

**SJSU Annual Program Assessment Form
Academic Year 2016-2017**

Department: Hospitality Management
Program: B.S. in Hospitality, Tourism and Event Management (HSPM)
College: Applied Sciences and Arts
Program Website: www.sjsu.edu/hspm
Link to Program Learning Outcomes (PLOs) on program website: http://www.sjsu.edu/hspm/about_hspm/index.html
Program Accreditation (if any): N.A.
Contact Person and Email: Tsu-Hong Yen, tsu-hong.yen@sjsu.edu
Date of Report: March 1, 2017

Part A

1. List of Program Learning Outcomes (PLOs)

(PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

PLO #1--Fundamental hospitality and tourism business principles

To interpret the fundamental principles of essential hospitality and tourism business functions

PLO #2--Discipline Specific Knowledge--Customer service

To demonstrate professional behavior and competencies in customer service

PLO #3--Leadership

To develop a range of leadership skills and abilities such as motivating others, leading changes, and resolving conflict.

PLO #4--Communication

To communicate effectively in oral and written communication

PLO #5--Problem solving, critical thinking

To analyze and solve problems, using appropriate tools and technology

PLO #6--Awareness of global diversity

To recognize the challenges and opportunities of working effectively with other people in a diverse environment

2. **Map of PLOs to [University Learning Goals \(ULGs\)](#)**

(Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)

1. **Map of PLOs to University Learning Goals (ULGs)**

	HSPM PLOs					
	PLO #1: Fundamental hospitality and tourism business principles	PLO #2: Discipline Specific Knowledge-- Customer service	PLO #3: Leadership	PLO #4: Communication	PLO #5: Problem solving, critical thinking	PLO #6: Awareness of global diversity
San Jose State University graduates will have developed:	To interpret the fundamental principles of essential hospitality and tourism business functions	To demonstrate professional behavior and competencies in customer service	To develop a range of leadership skills and abilities such as motivating others, leading changes, and resolving conflict.	To communicate effectively in oral and written communication	To analyze and solve problems, using appropriate tools and technology	To recognize the challenges and opportunities of working effectively with people in a diverse environment
Specialized Knowledge:						
Depth of knowledge required for a degree, as identified by its program learning outcomes.	XXX	XXX				
Broad Integrative Knowledge:						
Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing,					XXX	

creating, completing, and communicating).						
An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).	XXX				XXX	
Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.					XXX	XXX
Intellectual Skills:						
Fluency in the use of specific theories, tools, technology and graphical representation.				XXX	XXX	
Skills and abilities necessary for life-long learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative			XXX	XXX	XXX	

methodologies, and the ability to engage effectively in collaborative activities.						
Applied Knowledge:						
The ability to integrate theory, practice, and problem- solving to address practical issues.	XXX	XXX			XXX	
The ability to apply their knowledge and skills to new settings or in addressing complex problems.	XXX	XXX			XXX	
The ability to work productively as individuals and in groups			XXX	XXX		
Social and Global Responsibilities:						
The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.			XXX			XXX
Diverse and global perspectives through engagement with the multidimensional SJSU community.				XXX		XXX

3. Alignment – Matrix of PLOs to Courses

(Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](#))

HSPM PLOs and Core Courses

HSPM Core Courses	HSPM PLOs					
	PLO #1: Fundamental hospitality and tourism business principles	PLO #2: Discipline Specific Knowledge- -Customer service	PLO #3: Leadership	PLO #4: Communication	PLO #5: Problem solving, critical thinking	PLO #6: Awareness of global diversity
	Interpret the fundamental principles of essential hospitality and tourism business functions	Demonstrate professional behavior and competencies in customer service	Develop a range of leadership skills and abilities such as motivating others, leading changes, and resolving conflict.	Communicate effectively in oral and written communication	Analyze and solve problems, using appropriate tools and technology	Recognize the challenges and opportunities of working effectively with other people in a diverse environment
HSPM 65	I	I			I	I
HSPM 1	I	I	I			I
HSPM 11	R	R				R
HSPM 12	R				E	
HSPM 100W				E	E	
HSPM 102	R	R				R
HSPM 104	R	R		R	R	
HSPM 105	R				R	
HSPM 107	R					R
HSPM 108	R	R		R	R	
HSPM 121			R	R		R
HSPM 130	R	R	R			
HSPM 134	E			R		R
HSPM 177	E	E	E	E	E	
HSPM 191A	R	R		R		R
HSPM 191B	E	E	E	E		E

I = Introduce, R = Reinforce, E = Emphasize

Course #	Title
HSPM 065	Professional Seminars in Hospitality Management
HSPM 001	Introduction to Hospitality & Tourism Management
HSPM 011	Restaurant Management
HSPM 012	Cost Control in Hospitality
HSPM 100W	Writing Workshop
HSPM 102	Hotel and Lodging Operations
HSPM 104	Hospitality Marketing
HSPM 105	Finance in Hospitality
HSPM 107	Legal Aspects of Hospitality Management
HSPM 108	Hospitality Information Systems
HSPM 121	Hospitality Leadership and Management
HSPM 130	Hospitality Event Production
HSPM 134	Human Resources in HR&T
HSPM 177	Hospitality Service Management
HSPM 191A	Internship Level I
HSPM 191B	Internship Level II

4. **Planning – Assessment Schedule**

(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

HSPM PLOs		Semester Year									
		F14	S15	F15	S16	F16	S17	F17	S18	F19	S20
#1: Fundamental hospitality and tourism business principles	Interpret the fundamental principles of essential hospitality and tourism business functions	C	D	I, C	D	I, C	D	I, C	D	I, C	D
#2: Discipline Specific Knowledge--Customer service	Demonstrate professional behavior and competencies in customer service	C	D	I, C	D	I, C	D	I, C	D	I, C	D
#3: Leadership	Develop a range of leadership skills and abilities such as motivating others, leading changes, and resolving conflict.			C	D	I, C	D	I, C	D	I, C	D
#4: Communication	Communicate effectively in oral and written communication		C	D	I, C	D	I, C	D	I, C	D	I, C
#5: Problem solving, critical thinking	Analyze and solve problems, using appropriate tools and technology		C	D	I, C	D	I, C	D	I, C	D	I, C
#6: Awareness of global diversity	Recognize the challenges and opportunities of working effectively with other people in a diverse environment			C	D	I, C	D	I, C	D	I, C	D

5. Student Experience

- a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

PLOs of the Department of Hospitality Management are posted on the Department website, http://www.sjsu.edu/hspm/about_hspm/index.html. Map of Department of Hospitality Management Program Learning Outcomes (PLOs) to University Learning Outcomes (ULGs) is also posted.

- b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

Matrix of PLOs and HSPM curriculum was presented and discussed in HSPM 65 Professional Seminars in Hospitality Management class. Students were given opportunities to ask questions and to give feedback.

Part B

6. Assessment Data and Results

(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.)

Program Learning Outcomes	Course measured	Tool used	Analyses of results	Areas for future improvement
PLO #1: Fundamental hospitality and tourism business principles. To interpret the fundamental principles of essential hospitality and tourism business functions.	HSPM 130 Hospitality Event Production CLO--Describe the professional functions and core competencies of an event planner/manger.	This CLO was measured through group participation, industry interviews, event evaluations, class discussion, guest speakers, group work, weekly quizzes, and a final intensive presentation.	In the Spring 2016 semester 56 students took the class with the average student grade of a "B". All but one student passed the class. The student not passing the class stopped attending class mid-way through the semester.	For the future it is recommended that this class actually produce a small event at the end of the semester to transform technical learning into practical learning. Field trips to event venues and additional guest speakers are also recommended.
PLO #2: Discipline Specific Knowledge-- Customer service To demonstrate professional behavior and competencies in customer service	HSPM 191A Internship I HSPM 191B Internship 2	This PLO was measured by five questions in the Supervisory Evaluation Form. At the end of each semester, a Supervisor Evaluation Form was send to student interns' supervisors. A copy of the Supervisory Evaluation Form is included in Appendix A	Assessment data was presented in Appendix B More than 95% of the students received Average, Above Average, and Excellent ratings.	Students need to learn how to initiate new ideas to improve services and take directions from their supervisors.
PLO #3: Leadership To develop a range of leadership skills and abilities such as motivating others, leading changes, and resolving conflict.	HSPM 1 Introduction to Hospitality Management CLO#1: Describe the relationship of human/ social need for hospitality services.	This CLO was measured by a discussion board. The topic was how California restaurants cope with the draught and to fulfill sustainability of social, environmental, and financial needs. Discussion question and grading rubric are included in Appendix B .	In Fall 2015, 83 students enrolled in HSPM 1. 78% of the students was able to identify the problem and suggested ways that restaurants could take a leadership role in coping with the draught.	Students need to read news about current trends in saving water.
PLO #4: Communication	HSPM 104 Hospitality Marketing	CLO #7 was measured by a group project of developing a marketing plan for a hospitality	In Spring semester 2016, 46 students took this class and	Areas need further improvement include students need to format the PPT slides better (e.g., to

To communicate effectively in oral and written communication	CLO # 7 improve communication skills including writing, discussion, oral presentation and listening.	company. A rubric was developed to evaluate student group presentation (Appendix C).	100% of students received C or better grade.	consistent in font, text color, layout, etc.), to search market data through SJSU library more effectively, and to incorporate more data from related industry reports to support their arguments.
PLO #5: Problem solving, critical thinking To analyze and solve problems, using appropriate tools and technology	HSPM 104 Hospitality Marketing CLO #4--conduct interview and survey to analyze customer buying behavior	CLO #4 was measured by an assignment of designing a questionnaire to survey consumer shopping behavior. Survey outcomes were integrated into the marketing plan project.	In Spring semester 2016, 46 students took this class and 100% of students received C or better grade.	Areas need improvement include students need to clarify the survey question better, to address the survey purposes in the beginning of the questionnaire, and to label question opinions more clear.
PLO #6: Awareness of global diversity To recognize the challenges and opportunities of working effectively with other people in a diverse environment	HSPM 191A Internship I HSPM 191B Internship 2	This PLO was measured by five questions in the Supervisory Evaluation Form. At the end of each semester, a Supervisor Evaluation Form was send to student interns' supervisors. A copy of the Supervisory Evaluation Form is included in Appendix A	Assessment data was presented in Appendix B More than 95% of the students received Average, Above Average, and Excellent ratings.	Students need to learn how to initiate new ideas to improve services and take directions from their supervisors.
Fall 2016 Assessment				
PLO #1: Fundamental hospitality and tourism business principles. To interpret the fundamental principles of essential hospitality and tourism business functions.	HSPM 12 Cost Control in Hospitality CLO #3: Understand the value of different control tools in the process of food, beverage, and labor cost control.	This CLO was measured through quizzes and homework assignment to calculate food cost, beverage cost, and labor cost.	In Fall 2016, 37 took this course. C was set as the passing grade. 73% of the students passed and understood the concept of food, beverage, and labor cost control, and were able to calculate food cost, beverage cost and labor cost by using Excel.	It is recommended that students need to clarify different control tools and how to use each tool for effective cost controls in the foodservice business.

<p>PLO #1: Fundamental hospitality and tourism business principles. To interpret the fundamental principles of essential hospitality and tourism business functions.</p>	<p>HSPM 102: Hotel & Lodging Operations</p> <p>CLO#3: comprehend the structure of the hotel industry</p>	<p>CLO# 3 was measured by the Hotel Research Group Project. The purpose of this assignment is to identify the structure of hotel industry. Each group is responsible to survey one major hotel market, brand or chain.</p> <p>Appendix D</p>	<p>In fall 2016, 51 students took this course. Both students (peer evaluation) and the instructor evaluated student written reports and presentations. C was set as the passing grade. End of semester evaluation indicated that 90% of students received C or better grade.</p>	<p>Area for future improvement will be discussed in Spring 2017.</p>
<p>PLO #2: Discipline Specific Knowledge – Customer Service. To demonstrate professional behavior and competencies in customer service</p>	<p>HSPM 177 Hospitality Service Management</p> <p>CLO #3: Explain hospitality leaders’ roles in defining, developing, and maintaining customer service</p>	<p>This CLO was measured through the group project, ‘Service audit’. Through the group project, students discussed how to develop and maintain customer service in the service organization.</p> <p>Appendix E</p>	<p>In Fall 2016, 39 student took this course. C was set as the passing grade. 95% of the students was able to demonstrate the hospitality leader’s role in customer service by suggesting strategies to improve service quality.</p>	<p>It is recommended that students need to learn service innovation to develop innovative strategies for the service improvement.</p>
<p>PLO #2: Discipline Specific Knowledge – Customer Service. To demonstrate professional behavior and competencies in customer service</p>	<p>HSPM 130 Hospitality Event Production</p> <p>CLO#2: Construct a proposal for a special event</p>	<p>CLO#2 was assessed by an individual term project. Students need to create a proposal for the contract to produce a special event. Students will prepare both a written report and an oral sales pitch of their proposal. Each element of the proposal will be described and reviewed in class.</p> <p>Appendix F</p>	<p>In Fall semester, 2016, 85 students, in two sections, took HSPM 130 and 95% of students received C or better grade. C was set as the acceptable competency level.</p>	<p>Area for future improvement will be discussed in Spring 2017.</p>
<p>PLO # 3: Leadership To develop a range of leadership skills and abilities such as motivating others,</p>	<p>HSPM 121</p> <p>To develop a range of leadership skills and abilities such as motivating</p>	<p>The CLO was measured by a group project to evaluate current situations of the Santa Clara County Fair Ground, and to recommend suggestions to</p>	<p>In Fall semester, 2016, 70 students took this class. At the end of Fall semester, students presented their project to the board of the</p>	<p>Area for future improvement will be discussed in Spring 2017.</p>

leading changes, and resolving conflict.	others, leading changes, and resolving conflict	increase utilization of the fairground. Students reviewed leadership and motivational theory, then placed in leadership positions requiring a demonstration of these skills.	Santa Clara County Fairground. C was set as the passing grade. End of semester evaluation revealed that 92% of students successfully passed this course.	
PLO #5 Problem solving, critical thinking. To recognize the challenges and opportunities of working effectively with other people in a diverse environment	HSPM 105: Finance in Hospitality CLO#2: Read, analyze and interpret financial statements.	CLO#2 was measured by homework assignments and problems embedded in midterm exams to assess the degree to which students understood the core of the subject. Students were required to perform vertical and horizontal analyses for income statement and balance sheet.	In fall 2016, 55 students in two sections took this course. C was set as the passing grade. The overall average score was B+. All students except one passed this class.	Area for future improvement will be discussed in Spring 2017.

7. Analysis

(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

Analyses of results were included in the above table.

8. Proposed changes and goals (if any)

(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)

Proposed changes and areas for future improvement are included in the above table.

Part C

(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcome as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

Proposed Changes and Goals	Status Update
PLO #1 was revised as “To interpret the fundamental principles of essential hospitality and tourism business functions”	This revision has been approved by HSPM faculty.
PLO #6 was revised as “to recognize the challenges and opportunities of working effectively with other people in a diverse environment	This revision has been approved by HSPM faculty.
A new GE course, HSPM 111 Customs and Courtesies in Hospitality, has been developed to improve measurement of PLO#6.	This new GE course has been approved by CASA curriculum committee. This GE course is under review by the Board of General Studies.
HSPM Faculty will review CLOs of their courses to use measurable verb for CLOs.	HSPM faculty will continue to work on this in Spring and Fall 2017.
Because the assessment schedule has been revised, HSPM Faculty will review its data collection plan for the next five years.	HSPM faculty will discuss the data collection plan in curriculum committee.
HSPM faculty will develop rubric for assessing student projects.	
HSPM faculty will explore methods of using Canvas to collect assessment data.	

Appendix

Appendix A—HSPM 191A & 191B Supervisory Evaluation Form and Assessment Data

Appendix B—HSPM 1 Discussion Question and Grading Rubric

Appendix C— HSPM 104 Hospitality Marketing Group Project Presentation Rubric

Appendix D—HSPM 102 Hotel and Lodging Operations Hotel Research Group Project

Appendix E—HSPM 177 Hospitality Service Management Term Project Description

Appendix F—HSPM 130 Hospitality Event Production Term Project Description

Appendix A—HSPM 191A & 191B Supervisory Evaluation Form and Assessment Data

SJSU Dept. of Hospitality Management Intern Supervisory Evaluation Form
Due Tuesday, May 25, 2016

For 191A interns, please return to: Dr. Tsu Hong Yen, Dept. of Hospitality Mgt., One Washington Sq. San Jose, Ca 95192-0211 Email: tsu-hong.yen@sjsu.edu FAX 408 924-3061

For 191B interns, please return to: Dr. Kate Sullivan, Internship Coordinator, Dept. of Hospitality Mgt. , One Washington Square, San Jose, CA 95192-0211 Email: kate.sullivan@sjsu.edu FAX 408 924-3061

My name is _____ Title _____ and I was this intern's supervisor over the past 14 weeks. Please print legibly.

Intern's name and title at worksite: _____

Please circle and respond to the following evaluative questions.

Did the intern regularly show up at designated times agreed upon? Yes No Most of the time
Explain, if other than yes:

Did the intern complete work assignments in a timely manner? Yes No Most of the time

Comments: _____

If you had a job opening, would you hire this intern? Yes No Maybe... with these improvements:

Please rate the intern's performance during the internship using the following scale: 1= Unsatisfactory
2= Needs improvement 3=Average 4=Above Average 5= Excellent

Q1: Degree of customer service ability and professionalism Score: _____

Q2: Degree of initiative and teamwork shown Score: _____

Q3: Ability to take direction and utilize feedback Score: _____

Q4: Knowledge about this industry/profession Score: _____

Q5: Enthusiasm for this industry/profession Score: _____

Additional comments about this student:

This is to verify that _____ (student's name) has completed ____ hours of internship under my supervision between the dates of ____/____ and ____/____, .

Direct Supervisor Signature _____
Please print your name, too. _____ Today's date _____

Thank you for your willingness to help us educate tomorrow's industry leaders!!
_____ I am interested in another intern from the SJSU Dept. of Hospitality Mgt.!!

HSPM 191A and HSPM 191B Assessment Outcomes

	191A		191B	
Q1: Degree of customer service ability and professionalism	n	%	n	%
1 - Unsatisfactory	0	0%	0	0%
2 - Needs Improvement	0	0%	0	0%
3 - Average	4	12%	3	10%
4 - Above Average	4	12%	5	16%
5 - Excellent	25	76%	23	74%
Q2: Degree of initiative and teamwork shown	n	%	n	%
1 - Unsatisfactory	0	0%	0	0%
2 - Needs Improvement	0	0%	1	3%
3 - Average	3	9%	0	0%
4 - Above Average	9	27%	9	29%
5 - Excellent	21	64%	21	68%
Q3: Ability to take direction and utilize feedback	n	%	n	%
1 - Unsatisfactory	0	0%	0	0%
2 - Needs Improvement	1	3%	0	0%
3 - Average	2	6%	2	6%
4 - Above Average	7	21%	10	32%
5 - Excellent	23	70%	19	61%
Q4: Knowledge about this industry/profession	n	%	n	%
1 - Unsatisfactory	0	0%	0	0%
2 - Needs Improvement	0	0%	0	0%
3 - Average	3	9%	2	6%
4 - Above Average	12	36%	10	32%
5 - Excellent	18	55%	19	61%
Q5: Enthusiasm for this industry/profession	n	%	n	%
1 - Unsatisfactory	0	0%	0	0%
2 - Needs Improvement	0	0%	0	0%
3 - Average	3	9%	2	6%
4 - Above Average	2	6%	5	16%
5 - Excellent	28	85%	24	77%

Appendix B—HSPM 1 Discussion Question and Grading Rubric

HSPM 1 Introduction to Hospitality Management, Section 1 and 2, Discussion Board

CA Drought, Restaurant, and Triple Bottom Line

In Chapter Two, we learned a concept called the triple bottom line (TBL, p. 126). A simple definition of TBL is an accounting framework with three parts: social, environmental (or ecological) and financial. These three divisions are also called the three Ps: people, planet and profit, or the "three pillars of sustainability" (www.wikipedia.org). In another word, business should seek long term sustainability among financial performance (profit), social responsibility (people), and environment.

As we all know, we have the worst four-year drought now in California, although we have enough rain for 2016. If you are not familiar with how bad the situation is, just watch these two videos.

KQED NEWSROOM: California's Extreme Drought, <https://youtu.be/Z8LDi8LzHYs>
California Drought Documentary - A State of Emergency, https://youtu.be/YIBRAo_cN2E

The drought has already created devastating effects on agriculture, and, then, the restaurant business. One of the most pressing challenges facing restaurants is how to cope with the drought.

Here are just two examples of reports.

How Restaurants Are Coping with the California Drought,

<http://openforbusiness.opentable.com/tips/how-restaurants-are-coping-with-the-california-drought/>

California's Drought Changes Habits in the

Kitchen, http://www.nytimes.com/2015/07/08/dining/california-drought-restrictions-kitchen-chef-restaurants.html?_r=0

For this week's discussion board, if you were the GM of a 200-seat full-service restaurant, please discuss.

- How do you use the concept of triple bottom line to let your owner and fellow employees know the importance of saving water?
- What is the concept of triple bottom line?
- Would saving water affect your business, e.g., losing business and profit?
- How can your restaurant save water consumption, both front of the house and back of the house?
- How can your restaurant seek balance among profit, people and environment?
- How do you let your customers know the methods that your restaurant use to save water? Is it important?
- Are there any best practices of saving water by restaurants you have experienced?

Discussion Board Grading Rubric

Main post	Critical thinking and quality	Outstanding 15	Meet Expectation 14 - 12	Acceptable 11 - 10	Need Improvement 9 - 5	Unacceptable or No post 0	15
	Length, 150 words, and stylistics	Meet expectation 3	Need improvement, Short by 10% 0		Unacceptable, short by 20% -3		3
	Timeliness, due Thursday at 11:59 pm	On time 2	Late by 1 day 0		Late by 2 or more days -2		2
Response #1	Critical thinking and quality	Meet Expectation 7		Acceptable 6 - 5	Need Improvement 4 - 3	Unacceptable or No post 0	7
	Length, 100 words, and stylistics	Meet expectation 2	Need improvement, Short by 10% 0		Unacceptable, short by 20% -2		2
Response #2	Critical thinking and quality	Meet Expectation 7		Acceptable 6 - 5	Need Improvement 4 - 3	Unacceptable or No post 0	7
	Length, 100 words, and stylistics	Meet expectation 2	Need improvement, Short by 10% 1		Unacceptable, short by 20% 0		2
2 responses should be separated by 12 hours		Meet expectation, 2		Did not separate by 12 hours, 0			2

Appendix C— HSPM 104 Hospitality Marketing Group Project Presentation Rubric

HSPM 104 Group Project Presentation Rubric

	High Quality	Average Quality	Low Quality
Content (10 points)	(8-10 points) Discuss all outlines in the project guidelines	(4-7 points) Discuss the majority of the project guidelines, but one or two topics are missing.	(1-3 points) More than two themes in the project guidelines are missing.
Supporting Evidence & facts (10 points)	(8-10 points) Accurate and detailed use of specific evidence and facts to support arguments. Appropriate use of photos and graphs to illustrate the discussion.	(4-7 points) Use evidence and examples in general, but some supporting materials are not quite relevant or specific. Use a number of graphs and photos, but some materials are not related to the discussion.	(1-3 points) Few supporting evidence and facts, or many supporting materials are irrelevant. Few photos or graph.
Presentation Professionalism (10 points)	(8-10 points) Appropriate dress to impress, clear verbal communication, using various ways to engage audience, good time control, and professional design of Powerpoint document.	(4-7 points) Appropriate dress to impress, clear verbal communication, good eye contact with audience. But run out of presentation time, or more improvements needed in Powerpoint formatting (e.g., color, font, etc.)	(1-3 point) Verbal communication is not very clear, presentation is not engaging, or run out of presentation time.

Appendix D—HSPM 102 Hotel and Lodging Operations Hotel Research Group Project

HSPM 102 Hotel & Lodging Operations Dr. Faranak Memarzadeh

Hotel Research Group Project (30%)

The purpose of this assignment is to identify the structure of hotel industry. Each group is responsible to survey one major hotel market, brand or chain.

For this project, survey the information such as: marketing and operating strategies, HR, housekeeping, food & beverage, and any other information related to this course.

Each group needs to conduct a comprehensive research utilizing all the available resources such as:

- Associated articles, books, magazines
- Reliable, professional, and official websites
- In person interview with industry professionals or hotel managers and staff

Final report will be submitted on the presentation date. Each group needs to submit a hard copy of their report; Minimum of 20 pages report should include:

- Front page (project and group members' name)
- Double space findings report with appropriate citation
- Table of contents and references

Each group will have 20 minutes to present the findings. Each group member should participate in the presentation. Based on the provided rubrics, students along with the instructor will evaluate the presenter groups. Presenter groups may add photos or videos to the presentation if they had any from in-person site visit or the hotel official website. The average of the students' and instructor's evaluations will indicate the final presentation score, which will be considered as 50% of group project score. The other 50% of the group projects' score is associated with the quality of the submitted hard copy.

Appendix E—HSPM 177 Hospitality Service Management Term Project Description

Department of Hospitality Management

HSPM 177 Hospitality Service Management

Group Project Guidelines: Service Audit

For this project, you will be assigned to a work group composed of 5 members (No more than 5 people in a group). Each group is required to visit the one hospitality service organization (e.g., restaurant or hotel) and observe their services provided at different service points. The objective of this term project is to seek opportunities to apply the knowledge, skills, and tools learned in this class to a real hospitality service management seeking innovative ways to improve their service operations.

Components of the Service Audit Project

Each component of the project is described after the table below. Note the due dates for each component. **Late submissions will not be accepted.**

	Points Possible	Due Date
Group contract	5	February 15, 2017
Audit questionnaire development	10	March 6, 2017
Presentation	15	As assigned
Written report	80	May 15, 2017
Peer evaluation	10	May 15, 2017
TOTAL POINTS	120	

Group contract (5 points)

This is a document prepared by each team prior to starting work on the project. **Each group will work on this in class on February 15.** The group contract form is available on Canvas.

Audit Questionnaire Development (10 points)

Formulate 15-20 questions for the service audit. Wait for instructor feedback before visiting the service organization. **Each group will work on this in class on March 6.**

Written Report (80 points)

One group member can upload the written report (word file) on Canvas by 11:59pm on May 15.

- **Include the cover page including group number, all group members' name, and group picture taken on the site visit.**
- **Remember that plagiarism is a serious offense and will result in point deductions.**

1. Introduction (10 points)

- Brief Introduction of the service organization your group visited
- Why service audit is important?
- Objectives of the service audit

3. Methodology (15 points)

- A summary of the methods used for the audit, including:
 - Audit plan
 - Instruments
 - Service blueprint: Develop the service blueprint and insert it in the paper.
 - Audit Questions: Insert the questionnaire in an appendix.

- Service Quality tools: Use at least one service tool learned in class to measure service quality. (e.g., SERVQUAL, DINESERV, LODGSERV, etc.)
- Other tools: You can use other quality tools learned in class if needed.
- Their own website if available
- Data Analysis: How did you use the instruments?

4. Findings of the audit (20 points)

- General descriptions of the service by each service point based on the service blueprint
 - Positive cues
 - Negative cues: If service failures or any service related problems occurred, a fishbone diagram can be used to Identify potential causes for a problem and suggest innovative solutions.
 - Pictures for the physical environment will help understanding.
- The findings based on the audit questionnaire.
- Service Quality result: Insert tables
- The website: How is the quality of their website?
 - Information, quality of pictures, communication method, etc.
 - Helpful? Up-to-date? Visually appealing? etc.
- Insert the result tables or figures to help understanding findings in this section

5. Suggestions/recommendations: “Service innovation” (20 points)

- Suggest innovative ways to improve the guest service for the service operation. **The general and obvious suggestions are not appropriate for this innovation section. Think creatively and suggest some new or improved service concepts/ideas.**
 - To solve problems:
 - What are your new or improved solutions for solve the problems?
 - How are your new or improved solutions different from the existing solutions?
 - What are the benefits for both industry and customers?
 - To enhance the guest experience:
 - What are your new service concepts or improved service concepts to enhance the guest experience?
 - What clear advantages does your innovation have over existing services?
 - What are the benefits for both industry and customers?

6. Conclusion (10 points)

- The lessens you learned from this project (at least 5 lessens)

7. References, Organization, Readability, Writing Conventions, and Adherence to directions (5 points)

- References used must be cited and listed using the appropriate APA format. For quick reference, I suggest <http://www.apastyle.org/learn/faqs/index.aspx>
- Full report should be at least 15 pages long, maximum 20 pages. **(excluding pictures, references, and appendix)**
- Everything should be word-processed, double-spaced, Times New Roman font 12 with 1” margins (max for top, bottom, left, and right).
- Demonstrate a good grasp of standard writing conventions (spelling, punctuation, capitalization, grammar, usage, paragraphing) and use conventions effectively to enhance readability.

Presentation (15 points)

35 minutes will be given to each group for the presentation (30 minutes for the presentation; 5 minutes for Q&A). The power point slide should be sent to the instructor prior to the presentation day. Dress professionally!

Peer Evaluation (10 points)

Each student is required to complete a peer evaluation form at the end of the semester to evaluate team members' contributions to the final project and upload the file on Canvas **by 11:59pm on May 15**. The evaluation form will be available on Canvas. **If you do not submit the peer evaluation form, 5 points will be deducted.**

HSPM 177 PEER EVALUATION FORM
SERVICE AUDIT PROJECT

Your Name: _____ Group Number: _____

Category	Rating Scale				Group Members' Names				
	1	2	3	4	Your Rating of Group Members				
Participation	Rarely focused on the task and let others do the work; did not participate.	On task, some of the time. Must be reminded to stay on task by group.	Focused on task and can be counted on to complete the assigned work.	Self-directed and consistently focused on the task and what needed to be done.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Dependability	Late or missed deadlines for turning in assigned work.	Completed some tasks on time, but missed other deadlines.	Completed most tasks and was a productive member of the group.	Turned all work in on time and did not depend on others to do or complete work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Listening and Discussing	Did not pay attention in group meetings. Argued or otherwise misused time. Was not willing to compromise.	Has difficulty listening and participating in a positive manner.	Respectfully listened, contributed and cooperated with others in the group.	Respectfully listened, interacted, cooperated, and helped the group come up with positive ideas.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Quality of Contribution	Little or no contribution to the group.	Work submitted neglected some parts of assigned task and had to be redone.	Provided useful material and completed all requirements of assigned task.	Provided excellent material and assisted with full report/blog.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Communication	Never responded to emails, texts, or other means of communications established by the group.	Responded some of the time.	Responded most of the time.	Always responded in a timely fashion and initiated communication when needed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
TOTAL POINTS									

HSPM 177 HOSPITALITY SERVICE MANAGEMENT
Presentation Evaluation

Date: _____

Name: _____

Evaluation Criteria	Group_____	Group _____	Group _____
Organization (3 point) a. The presenters presented specific information in logical sequence. b. The presentation filled the time allotted.			
Content (3 point) a. I could easily follow the main points of the presentation. b. Presenters identified important concepts and delivered efficiently. c. The presentation was free from irrelevant information.			
Visual Usage and stage presence (3 point) a. The visuals were effective in enhancing the message. b. The presenters spoke clearly and maintained an appropriate talking rate.			
Interaction with audiences (3 point) a. Presenters answered all questions with explanations and elaboration. b. The presenters maintained eye contact with the audiences. c. Presenters interacted with audiences during the presentation.			
Professionalism (3 point) a. Presenters dressed professionally. b. Presenters' attitudes and behaviors were professional.			
Total point			

Appendix F—HSPM 130 Hospitality Event Production Term Project Description

HSPM 130 Hospitality Event Production
Term Project Descriptions

Dr. Dan Cormany

EVENT PROPOSAL – (TOTAL 950 POINTS) – PROPOSAL MATERIAL (700), POWER POINT & PRESENTATION (250)– NOTE: PROPOSAL AND POWER POINT MUST BE TURNED IN IN PAPER FORM ON FIRST DAY OF PRESENTATIONS REGARDLESS OF SCHEDULED PRESENTATION DATE.

This is to create a proposal for the contract to produce a special event. You will prepare both a written presentation and an oral sales pitch of your proposal. Each element of the proposal will be described and reviewed in class.

The program may be of the your choosing, provided it falls within the following criteria:

- Only one venue/space is needed
- It is recommended that yours be an inside event (balconies, terraces, adjacent gardens may be used – no parks or streets) – note, this is because outside events are much more complex to plan; if you have your heart set on an outside event, you may do one, but understand the bar you are setting for yourself is higher
- Event length is recommended to be only one afternoon or one evening; definitely not more than one weekend
- Minimum of 45 in attendance, maximum 2500
- Food and beverage must be included (may be served or as concession)
- ***There must be a “wow” factor that will encourage people to remember the event.*** Occasionally this may be done by the quality of food, but for this assignment, it must go beyond this and include décor, program schedule and/or content, setting, etc.
- *Please, no conferences or conventions. Consumer shows are acceptable, but again, these are more complex events and we don’t cover in this class much of what you’d need to know.*
- *No social events (Weddings, wedding receptions, anniversary parties, quinceaneras, bar/bat mitzvahs) as much of this (venue, colors, style, etc.) is determined by the group for which the event is being done, and proposals for such events are done differently.*
- *Fundraising for Susan G. Komen Foundation is not permitted either, as each semester there are many of these “think pink” proposals – think creative! Something new!*

A strong emphasis should be given to creativity. This is worth 700 points, so obviously it is the big project of the course. *Note that this is **NOT** an academic report – this is a presentation for consideration by a client, and its format and design should reflect that.* Material to be included:

- Proposal Cover page and overall package presentation (attractive front for proposal package) – **25 points** for cover page;
- Overall Attractiveness/Uniqueness of Proposal (proposals fight for attention; this is what sort of “wow” factor provided by your proposal &/or how it is delivered) **100 points** for overall presentation professionalism, creativity, appropriateness, and quality)
- Business cover letter – in appropriate business format, with letterhead – **50 points**

- Specifications sheet – just facts of what, where, why, when, who. Also included are a creativity clause and an expiration clause. - **25 points**
- Event Description – event details written for sales, including pictures and attention to what about the event will give it the needed “wow” factor? – **100 points**
- Food and Beverage menu selections (this will be a part of the event description in most cases, and may include menu suggestions and specialty drink suggestions) – **15 points**
- Illustration/floor plan – to scale, showing not only space but the proposed set-up within that area – **125 points**
- Investment (Budget) - This involves identifying all costs related to the proposed event, and the addition of your planning charges in one of several ways to be discussed in class. Note that this needs to be broken down in detailed fashion (i.e., a line item of “décor” is not acceptable – what items are being used to create the décor? For “lighting”? For “staffing”? etc.) Dollar figures do NOT need to be assigned, but completeness and detail of what items and services need to be accounted for is important. – **125 points**
- References (not in an academic sense, but attributing where pictures used in event proposal were obtained – a critical element in actual proposals; otherwise, it appears that the photos used to support your concept are from previous events you have done; this can become a serious legal question. All that is needed is to identify each photo with the website from which it was obtained) – **35 points.**
- Overall Program Concept (is this a “doable” event? Is there an uniqueness to it to distinguish it from other, similar events?) – **100 points** - *NOTE: This is NOT a separate section of the proposal, but instead points awarded in an evaluation of how creative and practical the idea is.*

Class presentation will be worth 250 points maximum, and *it is a SALES presentation, not an academic presentation.* It is graded upon:

- Power Point Visual Presentation – (appeal, appropriateness for sales, creativity and novelty of presentation; does it adequately represent your idea in a positive way? Is it free of spelling and grammatical errors?) – **100 points**
- Verbal Presentation – (professionalism, appropriateness for sales, unique or engaging styles, staying within allotted time, not focusing your gaze on the screen? Are you dressed appropriately for the presentation – this may be in dress clothes or clothes befitting the event being proposed?) – **100 points**
- Overall Presentation Design and Stage Setting – (is the presentation in keeping with the theme or goals for the event? Do visual and verbal complement each other, not repeat each other? Is the message compelling to advance the possibility of obtaining an event contract? If props are used, do they enhance the presentation and have a purpose?) - **50 points**

Please feel free to stop by the office to see past proposal examples, to discuss your focus in events, and to use the assembled library of event books for brainstorming ideas.

EXTRA CREDIT:

If you wish, you may submit extra credit, all of which are related to professional preparation. The three options for extra credit are: 1) Working an event; 2) Obtaining professional business cards (very

important for networking), and/or 3) Becoming an active member of a professional meeting or event planning association.