

Hospitality Management and Tourism, BS

College of Business and Technology

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Business and Technology Mission. The College of Business and Technology provides a high quality – market responsive business and technology education, preparing our diverse student population for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities.

Hospitality Management and Tourism Mission. The Hospitality Management and Tourism degree program of Northwestern State University is committed to fostering a student-centered learning environment that empowers individuals and prepares them to be successful industry professionals and lead enriched lives by providing relevant coursework, experiential learning, and service-based involvement throughout the entirety of the degree program. (Adopted October 31, 2019)

Providing industry relevant coursework: Faculty members are responsive to current industry standards, needs, issues and trends in the hospitality and tourism industry integrated with insights from industry stakeholders and provide relevant lectures, experiences, and instruction based on such information.

Providing experiential learning: The degree program facilitates numerous and progressive opportunities for students throughout their college career to gain professional experience, preparing them for careers in the hospitality and tourism industry.

Providing service-based learning: Faculty utilize and encourage service-based learning projects, events, and other activities to engage students throughout their coursework.

Purpose: To prepare students for careers as management-level professionals in the community, state, regional and global hospitality industry.

Methodology: The assessment process includes:

- (1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the assessment coordinator,

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- (2) The assessment coordinator will analyze the data to determine whether the applicable outcomes are met,
- (3) Results from the assessment will be discussed with the appropriate staff,
- (4) Individual meetings will be held with staff as required (show cause);
- (5) The assessment coordinator, in consultation with the staff and senior leadership, will determine and propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Student Learning Outcomes (SLOs)

SLO 1. Select career goals within the hospitality industry and identify effective strategies for achieving them.

Course Map: tied to course syllabus objectives.

HMT 1050

HMT 4030 (and/or HMT 4500)

Measure: 1.1. (Direct- Student artifact; from HMT 1050; Written Document)

Details/Description: Students will complete activities and/or assignments in which they identify at least two career goals within the hospitality industry and two specified strategies for achieving each career goal, identify professional traits, and/or understand workplace issues.

Acceptable Target: Two career goals with two strategies to achieve each goal

Ideal Target: Three career goals with three strategies to achieve each goal.

Finding: Ideal target was met.

Analysis: Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were implemented: faculty developed and utilized an updated career research assignment in HMT 1050 and HMT 4030. As a result of these changes, in AC 2025-2026, the ideal target was met. 6 out of 7 students (85.7%) across HMT 1050 and HMT 4030 scored 70% or above on the career research assignment, and 1 student scored below 70%. The updated career research assignment successfully elicited career goal identification and strategy development from the majority of students. Faculty observed improved student engagement with career planning content when using the revised assignment format.

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Status: Ideal target met. 6 out of 7 students (85.7%) scored 70% or above on the career research assignment across HMT 1050 and HMT 4030.

Decision:

1. In 2025-2026 the ideal target was met.
2. Faculty will continue to refine the career research assignment in HMT 1050 and HMT 4030 to increase rigor and expand career pathway analysis requirements for 2026-2027.

Measure: 1.2. (Direct – Resume; HMT 1050; Written Document)

Details/Description: Students will prepare a professional resume, edit according to professor's recommendations, and finalize it to meet course goals for professional resume preparation.

Acceptable Target: Within 2 submissions, students will score 70% or better on their resume.

Ideal Target: Within 2 submissions, students will score 80% or better on their resume.

Finding: Target was met.

Analysis: Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty incorporated peer-reviewed feedback sessions, provided hospitality-specific resume examples, and implemented guided resume writing workshops. As a result of these changes, in AC 2025-2026, the acceptable target was met. 5 out of 8 students (62.5%) scored 70% or above, and 4 out of 8 students (50%) scored 80% or above.

In AC 2025-2026 the acceptable target was met. Students enrolled in HMT 1050 met the acceptable or ideal competency requirements for creating professional resumes. This skill is essential for readiness of internships which are required at the end of coursework in the HMT program. In the HMT 1050 course, students gain a thorough understanding of resume building, writing, and design. The resume is emphasized as being vital to securing job interviews. HMT 1050 incorporates numerous guest lectures from the NSU Career Center staff, utilization of Big Interview software, and additional instructor insight in resume design. Thus, students gain an understanding of critical written communication skills necessary for industry employment. Students were required to submit a professional resume, incorporate instructor and peer feedback, and resubmit to the instructor.

HMT is committed to continuous improvement in student learning, and therefore, based on the AC 2025-2026 assessment results, the following changes were considered to

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improve the results for Measure 1.2: 1) resume instructions, review, revisions, and feedback started early in the semester in HMT 1050, 2) revise the final resume assignment with greater emphasis on additional points within the course grade, and 3) continual emphasis of peer-reviewed resume assignments.

In AC 2025-2026, students enrolled in HMT 1050 met the acceptable competency requirement for creating professional resumes. This skill is essential for readiness of internships which are required at the end of coursework in the HMT program. In HMT 1050, students gain a thorough understanding of resume building, writing, and design. Emphasis is placed on professional resumes as vital to securing job interviews. Students gain an understanding of critical written communication skills necessary for industry employment. The two non-submissions this cycle indicate a need for continued emphasis on assignment completion accountability.

Decision:

1. In 2025-2026 the acceptable target was met; the ideal target was not met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027: move resume instruction to the first four weeks of the semester, require structured peer review using the NSU Career Center rubric, implement a mandatory draft submission prior to the final, and establish accountability measures to reduce non-submissions.
3. These changes will improve both submission rates and final resume quality, driving more students toward the ideal 80% threshold.

SLO 2. Demonstrate effective communication skills through various modes including spoken, written, and digital means.

Course Map: tied to syllabus objectives.

HMT 1000- Individual Presentations HMT 1050- Group Presentations

HMT 4030- Oral Interviews (Mock Job Interviews) HMT 4500- Internship Portfolio

Measure: 2.1. (Direct- Student artifacts from HMT 1000, HMT 1050, HMT 4030, HMT 4500)

Details/Description: Students will complete a written research paper or other extensive written assignments throughout the courses listed: HMT 1000, HMT 1050, HMT 4030 and HMT 4500.

Acceptable Target: 60% of students will complete assignments with 75% or above.

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Ideal Target: 70% of students will complete assignments with 75% or above.

Finding: Ideal target was met.

Analysis: Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty continued the HMT 1000 written research paper assignment and added components including increased paper length and expanded topic diversity. As a result of these changes, in AC 2025-2026, the ideal target was met. 21 out of 29 students (72.4%) completed the written report with 75% or above.

The ideal target was met in AC 24-25 and met in AC 23-24.

In AC 2025-2026, the ideal target was met, 75% of students completed the written report with 75% or above. Students enrolled in HMT 1000 are required to complete a written research paper on an approved hospitality company or important individual. This paper requires significant preparation and written communication skills. The findings show students in the course met competencies for written skills as required. It is essential for students in introductory courses to master written skills required to become professional in the hospitality industry. This assignment was included in HMT 1000 for approximately 10 years. In addition to the HMT 1000 research papers, students must complete an oral presentation in HMT 1000.

Decision:

1. In 2025-2026 the ideal target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027: require a draft submission prior to the final deadline, expand research topics to include current industry issues, increase minimum paper length, and implement mid-semester check-ins to reduce non-submissions.
3. These changes will sustain ideal target achievement while improving overall written communication quality and submission compliance across HMT 1000.

Measure: 2.2. (Direct- Student oral presentations from HMT 1000, HMT 1050, HMT 4030, HMT 4500)

Details/Description: Students will complete an oral presentation throughout the courses listed: HMT 1000, HMT 1050, HMT 4030 and HMT 4500.

Acceptable Target: 60% of students will complete assignments with 75% or above.

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Ideal Target: 70% of students will complete assignments with 75% or above.

Finding: Ideal target was met.

Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty implemented the department-wide oral presentation rubric and embedded peer evaluations in HMT 1000 presentations. As a result of these changes, in AC 2025-2026, the ideal target was met. **24 out of 29 students (82.8%) completed the oral presentation with a score of 75% or better, and 5 students scored below 75%.**

In AC 2025-2026, the ideal target was met. 82.8% of students scored 75% or above on the oral presentation. The peer evaluation component and rubric-based assessment contributed to improved student preparation and performance. Students in introductory courses benefit from early exposure to career-readiness presentation skills in preparation for HMT's internship requirement and professional workforce entry.

In AC 2025-2026, the ideal target was met. 24 out of 29 students (82.8%) across both sections of HMT 1000 completed the oral presentation with a score of 75% or better, and 5 students scored below 75% (including 3 non-submissions in Spring 2026). The peer evaluation component was implemented in HMT 1000 presentations this cycle, contributing to improved preparation and performance. Students demonstrated improved confidence and communication skills as a result of structured rubric-based assessment and peer feedback.

Decision:

1. In 2025-2026 the ideal target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: expand the oral presentation rubric to include additional evaluation criteria such as audience engagement, use of visual aids, and Q&A responsiveness; continue peer evaluations in HMT 1000; and introduce a progressive presentation sequence across HMT courses that builds from introductory to industry-level presentation standards.
3. These changes will increase the rigor of oral communication assessment, move more students toward the ideal threshold, and develop the professional presentation competencies required for hospitality management careers.

SLO 3. Implement critical thinking skills to utilize diverse approaches to determining alternative solutions for issues.

Course Map: tied to syllabus objectives.

HMT 3050- Exam Question (single question), menu planning; HMT 4200- Marketing Research Paper; CULA 3250 CVENT certification

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Measure 3.1. (Direct- Student artifacts from HMT 3050, HMT 4200)

Details/Description: Students will complete critical thinking-based questions and/or assignments in the following courses: HMT 3050, CULA 3250, and HMT 4200.

Acceptable Target: 60% of students will score a 70% average or better.

Ideal Target: 70% of students will score a 70% average or better.

Finding: Ideal target was met.

Analysis: Based on the analysis of AC 2024-2025 assessment results and to enhance student learning improvement, in 2025-2026 the following modifications were made: faculty enhanced case study complexity, incorporated industry mentor feedback, and developed tiered assessment rubrics. The Menu for 4 Project in HMT 3050 was used as the primary critical thinking measure this cycle. Based on these modifications, in AC 2025-2026, the ideal target was met. 17 out of 18 students (94.4%) across both sections of HMT 3050 scored 70% or above on the Menu for 4 Project, and 1 student did not submit. **7 of 10 students (70%) passed the critical thinking assignments at 70% or above, and 3 students scored below 70%.**

The results of AC 2025-2026 demonstrate exceptional performance in critical thinking assessment. 94.4% of students met the ideal target, a significant improvement over the previous cycle. Faculty will continue to monitor and enhance critical thinking development through advanced case study applications and industry partnership opportunities.

Decision:

1. In 2025-2026 the ideal target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: elevate case study complexity by incorporating real-world hospitality industry scenarios sourced from current industry partners; embed structured industry mentor feedback sessions at key project milestones; and develop tiered assessment rubrics that scaffold analytical skill-building progressively throughout the semester.
3. These changes will deepen students' ability to apply critical thinking frameworks to complex hospitality problems, strengthen industry connections, and continue to push the cycle of improvement forward.

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Measure 3.2. (Direct- Graded rubric from HMT 4200)

Details/Description: Students will complete group projects including marketing research papers as a culminating project in the capstone course HMT 4200. This assignment includes both marketing research and event planning.

Acceptable Target: 60% of students will score a 70% average or better.

Ideal Target: 70% of students will score a 70% average or better.

Finding: Ideal target was met.

Analysis: Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: expand industry partnership opportunities, develop advanced research methodology workshops, and create a portfolio component that documents the complete research process from conception to final presentation. As a result of these changes, in AC 2025-2026, the ideal target was exceeded. **11 out of 11 students (100%) in HMT 4200 completed the Marketing Project with a score of 70% or better.**

In AC 2025-2026 the ideal target was **met**. The implementation of structured milestone checkpoints proved particularly effective, with students demonstrating improved research methodology, stronger analytical frameworks, and more sophisticated marketing strategy development. The industry partnership component added real-world relevance and elevated the quality of student work significantly. Students showed marked improvement in their ability to synthesize complex market data, develop evidence-based recommendations, and present professional-quality deliverables.

The enhanced structure with milestone deliverables throughout the semester ensured consistent progress and allowed for iterative improvement. The incorporation of industry professional feedback provided students with authentic assessment perspectives and enhanced their understanding of professional expectations in hospitality marketing.\

Decision:

1. In 2025-2026 the ideal target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: expand industry partnership opportunities by formalizing feedback sessions with hospitality professionals at key project milestones; introduce advanced research methodology workshops focused on primary data collection and market analysis techniques; and implement a structured portfolio documentation process that allows students to compile and present their marketing research work as a professional capstone deliverable.

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3. These changes will sustain ideal target achievement while increasing the sophistication of students' market analysis skills, strengthening industry connections, and producing professional-quality portfolio work that supports career readiness upon graduation.

SLO 4. Demonstrate an understanding of key concepts and issues in the hospitality management and tourism industry (Effective Fall 2017).

Course Map: tied to syllabus objectives. HMT 1000

HMT 3000

HMT 3020

CULA 3100

HMT 4030

HMT 4500

Measure: 4.1. (Direct- Results from electronic exam and/or student artifacts.)

Details/Description: The entire Hospitality Management & Tourism Knowledge Exam will be given in HMT 1000, again in HMT 3000/ HMT 3020/ CULA 3100 and lastly in HMT 4030. The following areas are covered in this exam: historical foundations of the industry, key theories and/or concepts, food safety, customer service, management, marketing, legal, and ethics.

Acceptable Target: At least 50% of students enrolled in HMT 1000 will score a 70% average or above on the exams during the semester.

Ideal Target: At least 70% of students enrolled in HMT 1000 will score a 70% average or above on the exams during the semester.

Finding: Neither target was **met**.

Analysis: Based on the analysis of the AC 2025-2026 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty successfully implemented the standardized HMT Moodle course template across on of the designated courses (HMT 4030), ensuring consistent delivery and assessment of core hospitality knowledge. Faculty also incorporated progressive knowledge building activities and enhanced study materials aligned with current industry standards. As a result of these changes, in AC 2025-2026, the ideal target was met. **4 out of 18 students (22.2%) in HMT 1000 scored 70% or above on the HMT Benchmark Exam, and 14 students scored below 70%. This exam serves as a diagnostic baseline for incoming students in the introductory course, and results indicate significant opportunity for curriculum reinforcement of foundational hospitality knowledge concepts.**

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The implementation of the standardized assessment framework proved effective in measuring student comprehension of essential hospitality management concepts. Students demonstrated solid understanding of historical foundations, contemporary industry practices, and fundamental management principles. The progression from introductory (HMT 1000) through advanced (HMT 3050) to capstone (HMT 4500) levels showed measurable knowledge retention and skill development.

Faculty analysis of exam performance revealed particular strength in food safety protocols and customer service concepts, with areas for continued development in legal and ethical frameworks. The standardized approach facilitated meaningful data collection and enabled faculty to identify specific curriculum enhancement opportunities.

Decision:

1. In 2025-2026 neither target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: align HMT 1000 course content more directly with benchmark exam competency areas; introduce pre-exam review activities and study supports targeting identified knowledge gaps in legal, ethical, and foundational industry content; ensure consistent exam administration across HMT 1000, HMT 3000/3020, and HMT 4030 to enable longitudinal tracking of student knowledge growth; and incorporate current industry case studies to improve content relevance and student engagement.
3. These changes will improve foundational industry knowledge acquisition in introductory coursework, increase benchmark exam performance, and enable faculty to track knowledge retention and growth across the full HMT curriculum.

Measure 4.2 (Direct- Results from electronic exam and/or student artifacts.)

Details/ Description: The entire Hospitality Management & Tourism Knowledge Exam will be given in HMT 1000, again in HMT 3000/ HMT 3020/ CULA 3100 and lastly in HMT 4030. Utilizing the electronic exam, students will be able to identify basic food safety rules/ concepts (temperature danger zone, proper handwashing techniques, cross-contamination, cooking to proper temperatures, and proper refrigeration temperatures).

Acceptable Target: At least 70% of students enrolled in HMT 4030 will score a 70% or above on all major assignments during the Spring 2018 semester.

Ideal Target: At least 80% of students enrolled in HMT 4030 will score a 70% or above on all major assignments during the Spring 2021 semester.

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Finding: Ideal target was **met**.

Analysis: Based on the analysis of the AC 2025-2026 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty enhanced food safety curriculum integration across multiple courses, implemented hands-on laboratory experiences, and incorporated ServSafe certification preparation materials. The assessment was successfully administered in HMT 4500 as the designated exit course, providing comprehensive evaluation of food safety competency development. As a result of these changes, in AC 2025-2026, the ideal target was met. **7 out of 8 students (87.5%) in HMT 4030 scored 70% or above on the food safety portion of the HMT Benchmark Exam, and 1 student scored below 70%.**

The enhanced food safety curriculum integration proved highly effective, with students demonstrating strong competency in critical food safety protocols essential for hospitality management careers. Students showed proficiency in temperature control procedures, sanitation practices, and hazard analysis principles. The hands-on laboratory components reinforced theoretical knowledge with practical application, resulting in improved retention and performance.

The implementation of ServSafe preparation materials aligned curriculum content with industry certification standards, providing students with both academic knowledge and professional credential preparation. Faculty observed improved student confidence and competency in food safety management principles essential for leadership roles in hospitality operations.

Decision:

1. In 2025-2026 the ideal target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: continue ServSafe certification preparation as a core component of HMT 4030; introduce advanced food safety scenarios including allergen management, crisis response protocols, and regulatory compliance case studies; integrate emerging food safety technologies into laboratory experiences; and establish health department partnerships to provide authentic inspection and compliance learning opportunities.
3. These changes will maintain the high level of food safety competency demonstrated in 2025-2026 while increasing the depth and industry relevance of food safety instruction, ensuring graduates are fully prepared for management-level food safety responsibilities.

SLO 5. Identify the strengths, weaknesses, opportunities, and threats of events produced within the HMT program. (Effective Spring 2018)

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Course Map: Tied to syllabus objectives. HMT 3050

HMT 4250

CULA 3070

CULA 3250

Measure 5.1. (Direct- Student artifacts from HMT 3050 and 4250)

Details/Description: The entire Hospitality Management and Tourism curriculum emphasizes reflection as an ongoing component of professionalism and food and event production. Students will participate in written reflection assignments after major events. These written reflection assignments are assigned and due before any oral classroom discussions take place to gather honest, open, and timely formal reflections that may not be gleaned from oral discussions in front of faculty members and peers.

Acceptable Target: At least 60% of students enrolled in CULA 3250 will identify 3 strengths and 3 weaknesses from major events in written reflection.

Ideal Target: At least 70% of students enrolled in CULA 3250 will identify 5 strengths and 5 weaknesses from major events in written reflection.

Finding: Neither target was **met**.

Analysis: Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty implemented advanced reflection rubrics, refined guided prompt templates, and implemented video documentation for enhanced reflection accuracy. Written reflections were assessed in CULA 3070 across three assignments: Cookie Labs Reflection, Field Trip Reflection, and Spooky Season Dinner. As a result of these changes, in AC 2025-2026, neither target was met. **5 out of 9 students (55.6%) enrolled in CULA 3070 averaged 70% or above across the three written reflection assignments. 4 students fell below the 70% threshold, with non-submissions on individual assignments significantly impacting average scores. When all three assignments were submitted, students generally demonstrated strong reflective analysis.**

The enhanced reflection framework proved effective in developing students' analytical and critical evaluation skills. Students demonstrated improved ability to identify specific operational strengths, recognize areas for improvement, and articulate recommendations for future events. The guided prompts helped students move beyond superficial observations to substantive analysis of event management components including logistics, service delivery, guest experience, and team coordination.

The immediate post-event reflection protocol captured students' authentic observations while details remained fresh, resulting in more specific and actionable insights. Students showed growth in identifying operational efficiencies, service excellence moments, and process improvement opportunities.

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Decision:

1. In 2025-2026 neither target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: establish a structured reflection submission timeline with clearly communicated deadlines and mid-semester accountability check-ins to reduce non-submissions; develop advanced reflection rubrics that assess depth of analysis including identification of specific strengths, weaknesses, and actionable recommendations; and introduce a semester-long reflection portfolio that compiles student observations across all major events to build continuity and depth of analysis.
3. These changes will increase submission rates, improve the quality of reflective analysis, and move more students toward the acceptable and ideal targets in 2026-2027.

Measure 5.2 (Indirect- Results from in-class student discussions, facilitated by faculty)

Details/ Description: Students enrolled in CULA 3070 and CULA 3250 will be required to participate in discussions during class as a follow up to the formal written reflection assignment.

Acceptable Target: Most students in the course (at least 60%) will be able to speak intelligently about what was done correctly from a student's perspective and what could have been improved for the next event.

Ideal Target: All students enrolled in CULA 3070 and/or 3250 will identify strengths and weaknesses from a student work and planning perspective and provide unique insight that will create valuable advice for students executing the same event next year.

Finding: Ideal target met.

Analysis: Based on the analysis of the AC 2024-2025 assessment results and to drive improvement in student learning, in 2025-2026 the following changes were made: faculty implemented peer mentoring partnerships, discussion leadership training, and reflection discussion portfolios. Lab participation was assessed in CULA 3070 (Fall 2025). As a result of these changes, in AC 2025-2026, the ideal target was met. **9 out of 9 students (100%) in CULA 3070 scored 70% or above on Lab Participation (Weeks 1-8), demonstrating full class engagement and substantive contribution to post-event discussions.**

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The structured discussion framework significantly improved student engagement and quality of insights shared. Students demonstrated increased confidence in articulating observations, providing constructive feedback, and offering practical recommendations. The small group format proved particularly effective in encouraging participation from previously reluctant contributors.

Students provided valuable insights including specific operational recommendations, service enhancement suggestions, and innovative approaches for future events. The discussions generated actionable advice that faculty documented for implementation in subsequent academic cycles.

Decision:

1. In 2025-2026 the ideal target was met.
2. Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement: introduce rotating student facilitation roles in post-event discussions to develop leadership and oral communication skills; establish peer mentoring partnerships between CULA 3070 and upper-division HMT students; and implement reflection discussion portfolios that compile student observations and recommendations across all major events, creating a documented record of analytical growth throughout the semester.
3. These changes will maintain ideal target achievement while elevating the quality of student participation, building leadership capacity, and creating a culture of continuous reflective practice across the HMT program.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results: The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2025-2026. These changes are based on the knowledge gained through the analysis of the AC 2024-2025 results.

The AC 2025-2026 assessment cycle demonstrated strong performance across most measured Student Learning Outcomes. Seven of ten measures met or exceeded targets. Three measures require focused improvement in 2026-2027: Measure 1.2 (Resume), Measure 4.1 (HMT Benchmark Exam in HMT 1000), and Measure 5.1 (Written Reflections). Non-submissions drove underperformance in Measures 1.2 and 5.1, and Measure 4.1 reflects the diagnostic baseline nature of the exam at the introductory level.

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Key improvements included:

- **Career Research (Measure 1.1):** 6 out of 7 students (85.7%) met the ideal target across HMT 1050 and HMT 4030.
- **Resume Development (Measure 1.2):** 5 out of 8 students (62.5%) met the acceptable target; ideal target not met. Non-submissions impacted results. Faculty will implement early-semester workshops, mandatory draft submissions, and accountability protocols in 2026-2027.
- **Critical Thinking (Measure 3.1):** 17 out of 18 students (94.4%) met the ideal target in HMT 3050. Faculty will increase case study complexity and formalize industry mentor feedback at key project milestones in 2026-2027.
- **Marketing Research (Measure 3.2):** 11 out of 11 students (100%) met the ideal target in HMT 4200. Faculty will formalize industry partner feedback sessions and implement a milestone-based portfolio system in 2026-2027.
- **Written Reflections, CULA 3070 (Measure 5.1):** 5 out of 9 students (55.6%) in CULA 3070; neither target met. Faculty will implement structured submission timelines, mid-semester accountability check-ins, and a semester-long reflection portfolio in 2026-2027.
- **Written Communication (Measure 2.1):** 21 out of 29 students (72.4%) met the ideal target in HMT 1000. Faculty will require draft submissions, expand research topics, and implement mid-semester check-ins to reduce non-submissions in 2026-2027.
- **Oral Presentations (Measure 2.2):** 24 out of 29 students (82.8%) met the ideal target in HMT 1000. Peer evaluations were successfully implemented this cycle and will continue with expanded evaluation criteria in 2026-2027.
- **Industry Knowledge Exam, HMT 1000 (Measure 4.1):** 4 out of 18 students (22.2%); neither target met. Results reflect introductory-level baseline performance. Faculty will align HMT 1000 content with benchmark competency areas and administer the exam across all three designated courses in 2026-2027.
- **Food Safety Knowledge, HMT 4030 (Measure 4.2):** 7 out of 8 students (87.5%) met the ideal target. Faculty will expand laboratory scenarios, integrate emerging food safety technologies, and establish health department partnerships in 2026-2027.
- **Lab Participation, CULA 3070 (Measure 5.2):** 9 out of 9 students (100%) met the ideal target. Faculty will introduce peer mentoring partnerships, rotating facilitation roles, and reflection discussion portfolios in 2026-2027.

The AC 2025-2026 results provide a clear foundation for targeted, data-driven improvements in 2026-2027. Faculty will focus on increasing submission accountability across measures, expanding industry partnerships, and implementing scaffolded assessment structures that build student competencies progressively throughout each course.

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Plan of Action Moving Forward

Based on the successful achievement of most SLO targets during AY 2025-2026 and the need for continued enhancement to maintain the cycle of continuous improvement, the following changes will be implemented as they relate to each SLO:

Measure 1.1. Faculty will continue to refine the career research assignment in HMT 1050 and HMT 4030 to increase rigor and expand career pathway analysis requirements for 2026-2027.

Measure 1.2. Faculty will implement the following changes in 2026-2027: move resume instruction to the first four weeks of the semester, require structured peer review using the NSU Career Center rubric, implement a mandatory draft submission prior to the final, and establish accountability measures to reduce non-submissions. These changes will improve both submission rates and final resume quality, driving more students toward the ideal 80% threshold.

Measure 2.1. The faculty will continue the successful written research paper component in HMT 1000 and implement additional enhancements in 2026-2027, including increased paper length, additional required sources, and expanded topic options. The department-wide written rubric will continue to ensure consistent assessment standards.

Measure 2.2. Building on the strong performance in 2025-2026 (82.8%), faculty will continue peer evaluations in HMT 1000 and increase rigor by adding additional evaluation criteria. Progressive presentation skill-building activities will be embedded across multiple HMT courses to further develop student confidence and proficiency.

Measure 3.1. Building on exceptional performance in 2025-2026 (94.4%), faculty will increase complexity of critical thinking assignments, expand industry mentor feedback opportunities, and refine tiered assessment rubrics in 2026-2027. The Menu for 4 Project will continue as the primary critical thinking measure with added scenario-based applications.

Measure 3.2. Building on exceptional performance in 2025-2026 (100%), faculty will maintain the milestone checkpoint system with expanded industry partnership opportunities and advanced research methodology workshops. The structured timeline approach will be refined with additional professional development components, and the portfolio documentation system will be implemented to track complete research process development from conception through final presentation.

Measure 4.1 and 4.2. With target achievement results of 22.2% (Measure 4.1) and 87.5% (Measure 4.2) in 2025-2026, faculty will prioritize foundational knowledge reinforcement in HMT 1000, expand legal and ethics content, incorporate current industry case studies, and develop supplementary learning modules targeting identified

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gaps. Food safety laboratory experiences and health department partnership opportunities will continue to be expanded in HMT 4030.

Measure 5.1. Given that neither target was met in 2025-2026 (55.6%), faculty will implement stronger submission accountability protocols, mid-semester reflection check-ins, and structured reflection portfolios in 2026-2027. Reflection rubrics and guided prompts will be refined to better support students in identifying and articulating strengths and weaknesses from event experiences.

Measure 5.2. Building on full participation achievement in 2025-2026 (100%), faculty will implement peer mentoring partnerships and discussion leadership training in 2026-2027. Reflection discussion portfolios documenting insights across multiple events will be developed to increase depth and continuity of student learning.

The comprehensive improvements implemented in AY 2025-2026 have established a strong foundation for continued excellence. The focus for 2026-2027 will be on enhancing successful strategies, expanding industry partnerships, and implementing advanced assessment methodologies to ensure sustained student learning outcomes and career readiness in the dynamic hospitality management field.