



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College _____ CMHS _____

Department _____ Muskie _____

Degree Program _____ **Tourism and Hospitality** _____

Contact Person for the Assessment Plan: _____ **Tracy Michaud** _____

Current Date: June 4, 2020 _____

List the date of the most recent academic program review/self-study: 2017 _____

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? **Yes** **No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____ See end of form _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**
Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
<input type="checkbox"/> Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
<input type="checkbox"/> Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
<input type="checkbox"/> Exit Exam (created by department or program)	Fall	Spring	Summer
<input type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Employer meetings/discussions on student outcomes	Fall	Spring	Summer
<input type="checkbox"/> Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
<input type="checkbox"/> Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
<input type="checkbox"/> Oral Performance/conference presentation	Fall	Spring	Summer
<input type="checkbox"/> Portfolio of student work	Fall	Spring	Summer
<input type="checkbox"/> Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
<input type="checkbox"/> Research Papers (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
<input type="checkbox"/> Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Other: please explain			

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).
- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)
- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or

benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Step 3: Using the Assessment results to Improve Student Learning

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

Program instructors/faculty
 Faculty committee
 Ad hoc faculty group
 Dept Chair/Program Director/Dean
 Faculty advisor
 Students (assistants, interns)
 Other: please explain

- b. How did they evaluate, analyze, or interpret those results? (check all that apply)

Used a rubric or scoring guide(s) for an assignment, paper, etc.
 Scored exams/tests/quizzes
 Used professional judgments (no rubric or scoring guide)
 Compiled or reviewed survey results
 Reviewed qualitative methods (interviews, focus groups, open-ended responses)
 External organization scored/analyzed data (licensure, comp exams)
 Other: please explain

- c. Indicate how the program will use (or has used) the results (check all that apply):

Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
 Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)
 Course pedagogy changes (teaching)
 Personnel or resource allocation changes
 Program policy changes (admission requirements, student probation policies,

course feedback forms, etc.)

Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)

Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)

Results indicated no action needed, students met expectations

Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Curriculum Assessment Map of Student Learning Outcomes –Template

Curriculum Map						Required Courses- Used for Assessing Program-Level Student Learning Outcomes					
Program-Student Learning Outcomes	Course #	Course #	Course #	Course #	Course #	Capstone/ Internship Course					
Outcome 1	Introduced & Practiced	Reinforced	Outcome assessed using Quiz/Exam items			Outcome assessed using community-based project					
Outcome 2		Introduced & Practiced	Reinforced	Outcome assessed using research project							
Outcome 3	Introduced	Practiced & Reinforced	Outcome assessed using Essay/Paper			Outcome assessed using community-based project					
Outcome 4	Introduced	Practiced	Reinforced	Outcome assessed using research project							
Outcome 5	Introduced	Practiced		Reinforced		Outcome assessed using community-based project					

Details/Description:

Student Learning Outcomes (SLO's) can be assessed on a 3-year cycle:

*SLO's 1 and 3 assessed in Year 1, SLO's 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.

2019-2020 USM TAH Program Assessment

Tracy Michaud, Chair USM TAH

6/4/2020

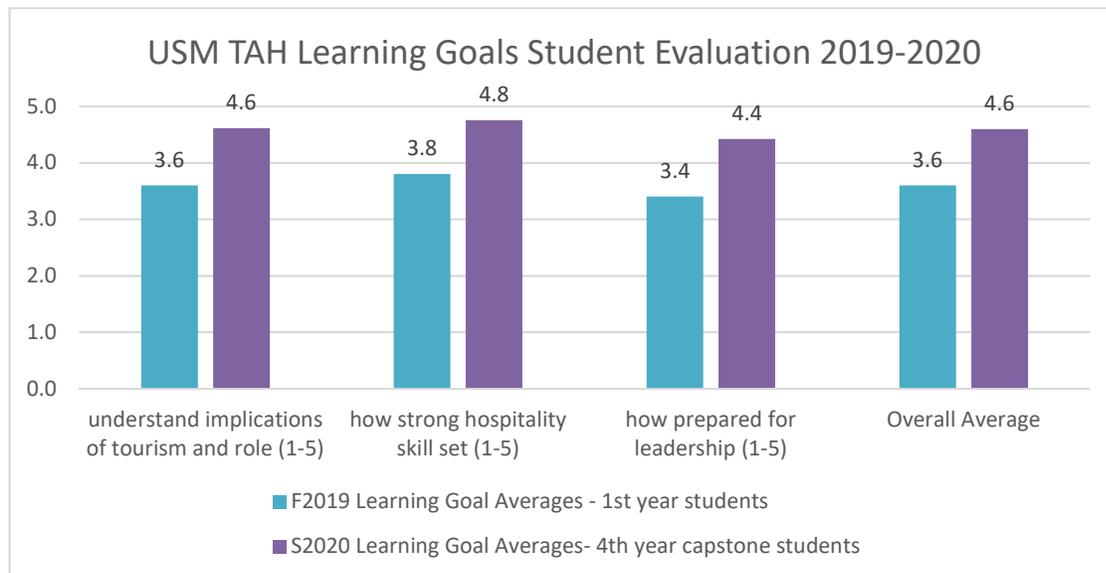
USM Tourism and Hospitality Program Learning Goals:

1. 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)
2. 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)
3. Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning.

Methodology:

Students take a survey during TAH 150 class which is a required first class for all first year students and new majors. They indicate their perceived competence in each of the learning goals at the beginning of their time in TAH. Students then take a survey during TAH 409 capstone class which is one of the last required classes that is suppose to be a cumulative experience for students. They indicate their perceived competence in each of the learning goals at the end of their time with TAH.

Results for 2019-2020 Academic Year:



Students indicated that they increased their knowledge and skills in all three learning goals by one point in each of the categories during their time with USM TAH. This is supported by instructor observation of demonstrated knowledge and skills by students through class work and grades. This is the first year this evaluation has taken place so it will be a benchmark for coming years but it is considered a success. Classes, internships, and projects listed below are those that students indicated contributed to meeting these learning goals. These match the classes that instructors hoped would help meet these goals so is again considered a success.

List classes and class projects/work and intern experiences that built your 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 while at USM.

ANT 299 Intro to sustainable tourism, evaluating CVB event Harvest on the harbors sustainability and green initiatives -1

TAH 299 - Wellness Tourism Seeing different types of businesses that can attract tourists

Maine Huts and Trails was a highlight. I personally was going through a rough time and being out in the Maine wilderness really opened my heart up to people about my experiences was empowering.

TAH 264 - Culinary Looked in depth on how/why people travel for food,

TAH 409

TAH 222 food and bev management-2

TAH 299 bev operations - local brewery tours-2

Sara's beer and wine class was amazing because we learned exactly what people out there do for a living by drinking and observing wine/beer in an educational manner.

TAH 241 tourism and community development- studying towns and cities in Maine-1

TAH 331 sustainable hospitality management- doing sust. Checklists for hotels in Maine-2

TAH 361 local food and agrotourism- learning how food and food tourism plays a big part of Maine's economy-2

Agrotourism with Kristen was one of, if not, my favorite class at USM. That class really helped me understand the other aspects of hospitality in the world and how they connect to issues like agriculture or sustainability.

TAH 101 - Introduction to TAH-2

Learning about different types of tourism

Every class had an impact on my overall understanding. Tourism Wellness really opened my eyes as well and the introduction to hospitality online. Learning about the dark aspects of tourism as well showed how much I didn't know and what to look out for on my own travels.

TAH 150-2

The camping trip that is required really helped me understand what this program was about and connect with my future hospitality leaders (aka my classmates).

Tracy's TAH 150 class allowed me to know what everyone was doing across the board and able to meet with all of my teachers in my major. This was huge in my interest to stay in Tourism and hospitality.

TAH 221 - Introduction to hospitality Management-2

TAH 301 - Global Issues-2

Tracy's global issues class gave me an understanding of the implications of tourism on the local economies and people, especially women in third world countries.

TAH307 Field Study Courses

When I went to Iceland in May of last year with Maureen, it was amazing to actually put what I learned in school to an experience right in front of me.

TAH 309 - Pinch Me Planning, Internship-1

TAH 311 - Event Planning & Management-2

Event Management with Maureen and Sara as well as my Internship at River Winds Farm and Estate gave me a little bit of a real world understanding of the event Management industry and how important it is to work together as a team to make sure everything runs smoothly. As I learned how important it is to work well with your team, I also learned how it is to work with people who are not as motivated or who believe others will do their work for them.

TAH 321 - Lodging Operations & Systems-2

TAH 415 - Trends & Innovations-2

TAH 211

TAH 420

TAH 422

Even though it is not a tourism class, I really enjoyed taking the leadership competition class with Sara and Dan, I believe it gave me the necessary skills and knowledge on how to be or become a great

leader, and the tourism industry needs great leaders so I think it should be implemented into the tourism and hospitality curriculum.

In general, the best part about USM is that the classes/concentrations that are offered allow students to narrow down their specific interest and shows them how to approach it in the real world. For me, this was an online class that was about Craft Beer as well as my time spent in Italy.

List classes and class projects/work and internship experiences that built your hospitality skillset.

TAH 101

TAH 150

I would say the TAH 150 described my leadership because I was a TA the following year while Tracy was having her baby, I took the reins and lead the class through an experience of learning and making sure students understood the amount of opportunities they had in this major.

TAH 420 Hospitality Law

TAH 312 TOUR GROUP planning and management- trip to Monson, ME

TAH 311 event planning and management- planning and executing husky harvest

TAH 101 - Introduction to TAH

TAH 211 - Tourism Entrepreneurship- business plan

TAH 221 - Introduction to Hospitality Management-3

TAH 222 - Food & Beverage Management, Cabin Fever Dinner (mock)-2

I believe that the food and beverage class as well as my internship were great resources for me to build my hospitality skillset.

TAH 309 - Pinch Me Planning Internship

My internship experience in Steamboat, Colorado through USM channels was amazing because I had the chance to learn while I made some money. I actually met someone from USM when I was out there who works in the international aids office. Such a small world. Being open, and thinking of those questions was important. Sara, Maureen, and Tracy told us to take risks, explore our interests. The biggest thing I took from a communication and effective leadership perspective at USM was that I am a brand. In order to make ordinary people see you, hear you, learn from you, and take inspiration from; one must put themselves out there. What I mean by that is ask that question that no one thinks about, do that extra credit assignment that will lead you into something else. Do that internship that creates another part of YOUR story. You are the brand.

TAH 311 - Event Planning & Management, A Taste of Culture

TAH 321 - Lodging Operations & Systems

Another class I think helped me a lot was the class were Sara and Maureen took us to Bar Harbor(not sure of the exact class name anymore) it gave us students a great insight into the hospitality industry and gave us a chance to look behind the scenes of some amazing properties. Maureen's 321 class as a whole really challenged me in this skillset. Learning how to effectively communicate with staff, guests, your employees if you're a GM or a leader within your establishment. The class outlined real problems within hotels and how to practice being the solution to a problem rather than a contribution. Part of the class requirement was doing a stage (pre-COVID-19), and I feel lucky and proud enough that I was able to complete mine. This was an excellent chance for a non-hotel worker to see the structure of functionality within an establishment.

TAH 322 - Hospitality Financial Management

TAH 331 - Sustainable Hospitality Management

TAH 361 Agritourism

Group projects in all my classes were a real test as well. Kristen Simmons had a very large impact on me when I took her TAH361 class looking at social media and how this can be vital in today's world. The ability to connect with the local community. That class really thrust me into my food studies minor as well.

TAH 340 - Green Meetings & Conference Management, Collegiate Leadership Competition

TAH 415 - Trends & Innovations

TAH 420 - Hospitality Law

TAH 409- Capstone project

Capstone Communicating with the hospitality industry for event, 311 Event Planning Planning fundraisers and silent auction, 150 Professional Practices Group communication and leadership exercises, 305 Culture/Communication Tourism Focussing on one specific country/culture Work Internship with Marriott helped me a lot. I think the teachers did a great job putting us as students out there to see the hands on side of tourism and hospitality.

List classes and class projects/work and internship experiences that built your leadership skills

TAH 340 Green meetings- Working with CLC to plan an event, creating sustainability checklists

TAH 211 - Tourism Entrepreneurship-2

put me in charge of my education throughout the semester. While Professor Braathe was always an available resource for questions, the course was structured to be student-driven. This course helped me outline what turned into a 35-page business plan covering those explicit details I would have never thought twice about prior. The combination of this class at the same time as 432 policy and planning, was very beneficial to me

TAH 222 - Food & Beverage Management, Cabin Fever Dinner (mock)

TAH 309 - Pinch Me Planning Internship

TAH 311 - Event Planning & Management, A Taste of Culture

TAH 322 - Hospitality Financial Management

TAH 331 - Sustainable Hospitality Management

TAH 340 - Green Meetings & Conference Management, Collegiate Leadership Competition-2

As mentioned above, the clc competition class taught me valuable lessons and skills that I can use for basically everything leadership related in my life. Even though we did not get to compete because of the Corona Virus, it was a great experience and one of my favorite classes at USM. Looking at when we went to camp cedar during my freshman year to now senior year, I can definitely see a huge difference in how my leadership skills have evolved

TAH 432 – Tourism Policy and Planning

students learn how to outline the major events/issues within a place by breaking them down into larger segments. Politics, policy, natural environment, social, laws and codes, and more. Gaining this skill set made doing research much easier for 211 and vice versa. All of the classes within the department have always made connections to one another at some point or another which was really key to my understanding of tourism.

TAH422

TAH222

TAH261

TAH 307 Iceland study abroad trip

TAH 305 Intercultural Communication

writing the intercultural paper

TAH409 Capstone and internship

honestly my current capstone. I have been reaching out to leaders in the local community to get perspectives on a project that is coming to USM.

Being a lead on planning an event

Work Internship with Marriott helped me a lot. I think the teachers did a great job putting us as students out there to see the hands on side of tourism and hospitality.

TAH150 –Immersion

I would say all my classes but if I were to pick a couple it would be TA for TAH 150,

TAH420 Management

TAH 311 - Event Planning and Management Working on semester long project in group,

TAH 221 - Hospitality Management, Working on group presentation/paper with a random group and picking up members work that wasn't completed