

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

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

College                    CMHS  
Department              Tourism and Hospitality  
Date                        April 12, 2019

## B. Contact Person for the Assessment Plan

Name and title: Tracy Michaud Stutzman, Chair

## 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. Are your student learning outcomes published on your department's website?  
Yes/No

i. If yes, please provide 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?**

TAH Major learning Outcomes (As per TAH ASLP and Self Study 2017):

- Students will understand the local and global implications of tourism and the role tourism plays in the economy, communities, nature and culture as well as foster the ability to apply this knowledge to real world industry issues, policy, planning and destination development. (Sustainable Tourism Innovation and Development Concentration)

- Students will develop a strong hospitality management skill set focused on professional practices through hands on work in collaboration with the Maine Tourism Industry. (Hospitality Management concentration)
- Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning.
  - b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**
  - c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No
    - i. If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.

**Step 2: Assessment Methods Selected and Implemented**

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)
- b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

**See Attached**

**Step 3: Using the Assessment results to Improve Student Learning**

- a. Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).
- b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)

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

**E. Other Assessment Activities:** Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).

**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.

b. 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.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	O
Other activities (please list):	R	O

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

Entry-level courses: \_\_\_\_\_ Mid-level courses: \_\_\_\_\_ Upper-level courses: \_\_\_\_\_

**TAH Major Assessment Plan- Adopted April 6, 2019**

**Introduction:**

*In Fall 2018 the TAH faculty worked with USM’s Susan King and Susan McWilliams to determine the best way to assess the TAH program learning outcomes. It was determined the three TAH Major Learning Outcomes (hospitality management skill set, local and global implications of tourism, and leadership roles) will be measured annually in a pre-test during the required Fall semester TAH 150 class for all first-year majors and a post test during the culminating fourth-year Spring semester TAH 409 Capstone course.*

**TAH Major learning Outcomes (As per TAH ASLP and Self Study 2017):**

- Students will understand the local and global implications of tourism and the role tourism plays in the economy, communities, nature and culture as well as foster the ability to apply this knowledge to real world industry issues, policy, planning and destination development. (Sustainable Tourism Innovation and Development Concentration)
- Students will develop a strong hospitality management skill set focused on professional practices through hands on work in collaboration with the Maine Tourism Industry. (Hospitality Management concentration)
- Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning.

**TAH Major Annual Assessments:**

*Starting in Fall 2019 the same Pre-test will be given during the required Fall semester TAH 150 class for all first-year majors. The Post-test will be given during the required fourth-year Spring semester TAH 409 Capstone course.*

How strongly do you feel you have an understanding of the local, regional, global implications of the tourism industry and the prominent role tourism plays in the economy, communities, culture contact, exchange and learning?

1 -----2-----3-----4-----5  
Not strong                      somewhat                      very strong

(For Capstone EVAL only) List classes and class projects/work and intern experiences that built your understanding of the local, regional, global implication sof the tourism industry and the prominent role tourism plays in the economy, communities, culture contact, exchange and learning while at USM.

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How strongly do you feel your hospitality skill set is including communication and effective leadership skills?

1 -----2-----3-----4-----5

Not strong                      somewhat                      very strong

(For Capstone EVAL only) List classes and class projects/work and intern experiences that built your understanding of the local, regional, global implication of the tourism industry and the prominent role tourism plays in the economy, communities, culture contact, exchange and learning while at USM.

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How strongly do you feel you are prepared for leadership roles in a global tourism industry?

1 -----2-----3-----4-----5

Not strong                      somewhat                      very strong

(For Capstone EVAL only) List classes and class projects/work and intern experiences that built your understanding of the local, regional, global implication of the tourism industry and the prominent role tourism plays in the economy, communities, culture contact, exchange and learning while at USM.

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*Rubric for TAH 409 used to assess major learning goals based on student work.*

### **TAH CONCENTRATIONS EVALUATIONS**

Starting in Fall 2021, the TAH Hospitality Management and Concentration (2021) and Sustainable Tourism Innovation & Development Concentration (2023) Learning Outcomes will be measured every alternating four years.

### **Sustainable Tourism Innovation & Development Concentration Learning Outcomes:**

- Knowledge of the multi-disciplinary foundation (business/geography, anthropology/environmental science, public policy, etc.) of the tourism industry and how it creates strong leaders.
- Knowledge of the nature and scope of relevant tourism professions and their associated industries and the sustainable/responsible techniques and processes used by professionals.
- Knowledge of the operations and management of tourism related professions and ability to innovate/implement/evaluate tourism services/plans for businesses/organizations/communities.

Assessed by a department review of a selection of student tests, written and oral work in the following classes (200, 300 and 400 level classes will be compared) as well as interviews/survey of a selection of students graduating that year in the concentration. Specific interview/survey questions to be determined.

- TAH 241 Sustainable Tourism Development (renamed class incorporating TAH 231)
- TAH 211 Tourism Entrepreneurship
- TAH 261 Cultural Tourism
- TAH 250 Nature Tourism (renamed class to be more accurate on what is covered)
- TAH 361 Local Food and Agritourism
- TAH 312 Tour Planning and Development
- TAH 4XX Sustainable Tourism Policy and Planning (renamed class to incorporate TAH 341)

### **Hospitality Management Concentration Learning Outcomes:**

- Knowledge of hospitality sectors and theories/principles of hospitality management.
- Critical thinking on multi-culturalism/sustainability/planning in Hospitality Management.
- Understanding and application of professional skills/leadership qualities/effective communication.

Assessed by a department review of a selection of student tests, written and oral work in the following classes (200, 300 and 400 level classes will be compared) as well as interviews/survey of a selection of students graduating that year in the concentration. Specific interview/survey questions to be determined.

- TAH 221 Hospitality Management
- TAH 222 Food and Beverage Management
- TAH 321 Lodging Operations & Systems
- TAH 4XX Hospitality Law and HR 3 (renamed class to be more accurate on what is covered)
- TAH 4XX Hospitality Financial Management (currently listed as TAH 322)