



**UMass Amherst's Educational Effectiveness Plan (EEP) provides departments with an ongoing structure for conducting systematic inquiry into the effectiveness of their efforts to support student success. Departments initially developed and submitted their EEP inquiry plans and evidence gathering strategies in spring 2018 and are asked to provide updates on their progress on a regular basis. EEP activity is also incorporated into the University's strategic planning process – with departments including their EEP progress and findings into their 2021 Strategic Planning Refresh. What follows is the department's most current reporting, as synthesized by the Office of Academic Planning and Assessment (OAPA).**

### **Hospitality and Tourism Management EEP**

**Identify the evidence you currently use (beyond GPA) to determine that your undergraduates have achieved the objectives you have for them.**

The department utilizes Graduating Senior Survey results of the Learning Outcomes section to conduct item analysis with the department benchmark average of 3.5 on a scale of 1 to 4 (1 being Very much, 4 being Very little) to see the level of learning and how students' experience may have contributed to their knowledge, skills, and personal development. Currently, for the HTM core courses, the department uses a template at the end of each semester to assess learning goals and objectives (The HTM Self Study Report, 2017, p. 99). This map lists the following: Learning Objectives, Student Work/Project (Capstones) Evaluated, Exceeds/Surpasses Expectations, Meets or Adequately Meets Expectations, Fails to Meet or Barely Meets Expectations, and Cannot Assess with Information Provided.

We also look at students' general performance on exams and projects, their delivery of presentations, and their successful progression toward degrees. Additionally, we use the Work Experience Report/Feedback from internship supervisors along with their evaluations. The Work Experience Report is a student self-report of their industry experience that covers organizational philosophy and culture, professional ethics, and leadership. In some courses (HT-MGT 250, 355, 356, 397D) students can take certification exams, administered by HTM faculty but evaluated by a third party. Since these certifications usually require a pass score of 75% or higher, this is used as a benchmark to evaluate how well students mastered the course knowledge domain and performed satisfactorily. The number of successful certifications is then also used as external evidence of learning assessment.

**Please describe the focus of your inquiry and explain why this inquiry is important to your department right now.**

Lines of Inquiry 2018: We have a number of inquiries in place that will help the department improve the quality of student learning, development, and experiences and will focus on program and curricular alignment with goals/objectives. The following items are the areas

where the department needs further inquiry: Assess how new faculty members are able to support the department learning goals/objectives in the areas of strategic management (operation and innovation), innovation and information technology, and data analytics. The department will revisit the HTM Course Map as part of our inquiry plan in spring 2019. The course assessment map will also be revisited to see if it needs improvement in terms of course coverage and dimensions to see how they are aligned with the department learning goals/objectives.

**Progress your department has made toward addressing your line of inquiry, and the types of evidence that you have collected to inform your inquiry.**

We have completed four key inquiries: (1) Streamlining course objectives of both required and elective courses, each using Bloom's taxonomy of learning objectives and limiting the number of learning objectives to no more than 6, were implemented in summer 2018. (2) Curricular alignment with the five revised/streamlined PLOs and Course objectives, and revising HTM Course Map, was undertaken in spring 2019. For this course mapping we used the following as an indicator level for each learning outcome and course experience: "Introduced," "Emphasized," and "Reinforced." (3) As of summer 2019, we developed a three-year Assessment Plan of PLOs and started collecting data for Fall 2019-Spring 2020; Fall 2020-Spring 2021, and Fall 2021-Spring 2022. This effort also helped us clear all the inquiries from our accreditation entity-ACPHA. As part of this inquiry, the department collects info from instructors who teach CORE courses using a template of program assessment report. The template used has the following sections: Learning Objectives, Student Work/Project (Capstones) Evaluated, Exceeds/Surpasses Expectations, Meets or Adequately Meets Expectations, Fails to Meet or barely Meets Expectations, Cannot Assess with Information Provided. (4) In spring 2019, the department had a focus group with select juniors and seniors to augment Graduating Senior Surveys on the effectiveness of speakers and their contributions to the goals/objectives of the department, student learning and development, and industry leadership mentoring, in helping achieve student learning and development. The department will continue to do this every spring semester. Completion of these inquiries are important to further improve the program, create better alignment with goals/objectives of the program, and assess student learning, development, and achievements in relation to the stated department student learning objectives. Now, we have a three-year plan in place that will help us assess student learning and close the loop.

In addition, in order to support the department learning goals/objectives in the area of information technology and data analytics, as of September the department hired a new faculty member to teach and conduct research in this area. Furthermore, the department started collecting information on the number of certifications and success rates in courses where this is appropriate and has shared the results with faculty to review and interpret.

As of summer/spring 2019 the department also took a major revision of forms and requirements used for work study/practicum. This was also done based on student reflections and supervisors of students. Our focus now is on our assessment plan of PLOs. The plan we have in place for next three years gives us enough time to collect the evidence, reflect upon it, and determine the courses of action we need to take. The template we use for it has five sections: Program Learning Outcome(s) – PLOs – examined, Data/Evidence, Evaluation Process, Results & Reflection, and Recommendations/Planning. The first two items are completed in the beginning of the semester and the subsequent items are completed at the end of the semester.

**What are your department’s next steps regarding your continuing and/or upcoming EEP line of inquiry?**

We have developed plans and courses of action for our EEP and will continue to use our assessment plan(s) for which we have templates and seek out feedback from our industry leadership board members. We will hold formal/informal focus group discussions/meetings with recruiters via our HTM Career day and host guest speakers in order to further enhance our curricular needs and learning. We will examine these data together with Senior Survey results to reflect and take courses of action that may be needed. We will continue to improve students’ work experience.

Inquiry 1: For Fall 2020 – Spring 2021, the following PLOs will be assessed: PLO5 thru PLO8. PLO #5: Identify and apply leadership theories within the hospitality and tourism context. PLO #6: Solve business problems collectively. PLO #7: Apply critical thinking to business problems and their causes. PLO #8: Debate and generate innovative and alternative solutions. In this time period, the following courses are included: HT-MGT 397M Service Experience Management, HT-MGT 444 Strategic Planning in Hospitality, HT-MGT 471 Financial Decision Making in Hospitality.

Inquiry 2: Every spring semester the department will do a focus group with of 7-10 junior/senior students to get information about student reflections/experiences and suggestions as to what else the department may do in order to assure student outcomes.

Inquiry 3: In the September retreat, collective data generated and Senior Survey results will be examined using data analytics of both UMass and Isenberg. This analysis will look at questions by class level, gender, in-state vs out of state students, first generation and the like, in order to reveal specific information that aggregate data may not reveal.

**What are the Student Learning Objectives for your department or program(s)?**

Hospitality & Tourism Management Department, B.S.

Discipline and Industry Knowledge:

- Identify key theories and concepts of management, accounting, finance, marketing, and information technology and apply them in the hospitality and tourism context.

- Identify the key sub sectors of the hospitality and tourism industry and the unique operating-environment characteristics of each sub sector.

Business Communication:

- Compose well-written business documents.
- Report and communicate effective business presentations by use of appropriate technology.

Leadership and Teamwork:

- Identify and apply leadership theories within the hospitality and tourism context.
- Solve business problems collectively.

Critical Thinking:

- Apply critical thinking to business problems and their causes.
- Debate and generate innovative and alternative solutions.
- Justify reasoned conclusions within the hospitality and tourism context.

Legal Knowledge and Ethical Reasoning:

- Apply knowledge of law and ethical reasoning in making decisions within the context of hospitality and tourism.

Hospitality and Tourism Management, Ph.D.

Isenberg Ph.D. candidates demonstrate ability to:

- Describe and evaluate core theory and research in their discipline.
- Apply research methods and analytical techniques, as appropriate to their discipline, to critique and design research.
- Apply core theory and current research, from their area specialization, to design original research.
- Conduct high quality research using appropriate research method(s) and analytical tool(s).
- Successfully teach UG course(s).