

CMU Assessment Plan Template

Program MSA – Hospitality and Tourism

Assessment Coordinator Dr. Larry Smiley

Department(s) or Interdisciplinary Council Responsible for the Program Off-Campus Programs (ProfEd)

Five-Year Implementation Dates (2003-2004 to 2007-2008)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes in each of the domains that apply to the program.

The Hospitality and Tourism Administration Concentration is designed to enable students to examine suppliers of hospitality service including: hotel/resort facilities, passenger transportation carriers, food/beverage providers, and conference and event providers. Students are provided with background and competency in the following areas: hospitality service provider processes and organization, governmental regulation of the industry and international tourism controls, managerial tools and techniques, and pricing considerations.

MSA PROGRAM LEARNING OBJECTIVES

Graduates of this program will be able to:

- 1. Apply administrative and managerial theories/perspectives as they relate to problem solving within a wide range of organizational structures.**
Domain(s): affective, cognitive, behavioral
Evidence: papers, case studies, capstone projects, alumni surveys
- 2. Apply quantitative methods when examining, understanding and solving administrative problems within the broad social, economic, technological and political environments of private, public or not-for-profit organizations.**
Domain(s): cognitive, behavioral
Evidence: exams, case studies, assignments, capstone projects, alumni surveys
- 3. Select strategies/tools for solving complex administrative problems and conduct appraisals and evaluations of recommended programs and projects that serve organizations.**
Domain(s): cognitive, behavioral
Evidence: case studies, papers, capstone projects
- 4. Take a position on an organizational issue, compile and synthesize information on the issue, and defend the position in oral and/or written forms at multiple levels of management.**
Domain(s): cognitive, behavioral
Evidence: papers, presentations, case studies, capstone projects

5. Apply the concepts of finance as practiced in the private sector and the general concepts of governmental budgeting and funds allocation in the public sector.

Domain(s): cognitive

Evidence: tests, case studies, capstone projects

6. Apply the concepts of marketing practices as they relate to organizational administration.

Domain(s): cognitive

Evidence: case studies, tests

7. Maintain the fundamental competencies needed to manage information systems in different types of organizations.

Domain(s): cognitive, behavioral

Evidence: computer proficiency, statistical analysis of data, capstone projects

With a concentration in Hospitality and Tourism Administration learners will be able to:

1. Examine suppliers of hospitality services.
2. Apply the principles of hospitality service provider processes and organization.
3. Articulate governmental regulation of the industry.
4. Apply the managerial tools and techniques of the hospitality and tourism industry.
5. Articulate and apply pricing considerations in the industry.

2. **Curriculum Alignment of Student Learning Outcomes.** Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Required Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

Program Student Learning Outcomes	REQUIRED COURSES						ELECTIVE COURSES					
	MSA 600	MSA 634 OR	MSA 635	MSA 640	MSA 685		MSA 610	MSA 620	MSA 650	MSA 660	MSA 675	MSA 661
1	I	I, E	I, E	E	E, R		I, E	I, E	E	E	E, R	
2	I	E	E	E	R						R	
3	I	I, E	I, E	E	E, R		I	I, E	I, E	R	R	
4	I	E	E	E	R		I	I	I, E	R	E, R	
5		E	E								R	
6					R			E	E	I, E	R	
7		R	R	E, R	R			R	R		R	

I = Introduced E = Emphasized R = Reinforced

2. **Curriculum Alignment of Student Learning Outcomes.** Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Required Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

Concentration Student Learning Outcomes	CONCENTRATION COURSES			
	HSA 542	HSA 543	HSA 544	HSA 546
1		I, E		
2	R	R	R	I, E
3	I, E	R	R	R
4	R	E	R	E
5	R	R	R	R

I = Introduced E = Emphasized R = Reinforced

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

Outcomes to be Assessed each Year	Instruments to be used each Year	Expected Measures from Instruments	Academic Year
<u>Direct Measures:</u>			
MSA outcomes 1, 3, 4, 7	Capstone Project (MSA 685) – scored by rubric	Percent of possible points	2004 – 2005, 2005 – 2006 2006 – 2007, 2007 – 2008
MSA outcome 2	Problem-based project in MSA 640 , which will require paper and/or presentation – scored by rubric		2004 – 2005, 2005 – 2006 2006 – 2007, 2007 – 2008
MSA outcome 5	Problem-based project in MSA 635 , which will require paper and/or presentation – scored by rubric		2004 – 2005, 2005 – 2006 2006 – 2007, 2007 – 2008
MSA outcome 6	Project in Marketing & Organizational Communication, will require paper and/or presentation – scored by rubric		2005 – 2006, 2006 – 2007 2007 – 2008
Concentration outcomes 1 – 3	Course-level assessment, using assignments in HSA 543		2005 – 2006, 2006 – 2007 2007 – 2008
Concentration outcomes 4, 5	Course-level assessment, using assignments in HSA 546		2005 – 2006, 2006 – 2007 2007 – 2008
<u>Supporting Measures:</u>			
MSA outcomes 1 – 7 Concentration outcomes 1 – 5	Alumni Survey – instrument attached	Detailed data analysis	2003 – 2004, 2005 – 2006 2007 – 2008
MSA outcomes 1 – 7 Concentration outcomes 1 – 5	Current Student Survey – instrument being developed		2004 – 2005, 2006 – 2007

4. Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders in each of the 5 years?

Expected Measures from the Instruments	Affected Stakeholders	Dates and locations for dissemination of results
Capstone project – percent of possible points assigned using rubric	<ul style="list-style-type: none"> • Faculty • Students • MSA Council • ProfEdDean • Academic Senate • Board of Visitors 	<ul style="list-style-type: none"> • In classes • Faculty Development workshops • Aggregate data will be placed on ProfEd website • ProfEd newsletters to faculty and alumni
Course-level problem-based projects		<ul style="list-style-type: none"> • Faculty Development workshops • Aggregate data will be placed on ProfEd website • ProfEd newsletters to faculty and alumni
Current Student Survey – detailed data analysis		
Alumni Survey – detailed data analysis		

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____