



**Instructions:** To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to [kthatcher@caspercollege.edu](mailto:kthatcher@caspercollege.edu). For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

- 
1. **Program: Hospitality Management**
  2. **Department: Marketing**
  3. **School: Business & Industry**
  4. **Person(s): Gary M. Donnelly, CHE**
  5. **Email: Donnelly@caspercollege.edu**
  6. **Phone: 307/268/2381**
  6. **Date Submitted: February 26, 2010**
- 

1. Does this program offer distance learning ?  Yes  No

(\*Note: Please complete a separate Assessment Plan form for each program.)

#### **A. Conceptual Assessment Plan Components**

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

##### **MISSION**

The Hospitality Management Program is an educational program dedicated to providing a quality academic program that prepares students for entry level employment in various types of hospitality and tourism business by providing the basic knowledge and understanding to be successful. The program also provides educational opportunities for those who wish to improve and enhance their present job skills by being lifelong learners. To meet this end the program employs innovative delivery and instructional techniques.

##### **Goals**

Develop and deliver high quality degrees and certificates.

Provide an effective learning environment for students.

Provide an academic framework to prepare students for upward mobility in emerging marketing, hospitality management, and web design occupations.

Provide continuing education for re-entry into the workforce, for changing job requirements, for career change, and lifelong learning.

Incorporate innovative delivery and instructional techniques to enhance the students learning process.

To recognize the value of the individual student and strive for an effective student teacher interaction.

Improve retention rates in all degree and certificate areas within the Marketing Department.

To recruit, develop, and maintain faculty who pursue teaching excellence, and service to the profession.

To promote effective interaction between the three areas of the Marketing Department local community, state, and region.

2. *List the student learning outcomes for the program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each program.)
  1. Apply mathematical skills appropriate to the hospitality management occupations.
  2. Demonstrate proficiency with computers at a level compatible with job demands.
  3. Demonstrate technical skills in the hospitality management area.
  4. Identify the various hospitality industry functions and relate them to different job situations.
  5. Demonstrate proficiency in lodging operations procedures.
  6. Demonstrate proficiency in food and beverage operations procedures.
  7. Practice human relations skills on the job and in other interpersonal situations.
  8. Demonstrate the ability to communicate in a manner consistent with the professional language of the hospitality industry in both written and oral formats.
  9. The ability to analyze and resolve cases specific to the hospitality industry.
  10. Students will demonstrate satisfactory progress *in their A. AS program.*
11. *Students will display knowledge of the marketing function and how it affects the service transaction in the hospitality industry.*

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

Our outcomes require students to be able to understand, apply, and demonstrate knowledge and skills. This is reflected in our mission to prepare students for careers in the various areas of hospitality management.

4. *Describe how and by whom assessment findings will be used.*

The assessment findings will be used by the hospitality management faculty and department head to modify and revise program and course content with learning outcomes do not appear to be met. This will occur via a meeting and discussion of the hospitality management faculty members in conjunctions with advisory committee members.

### **B. Implementation Assessment Plan Components**

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence.
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Program Learning Outcome	How/Where is outcome learned?	Evidence/ Indicator(s) of Learning	Collection method(s) for each source of evidence	Analysis method(s) for each source of evidence	Feedback Procedures (Faculty, staff & students)
1	BADM 1005 HOSP 1540	Grade C BADM 1005 or proficiency on Night Audit Project HOSP 1540 Check list night audit	Final Grade BADM 1005 Grade Project HOSP 2540 Checklist of which night audit activities you feel competent to perform.	Qualitative and Quantitative	Faculty Discussion of how outcomes can be improved and/how assessment process can be improved.

2	IMGT 2400 HOSP 2540	Proficiency or better on rubric MGT 2540 Certification testing HOSP 2540	Objective assessment testing sampling of written projects and papers.	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved.
3	HOSP 2490	Coop supervisor evaluation forms Open ended survey	Grade and average of scores on evaluation form Open ended survey on student perception of the Coop work expericne	Quantitative and Qualitative	Faculty and supervisor discussion of how outcomes can be improved how assessment process can be improved
4	HOSP 1520	Results on certification tests proficiency on rubric projects and papers Open ended survey	Objective assessment testing sampling of written projects and papers Open ended survey on students perceptions on their preparation and concerns about Certification test.	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how the assessment process can be improved.
5	HOSP 2560 BADM 2490	Results on certification testing and sampling of written projects and papers HOSP 2560 Coop supervisor evaluation forms HOSP 2590	Objective assessment testing sampling of written projects and papers BADM 2360 Grade and average of forms of coop evaluation form HOSP 2490	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved.
6	MGT 2320 MGT 2330`	Certification testing and	Objective assessment	Quantitative and Qualitative	Faculty discussion of

		sampling of projects	testing sampling of written projects		how outcomes can be improved/how assessment process can be improved.
7	BADN 1020	Sample of student project and presentation Ranking survey	Objective assessment of student project and presentation Students will rank and evaluate their performance on the project as a group and individually.	Qualitative and Quantitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved.
8	HOSP 1560 HOSP 1570	Samples of student written case analysis Check list	Objective assessment of students case analysis Student check list of component of written case analysis	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
9	Combined coursework in hospitality concentration	Review student transcripts Survey	Students transcripts Survey students indicate which outcomes in courses they feel competent to perform	Qualitative and quantitative	Faculty discussion of how outcomes can be improved how assessment process can be improved.
10	MKT 2100`	Review student marketing project	Evaluate students completed marketing project	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment can be improved

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

The Hospitality Management Program is housed in the Marketing Department in the School of Business and Industry. The head of the Marketing department will complete the annual report on outcome assessment at the time the Marketing Department Program review is to be submitted.

### C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan.*

*Include:*

- a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

The hospitality management faculty will review the assessment plan once a year to align with the program review.

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

The information gathered from students testing, certification testing, class assignments, etc will assure that student input was gathered. Also faculty classroom evaluations will be evaluated to enhance the learning and assessment process.

- c. *What external sources were consulted in the development of this assessment plan?*

The Association of Collegiate Business Schools and Programs (ACBSP) will be consulted when they review this plan during the upcoming self study for accreditation. Advisory committee input over the years has helped to arrive at this assessment plan

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

The hospitality management faculty is committed along with upper level administration to the maintained of an ongoing assessment pla

