

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

2016-17 Academic Year

A. College, Department, Date

College: CMHS

Department: Tourism & Hospitality

Date: April 18, 2017

B. Contact Person for the Assessment Plan Name and Title

Tracy Michaud Stutzman, Chair

C. Degree Program Name of Degree Program

BA in 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

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 and global implications of the tourism industry and the role tourism plays in the economy, communities, nature, culture, and learning.
2. Students will have a strong hospitality skill set focused on communication, working collaboratively, service, and professional practices that will benefit 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 by understanding the process/skills of management, how to successfully work in a team, how to be a leader and be problem solvers (critical analytical), within a globally-sustainable and community-focused framework.

- b. 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).

This academic year the TAH program underwent an external program review so each learning outcome was assessed through a self-study as well as an external committee review.

- c. Do you have a matrix or curriculum map showing when your student learning outcomes are assessed and in which courses?

No. There is no formal map showing when learning outcomes are assessed, however there is a map indicating the classes that address the various learning goals for TAH. The learning goals are assessed each time the class is taught. Award winning research by Michaud-Stutzman on the value of community engaged learning to reach student learning goals was analyzed and presented this year. The results show USM TAH students valued these learning techniques and think they increase their attainment of learning goals.

Map of student learning outcomes and where in the curriculum an outcome is introduced, reinforced and mastered

	1. Local and global implications of tourism	2. Hospitality/ Professional skill set	3. Leadership/ Management roles
<u>Introduced</u> <i>topics and skills first introduced. Students figure out what interested in</i>	TAH 101* TAH 231** TAH 241** TAH 250**	TAH 150* TAH 101* TAH 211** TAH 221** TAH 264**	TAH 101* TAH 299 TAH 211** TAH 221** TAH 231** TAH 241**
<u>Reinforced</u> <i>project-based community-engaged work so students meet industry and learn reporting, communication, problem solving skills</i>	TAH 211* TAH 251 TAH 252 TAH 261 TAH 262 TAH 263 TAH 307 TAH 301* TAH 305**	TAH 211 TAH 222 TAH 261 TAH 262 TAH 263 TAH 302 TAH 305** TAH 307 TAH 311 TAH 312	TAH 222 TAH 309 TAH 311 TAH 301* TAH 305** TAH 321 TAH 322 TAH 340 TAH 341 TAH 350
<u>Mastered</u> <i>students produce manager-level reporting, communication, problem solving, individual internships, Practicum, Research, field studies.</i>	TAH 331 TAH 341 TAH 361 TAH 406** TAH 407** TAH 408** TAH 409** TAH 415	TAH 321 TAH 331 TAH 341 TAH 350 TAH 399 TAH 406** TAH 407** TAH 408** TAH 409** TAH 420 TAH 460	TAH 406** TAH 407** TAH 408** TAH 409** TAH 410 TAH 440 TAH 460 TAH 497

*Requirement, **Option in a requirement

Step 2: Assessment Methods Selected and Implemented

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

Confidential in class surveys were completed by students and industry

Class observations by external program committee

Interviews and discussion forums with students and industry

Presentation of student work outside class to industry and conferences

Class presentations of work and peer reviews

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).

Confidential class surveys and interviews/discussions about student learning are shaped around specific learning goals but do not use a scoring rubric as the data collected was baseline. Class observations by external program committee also did not use a specific rubric. However, presentation of student work and student peer assessments inside and outside class do use a scoring rubrics.

Example: Outcome 2 and 3 were assessed in Spring 2017 TAH 211 Tourism Entrepreneurship. Throughout the semester students orally present 6 milestone reports as they work toward completing a business plan for a tourism business. For each milestone, students are evaluated by instructor according to a rubric. Students also receive peer feedback from classmates based on a rubric. A panel of industry experts also evaluate and feedback to students informally throughout the semester.

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).

Faculty review assessment results regularly in faculty meetings. This past year assessment results have been discussed each month as TAH underwent an external program review.

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

Increased support of adjunct faculty members has been implemented. Increased community engaged learning undertaken.

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

2016-2017

d. Course Assessment Activities: Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.

A new requirement, TAH 150- Professional Practices Immersion class, has been added to the curriculum to scaffold student learning and provide basic skills for students to be more successful in their learning.

e. Community Engagement Activities in your departmental curriculum:

i. 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 by understanding the process/skills of management, how to successfully work in a team, how to be a leader and be problem solvers (critical analytical), within a globally-sustainable and community-focused framework.

ii. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

All community engaged activities are included in TAH program curriculum (required or optional):

Community Engagement Activity-R

Student Research (related to a community-based problem)-R

Student-Faculty Community Research Project-R and O

Internship, or a Field Experience -O

Independent Study (community-related project)-O

Capstone Course (community-related project)-R

Service-Learning (course-based)-R

Study Abroad, or an International Program-O

Interdisciplinary Collaborative Project (community related) R

Student Leadership Activities (related to a team project)-R

Students/Faculty Community Leadership (committees, conference presentations)-O

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

Entry-level courses:

TAH 101, 150, 209, 211, 221, 231, 241, 250, 264

Mid-level courses:

TAH 211, 222, 261, 263, 301, 302, 307, 309, 311, 312, 321, 322, 341, 350

Upper-level courses:

TAH 321, 331, 340, 341, 350, 361, 406, 407, 408, 409, 410, 420, 440, 460