Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>PhD program</th>
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<tr>
<td>Department</td>
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<td>College</td>
<td>College of Hotel Administration</td>
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<td>Program Chair</td>
<td>James Busser</td>
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<td>Assessment Coordinators</td>
<td>Gail Sammons, Dan McLean, Chih Chien Chen</td>
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<td>Date Submitted</td>
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Contact Person for This Report

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<thead>
<tr>
<th>Name</th>
<th>Gail Sammons</th>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- **What are the student learning outcomes? Please provide a numbered list.**

  Upon completion of this program student will be able to:
  1. Plan, organize, design, construct, conduct, and present scholarly research that demonstrates the effective implementation of research skills.
  2. Develop an in-depth understanding of the content in the student’s major/minor area of interest.
  3. Create and deliver curricular and instructional materials in the student’s areas of teaching.
  4. Engage in a long-term service commitment to the hospitality and tourism profession.

- **Which learning outcomes were assessed?**

  1. Plan, organize, design, construct, conduct, and present scholarly research that demonstrates the effective implementation of research skills.
     - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice
  2. Develop an in-depth understanding of the content in the student’s major/minor area of interest.
  4. Engage in a long-term service commitment to the hospitality and tourism profession.
Graduate programs outcome assessed: student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.

- **How were they assessed?**

  #1 was assessed by student vita information, dissertation completion and specific classes  
  #2 was assessed by comprehensive stats exam and comprehensive major, minor, and methods exam.  
  #4 was assessed by employment statistics at graduation.  
  Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice was assessed by student vita information, digital scholarship reports, dissertation completion.

- **What was learned from the assessment results?**

  Objective #1

  Student engagement in research

  **Dissertation titles:**
  - Factors Influencing the Perceived Impacts of Medical Tourism Development On Quality Of Life
  - Evaluating Event Effectiveness Across Alternate Platforms
  - The effect of Florida’s Timeshare Resale Accountability Act and securitization announcements on vacation ownership shareholder wealth
  - Making Friends with Hotel Brands on Facebook: Will Millennials Differ from GenXers?

  A total of 14 papers presented at the following conferences:
  - 20th Annual Graduate Student Research Conference in Hospitality and Tourism, Tampa, FL
  - 6th Advances in Tourism Marketing (ATMC) Conference, Joensuu, Finland.
  - 2015 ICHRIE Annual Summer Conference, Orlando, FL.
  - West Federation CHRIE Regional Conference, San Francisco, CA

  A total of 4 refereed articles published
  A total of 1 non-refereed article published


Kitterlin, M., Cain, L., & Yoo, M. (2015). *Alcohol abuse, job satisfaction, and job escapism drinking among foodservice employees*, Western CHRIE Conference Stand-up Presentation


*Digital Badges in Higher Education: Workshop*. West Federation CHRIE Regional Conference, San Francisco, CA


4 Published Refereed Articles


1 Published Non-Refereed Articles

HOA 794 is designed for doctoral students who want to pursue an academic career and explore major issues and trends that affect the hospitality education profession. The course presents a forum for discussion of hospitality education and research. At the conclusion of this course, successful students will be able to:

- Discuss essential elements of a successful academic career as hospitality educator and scholar including academic portfolio, annual report, and promotion and tenure
- Analyze and critically evaluate research manuscripts/articles
- Develop a research proposal
- Employ strategies for developing themselves as researchers and scholars
- Recognize key scholars and researchers in hospitality and tourism
- Be familiar with major hospitality programs and their requirements for promotion and tenure.
- Enhance presentation skills
The learning outcomes are a) recognition of (familiarization with) major hospitality programs and their expectations, outstanding scholars in the field, and current issues and trends in hospitality education; b) development of a research proposal. Please see assignments below to accomplish the learning outcomes.

Each class the students also share their teaching and research experiences to learn from each other.

Projects and Presentations:
Hospitality Program: You will choose a four-year hospitality program, and investigate the program, find out about teaching, research, compensation, summer teaching, promotion and tenure requirements/expectations (teaching, research, and service) of the program.
Hospitality/Tourism Scholars: You will choose an outstanding professor in your field/specialization. You will trace the professor’s career over time. The paper should include; an overview of the person’s contribution to the field, an analysis of any trends evident in person’s research, and a summary of the characteristics that makes this person’s career notable. Students should ask what the faculty member feels is the key to a successful career today.
Issue Discussion Facilitation: Students will identify an issue or trend in hospitality education (teaching, service, or research). Once approved by the instructor, the team will research the issue/trend, identify a relevant reading for the class, and facilitate a discussion for a class period.
Research Proposal and Presentation: The students will work in teams to develop a research proposal on a topic of interest to them.

HOA 795 – Research Seminar in Hospitality Education
75% of the grade for the class was based on written assignments and an oral presentation. The other 25% of the grade was for daily participation, which also included students’ contribution to discussions in class. The assignments were:
- Three article reviews – Students had provide a proper APA style reference and summarize the article in 100 words, similar to writing a journal article abstract.
- A course development project – including writing a syllabi, course materials, and a test and explanation of another form of assessment (ie. Project, presentation)
- Their personal teaching philosophy and curriculum vita
- A 45 minute presentation, including class discussion questions, on a current hospitality education topic and a 8 – 12 page final paper on the topic.

Rubrics, including evaluation of content, organization and format, spelling, and grammar were used for assessment of all assignments. Students were allowed re-writes if necessary on the assignments with the goal for them to learn from their mistakes.

Given the quality of our students, the interactive nature of the class, and the small size of the class allowing for significant and ongoing feedback from the instructor, all students successfully completed the class. The students were comparable to other semesters. The students that are further along in their program provided peer mentoring for the new students. All had considerable anxiety about the teaching philosophy and curriculum vita projects because they had not been asked to create them before. They appreciated the value of the projects in preparing them for their academic job search.
Objective #2
Each fall, comprehensive major/minor exams are given. Fall 2014 results:
Pass – 6 students
Rewrite – pass – 1 student

The Q-Exam (qualifying exam) is held every May. Students take it after their first year. Spring 2015 results were:
8 passed, 4 required re writes then passed.

Advance to candidacy Fall 2014 results: Not tracked this year, but will be in future.

Objective #4
All PhD students who graduated Fall 2014-Summer 2015 had multiple job offers and accepted a position with academe. Most of the PhD students are members of one national/international hospitality organization – mainly ICHRIE. A few are actively involved in AH&LA sub committees or industry specific meetings.

• How did the program respond to what was learned?

The PhD program has increased the support for research and presentation travel for PhD. The PhD students are invited to college committee meetings and are sitting on search committees to learn the process of hiring and interviewing.

The assessment report was shared with the College Executive Committee and faculty in a semester faculty meeting and emailed to all fulltime, and part time faculty. The report will be shared with the Dean’s advisory committee and alumni board (Spring 2016 meeting).