Hotel, Restaurant & Tourism Management Assessment Plan

September 13th 2018

As part of the University's accreditation process by the Middle States Association of Colleges and Schools and through the state-mandated Program Review process, additional in-depth mechanisms are being implemented to regularly assess the educational effectiveness of the Hotel, Restaurant & Tourism Management (HRTM) program with regard to student learning and overall program review.

Assessment of Student Learning:
As with all programs, assessment is an ongoing and an evolving process. Student learning is assessed at varying levels and with multiple methods.

HRTM assessment data is reviewed at each spring planning meeting (**HRTM Meeting Minutes**) to review shortfalls in criteria and to make recommendations for programmatic improvement to "close the loop". Data is taken from a multitude of sources such as:

1. Advisory Board Meetings
2. Employer evaluations from field and cooperative work experiences
3. Course Assessment instruments (Course Projects, Case studies, Written and Oral Presentations)
4. Senior Exit Surveys

HRTM Mission

The mission of the Hotel, Restaurant & Tourism Management program is to prepare graduates to become successful professionals and leaders in the global Hospitality and Tourism industry and in the community.

HRTM Program Learning Outcomes

PLO 1.   Demonstrate and evaluate content knowledge in the field of Hospitality and Tourism Management.

PLO 2.   Identify and contrast theoretical and practical experiences necessary to become successful industry professionals.

PLO 3.   Utilize and develop skills in critical thinking, effective communication and leadership.

PLO 4.   Recognize and support the merits of community service, ethical behavior and social responsibility in a global society.

The above **Program Learning Outcomes (**PLOs) are supported by each course learning objective (CLOs) and are included in the syllabi.

Curriculum revisions were implemented in Fall 2014, including updates on learning activities at the course level, creating Student Learning Objectives to support the mission and program outcomes.

The original measurement of HRTM Program Learning Outcomes were focused on indirect assessment, based on students' perception using alumni surveys and senior surveys. This was recently revised so there are more direct measures of assessment for the PLO's in core courses.

The assessment data informs decisions on curricular changes in ensuring students meet the PLO's.

Based on the feedback from alumni and the advisory board that students should be exposed to the area of digital marketing and training, thus two courses HRTM 334 Tourism Destination and HRTM 431 Hospitality & Tourism Strategic Market Planning have been updated to meet the demand of the industry.

Plan
Introduction to social media platform, how CVB leverage the platform for marketing and advertisements, and AIPL assessment (Awareness, influence desire, purchase initiation, loyalty and value creation) was added to the course.

A listing of the mechanisms used for review and assessment is presented below

1. **The academic unit** must comply with all University requirements of assessment to meet MSA accreditation through the Office of Assessment and Accreditation (OAA)

2. State Program Review: Academic programs not subject to specialized accreditation are required by PA State System of Higher Education Board of Governor Policy to conduct a full program review at least every five years.

3. Student Assessment of Instruction: The components that are routinely assessed for the courses are the University's Student Evaluation of the Instructor form.

At the end of each semester students evaluate each course in which they are registered. Students are encouraged to include written comments. All course evaluation materials are processed by OAA and sent to Computing for report summaries of evaluations. Once completed these are delivered to Dean's Offices for distribution to professors. Written student's comments are also provided to the instructor after grades are posted.

4. Senior Exit Survey: Each semester, students registered in the senior seminar class participate in an exit interview and complete a senior exit survey that is administered by the faculty member teaching the class. The questions asked relate specifically to the students' educational experience as an HRTM major and are linked to the student learning outcomes and course objectives. The faculty member provides the data from the seniors to the Chair. The Chair analyzes the data and shares the key findings from the data with the program's faculty.

5. Senior Exit Interviews: Students are divided into groups in the Senior Seminar course, and are asked a series of questions by the faculty member regarding the strengths and weaknesses of the HRTM program, the curriculum, instruction, advising and work experiences. The faculty member records the comments, summarizes them into categories and shares them with the Chair of the program. The Chair brings these student identified strengths and weaknesses to the faculty and staff for continuous quality improvement purposes.

6. Internship Student Evaluation: Students also evaluate their internship site and experience and provide feedback to the faculty (Student Internship Manual). **(https://www.esu.edu/academics/departments/hospitality_recreation_tourism_mgnt/docum ents/docs/internship_manual.doc)**

7. Internship Employer Evaluation: This mechanism consists of two important evaluation instruments. The first is the evaluation of the student by the employer in critical areas of professional performance, knowledge, behavior and attitude (Student Internship Manual Page 13). The second is employer evaluation of student knowledge of the Learning Outcomes and HRTM program goals and Learning Outcomes (Student Internship Manual Page 14). This feedback is provided to the program and used as input for continuous improvement. The employers' feedback on students' demonstration of the HRTM Program Student Learning Outcomes and the faculty constructed course Learning Objectives is available in Student Internship Manual Page 12).

8. The Faculty: Guidelines for faculty performance are detailed in the APSCUF *Collective Bargaining Agreement*.

HRTM faculty meetings are held monthly during the fall and spring semesters where curriculum concerns and changes are discussed. Also discussed are general students and staff concerns. Information from university and school committee meetings and other administration issues are shared.

9. HRTM Advisory Board: The HRTM Advisory Board was instrumental in providing industry input in the development of the program's mission, program learning outcomes and curriculum. The Board meets two times per year and the information regarding curriculum changes and proposals is shared with them to solicit feedback from the hospitality industry employers' perspective. Given the practical nature of the program, any suggestions to the curriculum that

comes out of discussion with the HRTM Advisory Board is taken under advisement, shared with the faculty, and given serious consideration for implementation and development in the program.

Strengths

- Current Mission and outcomes are clearly stated and covers the outcomes of the HRTM program and are align with those of the University.

- There are strong ties with the industry which have enabled the placement of students in positions year-round for the work experience/internships and career positions following graduation.

- In support of the mission, the importance of experiential learning is emphasized through field trips, participation in industry events, internships and field work experiences.

- Accreditation from Accreditation Commission for Programs in Hospitality (ACPHA) approved until 2021 and the department mission statements, learning objectives and outcomes are currently in line with the accreditation requirements.

Weaknesses

- Developing and monitoring measurable data from Student Learning Outcomes will require more faculty involvement and time.

- Over the past 4 years the hospitality center was offline due to a demolition plan. Without proper facility and computer labs, the hospitality program has been affected on the recruitment and program level.