

Assessment of Student Learning Plan (ASLP): Tourism & Hospitality

2015-16 Academic Year

University of Southern Maine

A. College, Department, Date

College CMHS
Department Tourism & Hospitality
Date 2/27/2016

B. Contact Person for the Assessment Plan

Name and title Tracy Michaud Stutzman, Chair-Tourism & Hospitality

C. Degree Program

Name of Degree Program Tourism & Hospitality

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? **No**

i. If yes, please indicate the url: _____

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

1. Students will have an understanding of the local, regional and global implications of the tourism industry and the prominent role tourism plays in the economy, communities, culture contact, exchange, and learning.
2. Students will have a strong hospitality skill set including communication and effective leadership that will be beneficial to Maine's Tourism Industry.
3. Students will be prepared for leadership roles in the global tourism and hospitality Industry developed through hands-on, industry-engaged, real-world learning.

Please identify **which of your student learning outcome(s) were assessed this past academic year.** (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Currently underway is research on learning goal #3, especially as it ties into community engaged learning.

As the Tourism and Hospitality program is relatively new and still under the Geography/Anthropology Department. We have not created our own CORE course Blueprint.

- b. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **No**

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that are used to determine whether students achieved the stated learning outcomes for the degree.

Beyond course grades, currently all students must complete a capstone for the TAH major. It can be an internship, practicum, research project or field school. Feedback from students and capstone mentors/partners provide feedback on broader patterns of student learning.

Also, research is taking place asking students and alumni their perception of the value of community engaged learning in the TAH program. Surveys and personal interviews will be tabulated and analyzed to see if we are reaching our learning goals around Community engaged learning. Also we are surveying and interviewing tourism Industry businesses who currently partner with us on class projects, internships, and hiring our students.

Working with members of the community allow students to implement skills learned through practical application. This is utilized in several courses.

- b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Currently in TAH there is no assessment activity incorporated into a class to assess a particular learning outcome.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

Currently TAH does not have a formal process of reviewing program assessment results. However, regular meetings with the TAH Community Advisory Board and informal faculty and student feedback on the program, its classes, and approaches to student learning all helps the TAH faculty develop new programs and/or class projects to enhance student learning.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Based on community, faculty, and student feedback, starting in Fall 2016 a new required class, *TAH 150: Professional Practices Immersion: Tourism and Hospitality* will begin to be offered. This is to increase the student skill set around hospitality issues and professional practices in order to help students understand how to have more success in classes, as well as the expectations of the workforce they will be entering.

- c. *Date of most recent program review/self-study?*

Currently ongoing. Expected date of completion is December 2016.

E..Course Assessment Activities: There are no current course-level assessment activities beyond the student reflections and course evaluations that are common at the end of each TAH class.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

3. Students will be prepared for leadership roles in the global tourism and hospitality Industry developed through hands-on, industry-engaged, real-world learning.

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<input checked="" type="checkbox"/>	R
Student-Faculty Community Research Project	<input checked="" type="checkbox"/>	R
Internship, or a Field Experience	<input checked="" type="checkbox"/>	R
Independent Study (community-related project)	<input checked="" type="checkbox"/>	O
Capstone Course (community-related project)	<input checked="" type="checkbox"/>	R
Service-Learning (course-based)	<input checked="" type="checkbox"/>	R
Study Abroad, or an International Program	<input checked="" type="checkbox"/>	O
Interdisciplinary Collaborative Project (community related)	<input checked="" type="checkbox"/>	R
Student Leadership Activities (related to a team project)	<input checked="" type="checkbox"/>	R
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<input checked="" type="checkbox"/>	O
Other Activities (not mentioned above):		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: TAH 101, 150

Mid-level courses: TAH 211, 221, 222, 231, 233, 241, 261, 311, 312, 361

Upper-level courses: TAH 406, 407, 408, 409, 410