

**Student Learning Outcome Assessment Plan**  
**HES - Hospitality Innovation**

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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:** Apply knowledge in the areas of food and beverage, lodging and tourism, events and management. Demonstrate the ability to develop, examine, questions, and explore perspectives or alternatives to problems in the hospitality industry.

**A. Assessment Measures**

Direct Measures: The core competencies and student knowledge of the hospitality industry are concentrated within the internship: HOSP 4693, which represents a capstone experience. Students are expected to understand and demonstrate their understanding of the global hospitality industry through discipline specific knowledge.

**a. Direct Measures:**

- a) HOSP 4663 faculty will use rubric for final projects and presentations demonstrating global understanding of the financial process. Project based computer lab assignments demonstrate the efficiency of the methods being taught.
- b) HOSP 4683 through juried reviews of projects. Ratings by outside reviewers (faculty, employers, and supervisors) of projects presented or work completed presents a clearer nonbiased evidence of student learning.
- c) HOSP 4693 will randomly select 5 journals from each internship and review based on rubric; discuss average scores within program area for assessment.

**b. Indirect Measures:** HOSP 3603/3601L through assessments of labs, exams and in class activities.

- B. **Acceptable and Ideal Targets:** the same targets will be used for each direct measure.
  - a. Acceptable: 80 % of graduating seniors will achieve 75% or better
  - b. Ideal: 90% of graduating seniors will achieve 75% or better
- C. **Key Personnel:** Instructor of HOSP 4663, 4683, and 4693

**Summary of Findings.** Project based lab assignments demonstrate the efficiency of the methods being taught. Ratings by outside reviewers (faculty, employers, and supervisors) of projects presented or work completed presents a clearer nonbiased evidence of student learning.

**Recommendations.** All measures should have a rubric for standardized evaluations by non-biased feedback. A rubric will be developed in the fall semester and implemented in the spring semester.

**Student Learning Outcome 2:** Solve problems by researching options and evaluating multiple perspectives or alternatives to a professional and/or industry related situation. This includes integrating human, financial, and physical resources management into the operations of the hospitality industry.

**A. Assessment Measures**

- 1. Direct Measures: The core competencies, related to problem solving, are encapsulated within the exams for HOSP 2603, 3653, 4633, 4663, HOSP 4693. These include general accounting procedures, comprehension of financial statements, cost control methods, and budgeting through case studies and capstone projects. The core learning outcomes in these courses focus on financial analysis and operational application for hospitality businesses. The area of assessment used in this setting is final project presentations. This assessment indicates that students provide evidence of strengths in understanding the basics of the hospitality field, understanding of budgets and financial aspects applied to hospitality, some understanding of applied marketing and economics, the ability to management self, and leadership. Overall, the assessment provides support for a demonstration of strengths in many of the defined student learning outcome areas.
  - a. **Direct Measures:**
    - 1. HOSP 2603 – Assessment of tests and use of rubric to evaluate purchasing in the inventory and cost control assignments. Demonstrated through the successful completion of daily assignments.
    - 2. HOSP 3653 – Randomly select 5 projects to be assessed by other faculty. Demonstrated through the successful completion of daily assignments.
    - 3. HOSP 4633 - Faculty will give feedback on areas of skills weakness in subsequent semesters through pre and posttests that are scored and compared each semester. Demonstrated through the successful completion of daily assignments as well as final project completion.
    - 4. HOSP 4663 - Capstone classes with industry and executive in residence reviews of final projects. Use of resources to locate market analysis, recipe planning, marketing, promotional and financial information in developing a business plan.

- b. **Indirect Measures:** Practiced demonstrated by employer evaluations and use of social communication networks to communicate on the job activities in HOSP 4693.

B. **Acceptable and Ideal Targets for Direct Measures:** the same targets will be used for each direct measure.

- a. Acceptable: 85 % of graduating seniors will achieve 75% or better
- b. Ideal: 95% of graduating seniors will achieve 75% or better

C. **Key Personnel:** Instructors of HOSP 2603, 3653, 4633, 4663 and 4693

**Summary of Findings.** Demonstrated through the successful completion of daily assignments as well as final project completion. Use of both domestic and international websites for trend forecasting and development of foodservice, lodging and tourism research for course projects. Use of multiple resources to locate market analysis, marketing, promotional and financial information in developing a business plan. On the job competence through assignments and job completion as measured through employer evaluations and site visits.

**Recommendations.** To ensure consistency and standard practice by all participating in courses instruction and the internship is recommended.

**Student Learning Outcome 3:** Use critical thinking to develop and demonstrate alternatives to problems in hospitality operations. Demonstrate the ability to develop, examine, questions, and explore perspectives or alternatives to problems in the hospitality industry.

**A. Assessment Measures**

1. Direct Measure: The core competencies pertaining to critical thinking in HOSP 2603, 2633, 3633, 4633, 4653, 4673 are concentrated within assignments of these courses through tests, written synopses, quizzes, and presentations. These measures include cost control methods, marketing plans, business plans, and research projects presented as empirical papers or case studies, and capstone projects. The core learning outcomes in these courses focus on operational, organizing, and planning applications for hospitality businesses. The area of assessment used in this setting is final project presentations. This is to ensure the varying learning outcomes on global tourism and critical thinking through research. Overall, the assessment provides support for a demonstration of strengths in many of the defined student learning outcome areas.

a. **Direct Measures:**

HOSP 4663 - Capstone course requires that students use critical thinking skills learned in earlier classes or components of courses to successfully complete capstone projects. Randomly assess 3-5 capstone projects for proficiency in completing program requirements; evaluate based upon successful completion of supporting course objectives. **Indirect Measures:** Critical thinking is introduced in separate courses (HOSP 2603, 2633, 3633, 4633, 4653, and 4673) and measured by daily assignments and presentations

B. **Acceptable and Ideal Targets for Direct Measures:** the same targets will be used for each direct measure.

a. Acceptable: 85 % of graduating seniors will achieve 75% or better

b. Ideal: 95% of graduating seniors will achieve 75% or better

C. **Key Personnel:** Instructors of HOSP 2603, 2633, 3633, 4633, 4653, and 4673

**Summary of Findings.** Mastery demonstrated by project use critical thinking skills to complete spreadsheets tabulating assortment plans, financial plans, and budgets for entrepreneurial business plans and the creation of marketing plans, research trends, and development of.

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

**Student Learning Outcome 4:** Demonstrate effective and professional communication in a range of situations: 1) Oral communication in one-on-one, group, and formal presentation settings, and 2) Written communication to convey clearly ideas and thoughts.

A. **Assessment Measures**

Oral— The core competencies pertaining to oral communication involves the effective interpretation, composition, presentation of information, ideas, and values to a specific audience. This skill set pertains to all hospitality classes through the oral presentations on academic subjects related to the course the presentation takes place in. Oral presentations can be videotaped for assessment purposes. In addition, the following rubric is used by all hospitality faculty to assess oral presentation skills. HOSP 1603, 2603, 4633, 4663, 4673, and 4693 all include a capstone experience and students are specifically required to complete a written and oral report; therefore, the ability to communicate effectively in an oral and written manner.

Written— It is recognized that the importance of learning to write masterfully is central throughout the curriculum. There are several challenges in conceptualizing it as competency shared within the hospitality curriculum. It is a process that requires reflective iteration throughout our students' education. Written communication can involve working with many different writing technologies and mixing texts, data and images. In addition, the following rubric is used by all hospitality faculty to assess written communication skills. HOSP 4633, 4663, 4673, and 4693 all include a capstone experience and students are specifically required to complete a written and oral report; therefore, the ability to communicate effectively in an oral and written manner.

- a. **Direct Measures:**
  - a. HOSP 4653 - Assessment of state tourism industry report and faculty review of student presentations by utilization established rubric.
  - b. HOSP 4633, 4673, 4663 - Project work assessed through faculty review of student presentations.
  - c. HOSP 4693 - Review employer evaluations of student interns for successful communication and completion of projects and work assigned on the job. Use of advisory board to network with students is key to the development of oral communication in an industry vs classroom setting.
- b. **Indirect Measures:** HOSP 1603 & 2603 introductory level demonstrated by quizzes with open ended questions & oral presentations.

B. **Acceptable and Ideal Targets:** the same targets will be used for each direct measure.

- a. Acceptable: 85 % of graduating seniors will achieve 75% or better
- b. Ideal: 95% of graduating seniors will achieve 75% or better

C. **Key Personnel:**

- a. Oral Communication  
Instructors of all hospitality classes requiring an oral presentation
- b. Written Communication  
Instructors of all hospitality classes requiring a written assignment

**Summary of Findings.** HOSP 4663 Capstone course mastery demonstrated through project oral & visual presentation. Use of PowerPoint presentation, and business plans using a rubric to communicate competencies to industry panel of reviewers.

**Recommendations.** Use of advisory board to network with students is key to the development of oral communication in an industry vs classroom setting.

**Student Learning Outcome 5:** Implement professional practices and awareness in ethics, diversity, leadership, and global responsibility while working as a team member.

A. **Assessment Measures**

1. **Direct Measures:**

- a. Employers during the students' internship experience are asked to provide a written review of the students. This includes rating the students' organization, communication, relationship with others and overall performance.
- b. HOSP 4693 Internship will randomly select 5 journals from each hospitality internship and review based on rubric; discuss average scores within program area for assessment.

- B. **Acceptable and Ideal Targets:** the same targets will be used for each direct measure.
1. Acceptable: 85 % of graduating seniors will achieve 75% or better
  2. Ideal: 95% of graduating seniors will achieve 75% or better

C. **Key Personnel:** Instructor(s) of HOSP 4693

#### 4. Overall Recommendations

No data collected.

#### 5. Action Plan

- All of the student learning outcomes objectives will be introduced, practiced, reinforced and mastered throughout the Hospitality Innovation curriculum.
- HOSP Instructors will keep grade records, hard and electronic copies of student projects, and images of student internship sites.
- Reviews of these will be led by the Hospitality Innovation faculty with the goal of the majority of students enrolled in HOSP courses will achieve the learning objectives at the appropriate level in their courses.
- To ensure consistency and standard practice by all participating a coordinator for internships is recommended.
- Bi-annual or annual review of capstone pre-requisites by the program area is recommended to ensure that all pre-requisites are being taught in lower level courses.
- Use of advisory board to network with students is key to the development of oral communication in an industry vs classroom setting.
- The information contained in this report will be disseminated to the Hospitality Innovation
- Results will be discussed at the HOSP fall faculty meeting.
- Any curriculum changes or adjustments desired by the faculty or recommended by the HOSP advisory board will be discussed at that time as well. This process will ensure that all faculty in the area are aware of curriculum issues and changes.

#### 6. Supporting Attachments

Rubrics will be developed and implemented during the next year.

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID: \_\_\_\_\_

**Comprehensive Written Exam Rubric**

**Instructions for scoring: Use the check boxes for detailed feedback, then make global judgments for each criterion rating and overall assessment.**

Criterion	Does not meet expectations = 1	Meets expectations = 2	Exceeds expectations = 3	Score
1. Mastery of theories and concepts in the field demonstrated	<input type="checkbox"/> Arguments are sometimes incorrect, incoherent, or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates limited critical thinking skills <input type="checkbox"/> Reflects limited understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates limited understanding of theoretical concepts <input type="checkbox"/> Documentation is weak	<input type="checkbox"/> Arguments are coherent and reasonably clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates acceptable critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, refined critical thinking skills <input type="checkbox"/> Reflects mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Documentation is excellent	
2. Organization of material or discussion	<input type="checkbox"/> Organization is weak. <input type="checkbox"/> Confused or ineffective argument <input type="checkbox"/> Few linkages made between sections	<input type="checkbox"/> Organization present but hard unclear occasionally. <input type="checkbox"/> Reader can link sections sometimes but not clear how all material relates to question(s)	<input type="checkbox"/> Design, organization excellent <input type="checkbox"/> Reader can easily follow discussion and flow	
3. Quality of writing	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor <input type="checkbox"/> Style is not appropriate to discipline	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical <input type="checkbox"/> Style is appropriate to discipline	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Style is exemplary	
4. Policy applications	<input type="checkbox"/> Limited understanding of application to public policy problems <input type="checkbox"/> Weak or missing formulation of potential solutions	<input type="checkbox"/> Acceptable understanding of application to public policy problems <input type="checkbox"/> Formulation of potential solutions but some are naive	<input type="checkbox"/> Exceptional potential for application to public policy Exceptional and creative formulation of solutions	
Additional criterion #2:				
Additional criterion #3:				
<b>Overall judgment</b>	<input type="checkbox"/> <b>Does not meet expectations</b>	<input type="checkbox"/> <b>Meets expectations</b>	<input type="checkbox"/> <b>Exceeds expectations</b>	

Adapted from materials found at <http://web.uri.edu/assessment/uri/rubrics/>

**Comments:**