deposit

## AY 2017-2018 Assessment

### (Student Artifact 2 continued from above)

7

that will be non-refundable if the tour is not canceled 48 hours before the date of the scheduled tour.



Square Reader

~~Promotion~~

Personal Selling

Agreement with casinos to promote the business as they will have access to new clientele. The four participating casinos are required to advertise [REDACTED] Casino Tours to their guests to encourage gamblers to be open minded about where they play. Tours are scheduled from Tuesday through Saturday. Depending on which day the guest books their tour, the casino may be offering access to a select event. For example, concerts, social hour for interaction with current members, slot tournaments, etc.... Each casino marketing group is required to participate in the advertisement process for their players twice a week per signed contract in Appendix. As follows, each casino has specific offerings for their top tier programs:

Caesar's Palace (Caesar's Palace Las Vegas)

- Earn total rewards credits
- Turn your rewards credits into free play
- Free or discounted hotel stays which does not include room deposit
- Gift up to \$5,000 reward credits to a friend
- No resort fees on any hotel stay
- Guaranteed room with 72 hours' notice



## AY 2017-2018 Assessment

### (Student Artifact 2 continued from above)

8

- Upgrade to best available room at check-in
- Complimentary early check-in and late check-out
- Discounts at casino gift shops
- Pre-sale access to select shows
- Member pricing at participating restaurants
- Complimentary valet and self-parking
- Access to diamond lounges
- Priority line at hotel check-ins, restaurants, casino-cages and total rewards desks
- VIP hotel reservations hotline for booking
- Retreat to total rewards destination with airfare up to \$1,200, round-trip transportation between the airport and hotel, as well as a \$500 dining folio
- Share your status with someone special
- Invitation to signature events

#### 2. Cosmopolitan of Las Vegas (Experience the Cosmopolitan of Las Vegas)

- Minimum complimentary two nights stay per year
- Complimentary resort fee
- Complimentary room upgrades when available
- Complimentary valet and self-parking
- 2 for 1 concert tickets with express entry
- 2 for 1 special event tickets
- Access to special offers
- Dedicated reservation line
- Early check-in and late check-out

## AY 2017-2018 Assessment

### (Student Artifact 2 continued from above)

9

- VIP airport transportation
- \$250 annual resort credit

3. New York New York (New York New York Casino)

- Complimentary limousine service with hotel stay included

4. The Venetian ([www.venetian.com](http://www.venetian.com))

- Guaranteed suite availability with 24-hour notice
- Valet front of line priority services
- Complimentary McCarran airport services
- 20% off gondola ride tickets
- Discount on wedding ceremony packages
- Complimentary entry for Tao beach and Tao nightclub
- Tao beach – complimentary daybed rental with \$100 food and beverage purchase

A map of the four locations can be referenced in the Appendix.

#### Packaging

Each limousine will include a complimentary bottle of champagne to keep the excitement going all night. As each player rides down the Las Vegas strip in style, they will see The Venetian, Caesar's Palace, Cosmopolitan of Las Vegas and New York New York casino. Teresa Davison, Slot marketing executive, will be providing each player with \$350 after they receive a personal tour of the casino floor and private Platinum member lounge. Caesar's Palace will be the next stop on the road to fun where Cathy Marentette, Executive casino host, will be greeting guests with \$200 in slot play. As the guests settle in the Diamond Lounge with a few cocktails, shortly afterwards they will begin to take a tour of the various outlets as well as they High Limit

# AY 2017-2018 Assessment

## (Student Artifact 2 continued from above)

10

slot area. As time winds down, the next stop will be at the <sup>3.</sup>Cosmopolitan of Las Vegas. Dan Tanaka, Executive host, will be treating each guest to dinner at the Blue Ribbon which will be valued at \$130 per platinum player plus one guest. \$250 in slot play will peak the interest of our guests as they decide to take a stroll through the casino. The Cosmopolitan contains slot machines with denominations ranging from \$0.01 up to \$500. The final stop on the trip will replicate aspects of the Big Apple. <sup>4.</sup>New York New York casino will be hosted by Anitra Digilio, Casino marketing executive, as she provides each player with \$250 in slot play for their eye-opening experience.

### Social/Demographics

The demographic focus for [redacted] Casino Tours ranges from the age 45 to 65 in which the mix is approximately 50% divided between male and female. The population in Las Vegas in 2020 is predicted to be 658,000 people in comparison to the current 641,000. The average household income for Las Vegas is approximately \$61,000 annually. The bulk of the area market are between the ages of 35 and 55 (Kadlec,D.)

### Economy

Las Vegas, Nevada average weekly wages are set at \$898 per industry. The current unemployment rate stands at 4.6%

### Legal/Political

The primary legality of Colby's Casino Tours is a simple tax preparation based on the annual income. All income is rep[redacted] tax form TID No:020-TX, modified business tax return or general business paperwork. "Prepaid access instrument" means a card, code, electronic serial number, mobile identification number, personal identification number or similar device that allows patron access to funds that have been paid in advance and can be retrieved or transferred

too narrow

What is the economy the outlook for rest of the country? Residents are not going to forget.

## AY 2017-2018 Assessment

**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:** Measurement instrument in development.

Using a secondary analysis, the target was not met.

**Analysis:** Note: The comprehensive knowledge exam is still in development, and therefore, could not be assessed during this current period. However, the exams measuring key concepts in historical foundations of the industry were assessed from HMT 1000. 58.6% of HMT 1000 students scored an average of 70% or better across three exams for the Spring 2018 semester.

Students enrolled in the HMT 1000 course are typically freshman, and this course is the very first course in their curriculum as an HMT major. Additionally, some students from other disciplines take HMT 1000 as an elective. Although the target was not met, future assessment data will likely help in revealing the reason(s) as to why this target was not met. However, based on faculty intuition, experience, and discussion with students, it is suspected that there may be lack of motivation, adjustment to college life, and lack of maturity as part of the reason that students seem to struggle with these exams in this course. Additional assessments and research beyond this baseline year are necessary to fully determine the causes of the missed target.

## AY 2017-2018 Assessment

**Action - Decision or Recommendation:** Faculty and the coordinator will monitor this set of data and have discussions to identify the suspected reasoning as to why the target was not met. As AY 2017-2018 was the first year to gather data of any sort, and the primary measurement instrument is developed and will be administered in fall 2018, as more data is needed before firm decisions should be made. However, as maturity issues and time management may play a role in students finding success on this SLO, faculty will consider ways to encourage responsible behavior among students and research ways to help students better acclimate to the expectations of university life.

### **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 2018 semester.

**Finding:** Measurement Instrument in development.

Using a secondary analysis, the target was met.

**Analysis:** Note: the comprehensive knowledge exam is developed and will be administered in fall 2018, and therefore, could not be assessed during this current period. There is no comparable data from AY 2016-2017 as this is the first assessment year in which any data was collected for this SLO. The SLO was developed in AY 2016-2017, but the measurement instrument is still in development to be implemented in AY 2018-2019.

However, the assignments measuring key concepts in historical professionalism in the industry, resume writing, and mock interviews were assessed from HMT 4030. 95.2% of HMT 4030 students scored an average of 70% or better across 11 assignments for the Spring 2018 semester. These scores serve as a placeholder assessment measure until the comprehensive knowledge exam is complete. Overall, students did very well in their average for this Spring 2018 course. They did very well with key concepts taught in the HMT 4030 class and seem well prepared for internships and job interviews. The HMT 4030 course was relatively small during AY 2017-2018 and students received a lot of one-on-one interaction with the course instructor and held many in-depth discussions on professionalism, which may provide insight as to the reason why students did so well overall.

## AY 2017-2018 Assessment

**Action** – Due to the high number of students who attained the ideal target for this SLO, faculty will consider add more rigor and/or more in-depth assignments to the requirements for this course if this method of analysis is continued in place of the comprehensive HMT exam. Ultimately, a comprehensive HMT exam is the plan for collecting data corresponding to this SLO to show growth of key HMT concepts over the course of students' college career. As this data collection was a baseline, but was not directly established by the comprehensive exam, results from the initial implementation of the comprehensive example will be analyzed in AY 2018-2019 before changes are made to the measure.

Note: The exam grades for HMT 1000 can be found on the next page. These artifacts are associated with SLO 4.2 and deal directly with the content of SLO 4.

## AY 2017-2018 Assessment

### Artifact 1 for SLO 4.1, HMT 1000

HMT 1000- Exam #1	HMT 1000- Exam #2	HMT 1000- Exam #3	Total	Average
92.54	79.17	94.2	266	88.63667
55.22	83.33	0	139	46.33
92.54	83.33	73.91	250	83.26
67.16	93.06	91.3	252	83.84
62.69	0	76.81	140	46.5
40.3	37.5	43.48	121	40.42667
92.54	87.5	97.1	277	92.38
80.6	70.83	60.87	212	70.76667
55.22	58.33	0	114	37.85
80.6	100	100	281	93.53333
53.73	68.06	0	122	40.59667
73.13	76.39	0	150	49.84
74.63	90.28	95.65	261	86.85333
43.28	66.67	94.2	204	68.05
91.04	84.72	94.2	270	89.98667
58.21	52.78	0	111	36.99667
94.03	87.5	92.75	274	91.42667
74.63	80.56	92.75	248	82.64667
71.64	84.72	95.65	252	84.00333
94.03	86.11	100	280	93.38
92.54	61.11	98.55	252	84.06667
62.69	83.33	82.61	229	76.21
89.55	80.56	24.64	195	64.91667
77.61	76.39	94.2	248	82.73333
55.22	54.17	85.51	195	64.96667
73.13	91.67	100	265	88.26667
91.04	84.72	97.1	273	90.95333

**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

## AY 2017-2018 Assessment

### 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 HMT 3050 and HMT 4250 will identify 3 strengths and 3 weaknesses from major events in written reflection.

**Ideal Target:** At least 70% of students enrolled in HMT 3050 and 4250 will identify 5 strengths and 5 weaknesses from major events in written reflection.

**Finding:** The target was not met.

**Analysis:** This was the first AY in which SLO 5 was implemented. Of the 27 written reflections turned in for major events that took place during the semester (HMT International Festival held on Front Street of Natchitoches and Flavor of Louisiana), 3 students identified a minimum of 3 strengths and 3 weaknesses; 8 students identified at least 3 strengths/weaknesses, but less than 3 for the other category; and 16 students had less than 3 strengths and weaknesses identified on the reflection.

The target may not have been reached for several reasons: most of the reflections were due near the end of the semester and/or after major events and students may not have wanted to put in the effort (due to being tired) to be successful on these assignments. Although instructors made attempts to thoroughly explain in-depth reflection and what they expected to see in these assignments, students are new to written in-depth reflection and they may have struggled with the concepts.

**Action - Decision or Recommendation:** This is the first semester in which SLO 5 was implemented and in-depth written reflections were required of students after events. It is recommended that faculty have samples of acceptable in-depth reflections and unacceptable in-depth reflections to show and discuss with students early in the semester. Additionally, faculty will want to discuss and give examples of which aspects of the in-depth reflections that students should be thinking about and mentally noting during the events in which they participate. Students should be encouraged to write down notes and turn in these written reflections as soon as possible after the event. Due dates should be no more than 36-48 hours after the event has concluded to ensure the accuracy of responses, completeness of the assignment, and the unique perspectives that each student will likely bring to the written assignment.



## AY 2017-2018 Assessment

### 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:** The target not met.

**Analysis:** 2017-2018 was the first academic year in which SLO 5 was implemented. The two events (Flavor of Louisiana and the International Festival) took place very close to each other this Spring 2018 semester. During reflections in the classroom that happened the next week following the International Festival, students had trouble recalling details of each event, distinguishing between the two events, and being prepared to offer unique insight that was not already offered by 3-5 peers who spoke up initially in the discussions. Some students (10% of the students enrolled in the course) were student leaders during the event and seemed to be more engaged at offering insights, strengths, and weaknesses that will be valuable for the next time these events are executed.

Therefore, one possible reason that the target was not met is that the events were planned too close together. In AY 2017-2018, the dates selected were unavoidable. The 2018 Flavor of Louisiana was held on Friday, March 23 in Prather Colosseum at Northwestern State University. This event requires months of preparation in order to ensure students are professionally prepared to serve and execute the event. On the following Tuesday, March 27 the International Fair of Festivals and Cuisines was held on Front Street of Natchitoches, Louisiana. Many of the students required to provide in-depth reflections for these events planned and worked both the Flavor of Louisiana and the International Festival. Many of the culinary students involved with both events worked a minimum of 12 hours each day on these events and held part-time jobs.

These events require a professional focus and demand physical labor. Students were exhausted after each event and it was compounded by the fact that both events were executed so closely together. Therefore, the close dates of these two events within five days of each other likely harmed the assessment results in AY 2017-2018.

**Action - Decision or Recommendation:** The next time these events are executed, it is recommended that they not be planned so close together, if possible. Additionally,

## AY 2017-2018 Assessment

students who are engaged in leadership roles and those heavily engaged in the planning process seemed to feel engaged in the entire process and were able to offer more insight pre and post-event. Thus, the recommended goal for future experiential events is that students are engaged in as much of the planning, execution, organizing, and leadership as possible. The more students are engaged in these experiential events, the more they seem to take away from them from an educational perspective.

### Comprehensive Summary of key evidence of improvement based on the analysis of results.

Hospitality Management and Tourism collected, analyzed and reported data from the program. The data was collected from various forms of written student work including a critical thinking exam question, a significant research project, written and oral presentations, resumes, and a career research assignment.

Most of the data that was collected and analyzed showed achievement in acceptable SLO targets being met. Of the ten SLO targets, five ideal targets were met, one acceptable target was met, and four targets were not met. It should be noted that SLO 4, while not fully implemented due to the measurement instrument being under development, was measured through secondary measures. AY 2017-2018 was the first year in which SLO 4 and SLO 5 were gathered. These SLOs were added to strengthen our assessment process and guide our program toward continuous improvement.

**SLO 1 Measure 1.1** Based on analysis of the AY 2016-2017 results, in AY 2017-2018, students were provided with in-depth examples and discussions about various career paths within the hospitality industry over the course of several introductory class meetings.

**SLO 1 Measure 1.2** Based on the of the AY 2016-2017 results, the following actions were taken in AY 2017-2018: students were required to submit a professional resume, search for an appropriate internship, submit the internship requirements to the instructor, and submit the corresponding resume and cover letter to the instructor in the HMT 4030 course.

**SLO 2 Measure 2.1** Based on the analysis of the AY 2016-2017 results, the following actions were taken in AY 2017-2018: faculty met to discuss the rubric used to assess the HMT 1000 written assignment and determined that the current rubric in place remained acceptable at this time. For the written comprehensive portfolio in HMT 4500, the faculty met and made changes to the reflection assignments in AY 2017-2018. Faculty were asked to utilize the same course shells in Moodle and were trained on providing more frequent and relevant feedback to students throughout the semester. HMT 4500 portfolio documentation and assignments were added to the HMT 4030 syllabus to provide students with a foundation of understanding for what will be required in HMT 4500.

**SLO 2 Measure 2.2** Based on the analysis of the AY 2016-2017 results, the following actions were taken: the faculty met to discuss the current rubric and determined no changes needed to be made. Based on the analysis of the results in 2016-2017, written and oral presentation skills have been embedded in additional courses throughout the curriculum such as CULA 3250 and CULA 3070 in AY 2017-2018. In AY 2018-2019, the faculty was asked to give details and/or rubrics to increase student

## AY 2017-2018 Assessment

understanding of assignments, and in AY 2017-2018, 22 out of 29 students (75.8%) scored 75% or above on the oral presentation assignment in HMT 1000. In comparison with AY 2016-2017 results, students meeting the acceptable target grew from 68% to 75.8% which placed the outcome of this SLO into the ideal target range.

**SLO 3 Measure 3.1** Based on analysis of the AY 2016-2017 results, the faculty agreed to provide critical thinking examples throughout the semester and curriculum in AY 2017-2018. Specifically, in HMT 3050, critical thinking questions were added to every exam. More emphasis was placed on activities to promote critical thinking. As a result, in AY 2017-2018, 100% of the students scored 70% or better on the critical thinking exam question in HMT 3050.

**SLO 3 Measure 3.2** Based on the analysis of the AY 2016-2017 assessment results, in AY 2017-2018 instructional details were increased upon the editing of the assignment. One-on-one assistance from the instructor was provided leading up to the due date, as well as other faculty members providing consultation in their areas of expertise to the students.

Hospitality Management and Tourism were moved to the College of Business and Technology in 2015. For the last twenty-plus years, HMT had been a part of the Family and Consumer Sciences Department which was accredited by the American Association of Family and Consumer Sciences. This accreditation is valid until 2018. However, HMT has started the process of finding a new accrediting body specific to the industry. The five SLOs discussed in the current academic cycle align closely with the College of Business and Technology since HMT is now a part of CoBT. However, HMT does not plan to become accredited under the School of Business' current accreditor, AACSB.

In AY 2017-2018, HMT rewrote the comprehensive knowledge exam as the existing exam contained many questions related to both family and consumer sciences and HMT. The comprehensive HMT exam, currently under development, will be created and in practice during the Fall 2018 semester.

### Plan of action moving forward

These results provided several implications for hospitality management and tourism faculty. Critical thinking is a skill that faculty will be embedded in various and most courses throughout the curriculum. This skill can be developed and sharpened by utilizing many different strategies such as case studies, role playing and analyzation of course material. The students need more development in this area. Acceptable targets were met for some written and oral skills, but still leave ideal targets to be reached. Faculty will embed additional assignments in the curriculum for students to gain practice utilizing these skills. Targets were also met for the SLOs that addressed career assignments such as resumes and career goals. It is important for faculty to continue practical assignments such as these in the curriculum so that students become educated about the industry and are prepared to enter the industry.

The rigor for the career assignment needs to be improved and incorporated into an in-class assignment in the HMT 1050 (Professionalism in HMT) course to engage students with the industry's career possibilities fully. Faculty will create an assignment in which students can identify careers within the industry, the skills needed for the

## AY 2017-2018 Assessment

various careers they've identified, and then go more in-depth to explore which careers they may be likely to pursue based on their interests. Faculty will also incorporate a guest- lecturer component to this assignment/ activity so that students can hear about career opportunities first-hand instead of merely researching them. This assignment could be divided into three different sections throughout the semester to coincide with the lectures that discuss the opportunities available in the industry.

The professional resume assignment will remain in the HMT 4030 curriculum as students are preparing for HMT 4500, their internship. The resume writing process requires several submissions to the professor and edits before final approval. This process will be better documented to show the students' progress and understanding throughout.

For the HMT 1000 final written research project and oral presentation proceeding that project, faculty will meet to consider the factors to mitigate the issues of students failing to turn in their final written assignments and completing their oral presentations. This is a freshman level course and some students are still adjusting to college-level school work. Faculty need to continually examine how to keep the students engaged and aid in their success in this course. One suggestion faculty will consider a digital project or non-traditional method of the student's choice to achieve the same goal as the key concepts that are supposed to be learned during these assignments.

For written and oral communication requirements in HMT courses, faculty will clearly state their expectations for each assignment repeatedly and post written expectations in Moodle so that students are able to access and reiterate expectations even when the instructor isn't present. Additionally, faculty will consider developing rubrics, providing examples of successful written and oral communication assignments, providing "what not to do" lists, and other forms of communicating their expectations to empower students for success on these assignments. It is noted that some students within our department struggle considerably with both written and oral communication. Faculty should be providing documentation within the HMT building and/or in Moodle so that students know how to contact the NSU writing center and tutors for any needs that they may have for help with these assignments. For especially extensive written assignments, it is highly recommended that the sections of the papers be broken into deadlines throughout the semester, faculty provides timely feedback for each section turned in, and then students turn in a final product at the end of the semester which should incorporate the provided feedback. This avoids the burden on the students and the faculty member for producing and evaluating a very large product often due at the end of the semester.

Due to the increased number of SLO targets not being met during the AY 2017-2018, the following changes will be made as they relate to each SLO:

**Measure 1.1** Faculty will add more rigor to the assignment by adding a job description and skill component to the assignment in which students will have to conduct further research. Faculty should vary written assignments and in-class exercises amongst the introductory courses (HMT 1000 and HMT 1050) to avoid repetition.

## AY 2017-2018 Assessment

**Measure 1.2** Students will be provided with past student resumes analyzing based on both good and bad examples. Additionally, students will be encouraged to work one-on-one with faculty members to receive input on their resumes edits. The point value for the assignment will also be increased and start the project earlier in the semester will give more time for revision and edits, which will enhance the learning process.

Going forward, the same HMT instructor will teach the course instead of rotating instructors

**Measure 2.1** HMT 4500 portfolio documentation and required assignments will be added to the HMT 4030 syllabus. The HMT 4030 instructor will provide training and detailed explanation of how to successfully complete the HMT 4500 portfolio. The HMT 4030 instructor will provide training and detailed explanation of how to successfully complete the HMT 4500 portfolio.

**Measure 2.2** Faculty will increase use of oral and written reports throughout the curriculum. Faculty will give accompanying details and/or rubrics to increase student understanding of assignments. Faculty will meet with HMT 4500 students throughout the semester to check for understanding and ongoing expectations of the documentation and portfolio building process. Additionally, students will receive professional examples of oral speaking through increased guest speakers and engagement with professionals during the HMT Career Forum to be held in Fall 2018.

**Measure 3.1** Faculty will provide critical thinking examples throughout the semester and curriculum. Specifically, in HMT 3050, critical thinking questions will be added to every exam. More emphasis will be placed on activities to promote critical thinking. Critical thinking will need to be embedded and/or become more prominent in introductory courses of the curriculum. Both written and expressed reflection in oral discussions helps develop critical thinking skills. Faculty will discuss the incorporation of additional reflections into more courses in the HMT curriculum and how to document these discussions and/or written assignments in a common method. Additionally, all faculty will emphasize the importance of reflection to HMT professionals and demonstrate its usefulness often.

**Measure 3.2** Faculty will continue to support students one-on-one with this assignment. A detailed written set of instructions and possibly a rubric will be provided to the students. Moving forward, faculty will meet to consider altering the deadlines of this project from one final deadline to deadlines throughout the semester. Additionally, the faculty will meet to discuss the instruction provided regarding the project and the development of a rubric to aid students in their understanding of the instructions of the project.

**Measure 4** The comprehensive exam was created, stored electronically, and housed in an online platform in which students and faculty can easily access the exam.

**Measure 5** In-depth reflections will continue in HMT courses throughout the curriculum and faculty will discuss them providing detailed instructions before students are required to submit written reflections. Also, faculty will discuss

## **AY 2017-2018 Assessment**

reflections in class after written reflections have been submitted. Moving forward, in-depth reflection and documentation of these reflections will be implemented throughout more HMT courses throughout the curriculum. In-depth self-reflection aids in the development of professionalism and students be instructed on the importance of this practice. The timing of campus events and assignment due dates will also be reviewed for scheduling problems that may affect student learning results.

Last, it should be noted that HMT will transition to a new accrediting body soon. Changes to our assessment program may be necessary to better align with the new accreditation agency's requirements and additional time may be required to implement such changes. However, this is only a precautionary statement as those requirements are currently unknown.