

Assessment Plan

for Workforce and FOS Programs

# Program/Track Name: Hospitality and Foodservice Management /Meeting and Event Management

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| --- | --- | --- | --- |
| **Program-Level Learning Outcomes** | | | |
| **Program Learning Outcome 1:** | Identify the various sectors within the hospitality industry, and  describe their relationship with the global economy | | |
| **Program Learning Outcome 2:** | Define and demonstrate the fundamental principles of  management and effective leadership in the hospitality industry. | | |
| **Program Learning Outcome 3:** | Demonstrate effective professional communication and critical thinking skills that are necessary for a successful career in the  hospitality industry through presentations and business writing | | |
| **Program Learning Outcome 4:** |  | Identify the components of organizing and executing a special event, meeting, and/or exposition and tradeshow. |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice, and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E”, and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program- level learning outcomes defined above. (Every course doesn't need to address a program-level learning outcome, and Assessment or program level learning outcomes don't need to occur in every course.)

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# Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Courses** | **Program Learning**  **Outcome 1** | **Program Learning**  **Outcome 2** | **Program Learning**  **Outcome 3** | **Program Learning**  **Outcome 4** |
| HAMG-1321 | I, A | I | I, P | I |
| HAMG-1324 | E | I | P, A | E |
| HAMG-1340 |  |  | P. A | E |
| HAMG-2301 | E | E | P, A | E, A |
| HAMG-2305 | E | E, A | E, A | E |
| HAMG-2307 |  |  | P, A | E, A |
| HAMG-2332 |  |  | P, A |  |
| HAMG-2337 |  |  | P, A | E |
| RSTO-2307 |  |  | E, P | E, P |
| TRVM-1327 |  | E | E, P | E, A |
| TRVM-1366 | P | P | E, P | P |
| TRVM 2301 | I | E | P, A | E |
| TRVM-2341 |  | E | E, P | E, A |
| TRVM-2355 |  | E | E, P | E, A |
| TRVM-2380 | P | P | P | P |

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# Assessment Plan for Program Learning Outcomes

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| **Program-Level Learning Outcome** (e.g. Students will describe the impact of various cultures on American cuisine.) | **Assessment Measure(s) and Where Implemented in Curriculum –** Description of Instrument(s)/ process(es) used to measure results and an indication of where the assessment will be collected in the curriculum. (e.g. Essay on Cultural influences on American  cuisine in CUIS 1300.) | **Targets-** Level of Success Expected  (e.g. 80% of students score 2.5 or better on the rubric for essay on cultures and cuisine.) |
| **PLO #1: Identify the various sectors within the hospitality industry, and describe their relationship with the global**  **economy** | The Final Exam in HAMG-1321 Introduction to the Hospitality Industry contains 12 questions that will demonstrate the student’s ability to identify the various sectors within the hospitality industry and  their relationship with the global economy. | 75% of the students will correctly answer the questions on the different segments of the hospitality industry. |
| **PLO #2: Define and evaluate the impact of the fundamental principles of management and effective leadership in the hospitality industry.** | HAMG-2305 Management and Leadership in the hospitality industry are required to interview a mentor within the hospitality industry about situations the mentor has addressed with their managerial and/or leadership skills Students then must write a reflection paper comparing/contrasting the use of these  different skill sets to achieve organizational/business goals. | 80% of the students will receive a minimum of 216 points out of the total 270 points on the rubric on the written paper from their experience job shadowing a mentor. |
| **PLO #3: Demonstrate effective professional communication and critical thinking skills that are necessary for a successful career in the hospitality** | HAMG-2305 Management and Leadership in the hospitality industry will develop a Career Achievement Portfolio (CAP) binder in which the students will collect the major papers from core hospitality and foodservice management courses to highlight their  professional communication and critical thinking skills. | The students' CAP binder should contain the major projects and papers for all the core hospitality and meeting and event management courses with a grade of 80% or higher based on the rubric. |

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| **industry through business writing** | The students are required to incorporate the papers from eight of the core courses (HAMG-1324, HAMG- 1340, HAMG-2301, HAMG-2307, HAMG-2332, HAMG-  2337, and TRVM-2301) in the binder which they should be able to present to potential employers. Students will be evaluated on how professionally they wrote the incorporated assignments, Place them into the context of their degree/certificate, and provide insight into how well the student presents  himself/herself as a professional. |  |
| **PLO #4: Identify the five components and apply/organize them to create a successful special event, meeting, and/or exposition and tradeshow.** | In the following five classes the students will apply and organize the key components needed to create a successful hospitality operation.  HAMG-2301 Principals of Food and Beverage project the students will create food and beverage menu items with their descriptions, standardized recipes for each item, a cost analysis for each item, and analysis for the overall menu for a special event.  HAMG-2307 Hospitality Marketing and Sales project - the students to create a marketing plan including point of purchase material, and marketing budget for a meeting and event operation/venue.  TRVM-1327 Special Events – The student will create a wedding and reception which will include a budget, floor plan for the ceremony, floor plan for the reception, menu (food and beverage), and schedule for the event.  TRVM-2341 International Convention/Meeting Management – The students will research a suitable location for the Meeting Professionals International | The students should receive a grade of 80% or higher based on the rubric for each of the five projects needed to create a successful meeting and event operation. |

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|  | World Education Congress that will compare the differences in planning a domestic and international meeting. The meeting planning should include exposition marketing, setting, meeting planning process, foreign currency, customs, laws, and how foreign policy affects the process.  TRVM-2355 - Exposition and Tradeshow Operations – The student will create an annual exposition or tradeshow for a fictional association based in the United States that includes information on the project management, budget, marketing, sponsorships, and  floor plan. |  |

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Rubric for PLO #3: Career Achievement Portfolio (CAP) Binder

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Meets Expectations** | **Approaches Expectations** | **Below Expectations** | **Limited Evidence** | **No Evidence** | **Score** |
| **Assignments** | **15 Points** | **12 Points** | **9 Points** | **6 Points** | **0 Points** |  |
|  | The CAP project | The CAP project | The CAP project | The CAP project | The CAP project |
|  | includes the eight | includes a minimum | includes a | includes a | includes less |
|  | major core | of seven major core | minimum of five | minimum of | than three of |
|  | hospitality | hospitality | major core | three major | the core |
|  | assignments from | assignments from | hospitality | core hospitality | hospitality |
|  | HAMG-1324, | HAMG-1324, | assignments form | assignments | assignments |
|  | HAMG-1340, | HAMG-1340, | HAMG-1324, | from HAMG- | from HAMG- |
|  | HAMG-2301, | HAMG-2301, | HAMG-1340, | 1324, HAMG- | 1324, HAMG- |
|  | HAMG-2307, | HAMG-2307, | HAMG-2301, | 1340, HAMG- | 1340, HAMG- |
|  | HAMG-2332, | HAMG-2332, | HAMG-2307, | 2301, HAMG- | 2301, HAMG- |
|  | HAMG-2337, and | HAMG-2337, and | HAMG-2332, | 2307, HAMG- | 2307, HAMG- |
|  | TRVM-2301 as | TRVM-2301 as | HAMG-2337, and | 2332, HAMG- | 2332, HAMG- |
|  | identified in the | identified in the | TRVM-2301 as | 2337, and | 2337, and |
|  | syllabus. | syllabus. | identified in the | TRVM-2301 as | TRVM-2301 as |
|  |  |  | syllabus. | identified in the | identified in the |
|  |  |  |  | syllabus. | syllabus. |
| **Introduction** | **10 Points** | **8 Points** | **6 Points** | **4 Points** | **0 Points** |  |
|  | The introduction provides strong or adequate thought, insight, and analysis in introducing the CAP project. | The introduction contains a few errors or omissions in the introduction of the CAP project | The introduction contains significant errors or omissions in thought, insight, and analysis in the introduction of the CAP project. | The introduction contains major errors or omissions in thought, insight, and analysis in the introduction of the CAP project. | The introduction fails to demonstrate thought, insight, and analysis in the introduction of the CAP project. |
| **Content** | **10 Points** | **8 Points** | **6 Points** | **4 Points** | **0 Points** |  |
|  | The CAP project includes all the required components, as specified in the assignment. | The CAP project includes at least 80% of the required components, as specified in the assignment, | The CAP project includes at least 60% of the required components, as specified in the assignment. | The CAP project includes at least 40% of the required components, as specified in the assignment. | The CAP project includes less than 70% of the required components, as specified in the assignment. |
| **Writing Quality** | **15 Points**  The CAP binder contains the assignments from the eight core hospitality courses that are error free, organized, clear, concise, and focused. | **12 Points**  The CAP binder contains the assignments from the core hospitality courses that contain a few errors in writing, organization, focus, and clarity. | **9 Points**  The CAP binder contains the assignments from the core hospitality courses that contain significant errors in writing, organization, focus, and clarity. | **6 Points**  The CAP binder contains the assignments from the core hospitality courses that contain major errors in writing, organization, focus, and clarity. | **0 Points**  The CAP binder does not include the required assignments from the core hospitality courses or the assignments do not demonstrate writing, organization, focus, and clarity. |  |

Rubric for PLO #3: Career Achievement Portfolio (CAP) Binder

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| --- | --- | --- | --- | --- | --- | --- |
| **Synthesis and Evaluation** | **15 Points**  The CAP binder contains the assignments from the eight core hospitality courses demonstrate strong or adequate synthesis and evaluation of course concepts that are related to the hospitality industry. | **12 Points**  The CAP binder contains the assignments from the core hospitality courses that contain a few errors or omissions in synthesis and evaluation of the course concepts that are related to the hospitality industry. | **9 Points**  The CAP binder contains the assignments from the core hospitality courses that contain significant but not major errors or omissions in synthesis and evaluation of the course concepts that are related to the hospitality industry. | **6 Points**  The CAP binder contains the assignments from the core hospitality courses that contain major errors or omissions in synthesis and evaluation of the course concepts that are related to the hospitality industry. | **0 Points**  The CAP binder and revised contains the assignments from the core hospitality courses but they do not demonstrate synthesis and evaluation of the course concepts that are related to the hospitality industry, or the CAP binder was not submitted. |  |
| **Critical Analysis and Critical Thinking** | **15 Points**  The CAP binder contains the assignments from the eight core hospitality courses demonstrate strong or adequate critical analysis including a solid understanding of the hospitality industry and its components, careers, and trends. | **12 Points**  The CAP binder contains the assignments from the core hospitality courses that contain a few errors or omissions in critical analysis. Includes a somewhat solid understanding of the industry, its components, careers, and trends. | **9 Points**  The CAP binder contains the assignments from the core hospitality courses that contain significant but not major errors or omissions in critical analysis. Includes a somewhat solid understanding of the industry, its components, careers, and trends. | **6 Points**  The CAP binder contains the assignments from the core hospitality courses that contain major errors or omissions in critical analysis. Includes a somewhat solid understanding of the industry, its components, careers, and trends. | **0 Points**  The CAP binder and revised contains the assignments from the core hospitality courses but they do not demonstrate critical analysis. Includes a somewhat solid understanding of the industry, its components, careers, and trends or the CAP binder was not submitted |  |
| **Organization** | **10 Points**  The CAP project is clearly organized, well written, and in proper format including the introduction section and conforms to project requirements. | **8 Points**  The CAP project contains a few errors in organization, is well written, and in proper format including the introduction section and conforms to project requirements. | **6 Points**  The CAP project contains significant errors in organization, or is not well written, has opportunities with proper format including the introduction section and conforms to project requirements. | **4 Points**  The CAP project contains major errors in organization, or is not well written, has opportunities with proper format including the introduction section and conforms to project requirements. | **0 Points**  The CAP project does not demonstrate organization, proper writing, or has opportunities with proper format including the introduction section, The project does not conform to project requirements or was not submitted. |  |

Rubric for PLO #3: Career Achievement Portfolio (CAP) Binder

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| --- | --- | --- | --- | --- | --- | --- |
| **Grammar and Style** | **10 Points**  The CAP project has strong sentence and paragraph structure; few or no minor errors in grammar, or spelling and it was appropriate | **8 Points**  The CAP project has a few errors in grammar or spelling and contains generally appropriate writing. | **6 Points**  The CAP project has a few errors in grammar or spelling and contains generally appropriate writing. | **4 Points**  The CAP project has major errors in grammar, spelling, and appropriate writing. | **0 Points**  The CAP project is poor in quality; unacceptable in terms of grammar and/or spelling; inappropriate writing style that interferes with clarity. |  |

Rubric for PLO #4: Meeting and Event Management Projects or Papers

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Meets Expectations** | **Approaches Expectations** | **Below Expectations** | **Limited Evidence** | **No Evidence** | **Score** |
| **The Design and Execution of a Special Event Project** | **15 Points**  The revised TRVM-1327  project includes all the required special event components, as specified in the assignment. | **12 Points**  The revised TRVM- 1327 project includes at least 80% of the required special event components, as specified in the assignment, | **9 Points**  The revised TRVM-1327  project includes at least 60% of the required special event components, as specified in the assignment. | **6 Points**  The revised TRVM-1327  project includes at least 40% of the required special event components, as specified in the assignment. | **O Points**  The revised TRVM-1327  project includes less than 40% of the required special event components, as specified in the assignment or the revised assignment was not submitted. |  |
| **Design a Convention for an Association Project** | **15 Points**  The revised TRVM-2301  project includes all the required components for an association convention, as specified in the assignment. | **12 Points**  The revised TRVM- 2301 project includes at least 80% of the required components for an association convention, as specified in the assignment. | **9 Points**  The revised TRVM-2301  project includes at least 60% of the required components for an association convention, as specified in the assignment. | **6 Points**  The revised TRVM-2301  project includes at least 40% of the required components for an association convention, as specified in the assignment. | **0 Points**  The revised TRVM-2301  project includes less than 40% of the required components for an association convention, as specified in the assignment or the revised assignment was not submitted. |  |
| **International Convention Project** | **15 Points**  The revised TRVM-2341  project includes all the required components for an international convention, as specified in the assignment. | **12 Points**  The revised TRVM- 2341 project includes at least 80% of the required components for an international convention, as specified in the assignment. | **9 Points**  The revised TRVM-2341  project includes at least 60% of the required components for an international convention, as specified in the assignment. | **6 Points**  The revised TRVM-2341  project includes at least 40% of the required components for an international convention, as specified in the assignment. | **0 Points**  The revised HAMG-2341  project includes less than 40% of the required for an international convention, as specified in the assignment or the revised assignment was not submitted. |  |
| **Exposition and Tradeshow Project** | **15 Points**  The revised TRVM-2355  project includes all the required components for an exposition or tradeshow, as specified in the assignment. | **12 Points**  The revised TRVM- 2355 project includes at least 80% of the required components for an exposition or tradeshow, as specified in the assignment. | **9 Points**  The revised TRVM-2355  project includes at least 60% of the required components for an exposition or tradeshow, as specified in the assignment. | **6 Points**  The revised TRVM-2355  project includes at least 40% of the required components for an exposition and tradeshow, as specified in the assignment. | **0 Points**  The revised TRVM-2355  project includes less than 40% of the required components for an exposition and tradeshow, as specified in the assignment. |  |

Rubric for PLO #4: Meeting and Event Management Projects or Papers

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| --- | --- | --- | --- | --- | --- | --- |
| **Synthesis and Evaluation** | **15 Points**  The revised TRVM projects demonstrate strong or adequate synthesis and evaluation of course concepts that are related to meeting and event management. | **12 Points**  The revised TRVM projects contain a few errors or omissions in the synthesis and evaluation of the course concepts that are related to meeting and event management. | **9 Points**  The revised TRVM projects contain significant errors or omissions in the synthesis and evaluation of the course concepts that are related to meeting and event management. | **6 Points**  The revised TRVM projects contain major errors or omissions in the synthesis and evaluation of the course concepts that are related to meeting and event management. | **0 Points**  The revised TRVM projects do not demonstrate synthesis and evaluation of the course concepts that are related to meeting and event management or do not submit the revised assignments. |  |
| **Critical Analysis and Thinking** | **15 Points**  The revised TRVM projects demonstrate strong or adequate critical analysis and thinking when disseminating the course concepts that are related to meeting and event management. | **12 Points**  The revised TRVM projects contain a few errors or omissions in critical analysis and thinking when disseminating the course concepts that are related to meeting and event management. | **9 Points**  The revised TRVM projects contain significant errors or omissions in critical analysis and thinking when disseminating the course concepts that are related to meeting and event management. | **6 Points**  The revised TRVM projects contain major errors or omissions in critical analysis and thinking when disseminating the course concepts that are related to meeting and event management. | **0 Points**  The revised TRVM projects do not demonstrate critical analysis and thinking when disseminating the course concepts that are related to meeting and event management or did not submit the revised assignments. |  |
| **Writing Quality** | **5 Points**  The revised TRVM projects are organized, clear, concise, and focused. | **4 Points**  The revised TRVM projects contain a few errors in organization, focus, and clarity. | **3 Points**  The revised TRVM projects contain significant errors in organization, focus, and clarity. | **2 Points**  The revised TRVM projects contain major errors in organization, focus, and clarity. | **0 Points**  The revised TRVM projects do not demonstrate college-level organization, focus, and clarity. |  |
| **Grammar and Style** | **5 Points**  The revised TRVM projects and papers have strong paragraph formation, sentence structure, spelling, and grammar. There are 5 or fewer errors in | **5 Points**  The revised TRVM projects and papers demonstrate good paragraph formation, sentence structure, spelling, and grammar. There are 10 or fewer errors in grammar and spelling. | **3 Points**  The revised TRVM projects and papers demonstrate adequate paragraph formation, sentence structure, spelling, and grammar. There are 15 or fewer | **2 Points**  The revised TRVM projects and papers demonstrate marginal paragraph formation, sentence structure, spelling, and grammar. There are 20 or fewer | **0 Points**  The revised TRVM projects and papers do not demonstrate college-level paragraph formation, sentence structure, spelling, and grammar. There |  |

Rubric for PLO #4: Meeting and Event Management Projects or Papers

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| --- | --- | --- | --- | --- | --- | --- |
|  | grammar and spelling. |  | errors in grammar and spelling. | errors in grammar and spelling. | are greater than 20 errors in grammar and spelling. |  |