

**Student Learning Outcome Assessment Report
HES - Hospitality Management**

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- 2. Department Mission**
To develop pioneering leaders in hospitality management through progressive and innovative research, dynamic instruction, and pragmatic experiential learning.

- 3. Program Goals**
 1. Graduates demonstrate an understanding of and competencies in hospitality business and innovation management.
 2. Graduates demonstrate an understanding of and competencies in managing self, people and tasks.
 3. Graduates demonstrate an understanding of and importance of ethics and diversity in personal and professional life.
 4. Graduates demonstrate an understanding of and competencies in leadership skills.

Student Learning Outcome 1:

Use critical thinking to develop and demonstrate alternatives to problems in hospitality operations. Demonstrate the ability to develop, examine, question, and explore perspectives or alternatives to problems in the hospitality industry.

Assessment Measures: The core learning outcomes in the courses below focus on operational, organizing, and planning applications for hospitality businesses. Overall, the assessment provides support for a demonstration of strengths in many of the defined student learning outcome areas.

Direct Measures:

1. HNHI Integrated Learning Rubric will be used to assess final projects in HOSP 4643 to assess mastery level of critical thinking.

Per instructor records:

The HNHI Integrative Learning Rubric was converted to match a traditional grading score to represent mastery (90% or higher of maximum points), exceeds expectations (80% to 89% of maximum points), achieves expectations (70% to 79% of maximum points), needs improvement (under 70% of maximum points).

- 92.72% (51/55) of students achieved a master level on their evaluation
 - 7.27% (4/55) of students achieved an exceeds expectations on their evaluation
2. HNHI Integrated Learning Rubric will be used to assess final projects in HOSP 4663 to assess mastery level of critical thinking.

Per instructor records:

The HNHI Integrative Learning Rubric was converted to match a traditional grading score to represent mastery (90% or higher of maximum points), exceeds expectations (80% to 89% of maximum points), achieves expectations (70% to 79% of maximum points), needs improvement (under 70% of maximum points).

- 100% (28/28) of students achieved a mastery level on their final project

Indirect Measures:

1. None

Acceptable and Ideal Targets for Direct Measures: for HOSP 4643 and HOSP 4663:

Acceptable: 85% of graduating seniors will be at the “achieves expectations” level or better

Ideal: 95% of graduating seniors will be at the “achieves expectations” level or better

Key Personnel: Instructors of HOSP 4643, HOSP 4663

Recommendations. Bi-annual or annual review of Capstone and SMASH course pre-requisites by the program area is recommended to ensure that all pre-requisites are being taught in lower level courses.

Student Learning Outcome 2: Implement professional practices and awareness in ethics, diversity, leadership, and global responsibility while working as a team member.

Assessment Measures: The core learning outcomes in the courses below focus on operational, organizing, and planning applications for hospitality businesses. Overall, the assessment provides support for a demonstration of strengths in many of the defined student learning outcome areas.

Direct Measures:

1. Employers during the students’ internship experience (HOSP 4693) are asked to provide a written review of the students. This includes rating the students’ organization, communication, relationship with others and overall performance. Mid-term and final scored evaluations will be analyzed to capture progress throughout the internship to detail their level of preparedness to enter the workforce.

Per HOSP 4693 instructor records:

Fall 2019 results:

- 89% (8/9) improved or maintained their score between midterm and final evaluation
- 11% (1/9) decreased their score from midterm to final evaluation

Spring 2020 results (pending data from final evaluations due 4/30):

- 86% (6/7) improved or maintained their score between midterm and final evaluation
- 14% (1/7) maintained their score from midterm to final evaluation
- Note: final evaluations were difficult to obtain due to Covid-19 pandemic, so only those with evaluations for both mid-term and final are included here

2. HNHI Teamwork Value Rubric will be used to assess peer evaluations from HOSP 4613, HOSP 4643 and HOSP 4663

Per HOSP 4613 instructor records:

The HNHI Team Value Rubric was converted to match a traditional grading score to represent mastery (90% or higher of maximum points), exceeds expectations (80% to 89% of maximum points), achieves expectations (70% to 79% of maximum points), needs improvement (under 70% of maximum points).

- 69.7% (23/33) of students achieved a mastery level on their evaluation
- 6% (2/33) of students achieved an exceeds expectations on their evaluation
- 3% (1/33) of students achieved an achieves expectations on their evaluation
- 21.2% (7/33) of students achieved a needs improvement on their evaluation

Per HOSP 4643 instructor records:

The HNHI Team Value Rubric was converted to match a traditional grading score to represent mastery (90% or higher of maximum points), exceeds expectations (80% to 89% of maximum points), achieves expectations (70% to 79% of maximum points), needs improvement (under 70% of maximum points).

- 97.5% (78/80) of students achieved a mastery level on their evaluation
- 1.25% (1/80) of students achieved an exceeds expectations on their evaluation
- 1.25% (1/80) of students achieved a needs improvement on their evaluation.

Per HOSP 4663 instructor records:

The HNHI Team Value Rubric was converted to match a traditional grading score to represent mastery (90% or higher of maximum points), exceeds expectations (80% to 89% of maximum points), achieves expectations (70% to 79% of maximum points), needs improvement (under 70% of maximum points).

- 92.86% (26/28) of students achieved a mastery level on their evaluation
- 7.14% (2/28) of students achieved an exceeds expectations on their evaluation

Indirect Measures:

1. None

Acceptable and Ideal Targets for HOSP 4613, HOSP 4643, HOSP 4663:

Acceptable: 85% of students will be at the “achieves expectations” level or better

Ideal: 95% of students will be at the “achieves expectations” level or better

Acceptable and Ideal Targets for HOSP 4693:

Acceptable: 75% of graduating seniors will improve scores from mid-term to final internship supervisor evaluations

Ideal: 85% of graduating seniors will improve scores from mid-term to final internship supervisor evaluations

Key Personnel: Instructor(s) of HOSP 4643, HOSP 4663, HOSP 4693

Summary of Findings. Peer evaluations showed teams considered their fellow members as contributing to the work necessary to complete the project except in HOSP 4613. Internship students

did not meet the acceptable target value of improving their final evaluation score over their midterm evaluation score.

Overall Recommendations

- Maintain communication with internship host site supervisors throughout the semester to help students improve their on-the-job performance between mid-term and final evaluations.
- Encourage students in courses with peer/team evaluations to work towards being a good teammate and contribute to the team's work throughout the semester.
- HOSP faculty should consider providing students an option to complete peer evals without a point value to get an honest assessment of their peer's ability to work successfully in a team. Students tend to be generous when points or grades are involved so an outlet for true peer assessment should be considered.
- Faculty will plan assessment endeavors before courses begin, as appropriate.

Action Plan

HOSP faculty will review and edit program learning outcomes before AY 20-21 to be able to proactively integrate assessment measures into class requirements for AY 20-21.

Supporting Attachments

See rubrics in "AFLS 2020 Assessment Reports" Box folder

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.

- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

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Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastery	Exceeds Expectations	Achieves Expectations	Needs Improvement
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

TEAMWORK VALUE RUBRIC

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Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastery	Exceeds Expectations	Achieves Expectations	Needs Improvement
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.