COLORADO MESA
UNIVERSITY

AY 2011 – 2016
Program Review

Bachelor of Applied Science/Associate of Applied Science Hospitality Management

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U N I V E R S I T Y

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Part 1 – Introduction and Program Overview

A. Program Description by Level

Travel, Recreation and Tourism has been a program at Colorado Mesa University (CMU) at the Associate level since the 1960's and more recently, at the Bachelor of Business Administration (BBA) level, where it is currently named Hospitality Management (HMGT). Enrollment had been declining. It was determined that a name and program changes were needed. The changes were implemented in academic year 2010-2011 resulting in sustained growth.

The hospitality industry in Colorado Mesa University's service area is one of the largest industry sectors, with skiing, recreation, lodging, food and beverage and other similar businesses in most local counties. The most challenging part of doing business in the industry is finding interested and educated employees.

The travel and tourism program, on associate's and bachelor's levels has been relatively successful in the past. Around 2010 interest was again increasing, and CMU looked at rebranding the program to "Hospitality Management" and adding a Bachelor of Applied Science (BAS) to build on success of the culinary Associate of Applied Science (AAS) program at Western Colorado Community College (WCCC) and other culinary and hospitality programs within the state and the region.

Hospitality Management, as a discipline applies concepts of management to hospitality-related businesses. The hospitality manager reaches organizational goals through the work of others in an efficient and effective manner through ongoing planning, leading, organizing and controlling efforts.

Professional career opportunities for both associate's and bachelor's degrees include; kitchen manager or chef, various food and beverage and lodging manager positions, sales and marketing, accounting, recreation and other entry level management positions.

The AAS and BAS were formally introduced in the academic year 2010 to fulfill the needs of industry in the CMU service region. Graduates of the program are being hired in positions such as sales manager, sales coordinator, front desk operator and manager, human resource manager, as well as kitchen and front of the house managers.

The AAS and BAS programs represent a relatively small percentage of enrollment for the hospitality management program at CMU, where most students enroll in the BBA concentration of hospitality management.

B. Program History

1960– 2010
Travel, Recreation and Tourism Associate degrees were offered through Mesa State College and then as a bachelor's degree when Mesa State College achieved its four-year degree status. Specific data was not available from Institutional Research's Academic Program Data Department.

2006–2010
Enrollment in the program was declining, but Dr. Carol Futhey, VPAA, determined there was still potential for the program. A program committee was assembled to research and implement a name and curriculum change from Travel, Recreation and Tourism to Hospitality Management. To bring the program current with other programs in CMU's competitive set.

The BAS program was added to build upon the untapped potential of Associates programs by transferring sixty hours, including thirty-six hours from a more traditional technical associates degree (such as culinary) to the BAS program (see Appendix A). Associate programs within the state and outside were targeted as potential recruiting areas for students. This allowed the student to move directly into a four-year degree, which in most cases could be

The program is innovative, entrepreneurial and provides engaged learning experiences for the students with the local resort industry such as COOP scholarships, internships, work study, paid employment, and applied learning projects. The local resorts provide applied experience for students, similar to clinical rotations in a hospital for nursing students.

The program schedule is supportive of the economic and human capital needs of the local resort businesses, who are partners in the educational endeavor. Intensive front and backend classes may be scheduled during the off-season (September, October, and April) to accommodate winter resort needs. The courses are taught by both tenure-track faculty and highly qualified adjunct faculty with exceptional academic and/or experiential credentials. The program coordinator will have a full teaching load in the initial stages, including primary responsibility for the coordination of the community hospitality sub-committee, program budgets, monitoring students' practical experience and working with the University's internship program, coordination of certification courses and assisting in curriculum, faculty assignments and acting as the industry association liaison.

The program includes credit and non-credit courses. Degrees include the Associate in Applied Science (AAS) Culinary emphasis, (AAS) Associates in Applied Science/Hospitality Management (HMGT) Bachelor's in Applied Science (BAS) Hospitality Management or Food and Beverage emphasis, Bachelor of Business Administration (BBA)/Hospitality Management (HMGT), American Hotel and Lodging Educational Institute Certification. To expand the reach of the program courses at CMU's Montrose branch, online and hybrid applicators will be researched. The baccalaureate program includes both winter and summer resort management components. Students will be required to take summer classes and participate in applied experiences.

The hospitality/resort management courses required for academic degrees and certifications will look for additional sources of funding to help in building the program. As an example, the cost for the courses may be paid by participating employers.

As the program grows, some next steps have been identified:
Refined goals and outcomes to achieve the program's mission:
- Complete Needs Assessment
- Curriculum
- Student Enrollments
   Goals
   Recruiting
   Pipeline through local schools
- Degree Structure
   Certification/ Training programs with AHLA Educational Institute and other professional certifications.
- Advisory Sub-Committee
- High School culinary and hospitality programs through local schools in conjunction with the American Hotel and lodging Associations Educational Institute's, Lodging Management Program and the National Restaurants Association's Prostart Program or others as identified;
- Establish AHLA student professional organizations.
- Establish student hospitality management club.
- Scholarship Programs through Educational Institute, local industry, and others.

E. Program Support for Other Majors

The BAS/AAS hospitality program supports a variety of other majors/minors by offering courses that are often used as lower and upper division electives.

- Introduction to Hospitality, Management and Supervision, Hospitality Sales and Management Strategies, Managing Quality Service and Hospitality Management Strategies may be used by the BBA/BAS programs in:
- Business Administration

HMGT 102 – The course was restructured into a Hospitality Management and Supervision course aligned with a similar course that is taught in other culinary and Hospitality Management Programs.

- 2013-2014

  Program sheets in AAS and BAS were reviewed in relation to other programs and CMU's BBA/HMGT program. The decision was made to develop a HMGT Capstone course, Topics 496: Hospitality Management Strategies was tested spring 2014.

- 2014-2015

  Several program sheet modifications, course modifications and a new course HMGT 200 were added to replace HMGT 102. A second Topics 496 – Hospitality Management Strategies was tested spring 2015.

- 2015-2016

  Several program sheet adjustments and course names and catalogue descriptions were implemented to align the AAS and BAS programs to the general BBA degree and HMGT concentration. The capstone course, HMGT 470 Hospitality Management Strategies, was formally adopted.

- 2016 – 2017

  Based on research and competitive review Topics 396: Managing Quality Service was tested spring 2017. This course is targeted toward all business students.

- 2017 – 2018

  Program sheets will be updated with current SLO's.

  Program Sheets for the BAS/AAS programs can be found in Appendix B.

  HMGT 396 Topics class Managing Quality Service will be adopted into the required curriculum and made into a permanent class.

C. Program Delivery Locations and Formats, Meeting the Changing Needs of Students

The BAS/AAS hospitality management programs share the essential learning, foundation and most of the required courses from the BBA program. These classes are taught primarily on the main CMU campus. Online delivery methods are available at least once per year for most of the classes. Essential learning classes are offered at the Montrose campus. 100 and 200 level HMGT courses have been offered at Montrose or online if demand is adequate. The hospitality specific courses are taught once per year. Classes are taught primarily by tenure and tenure track faculty however; instructors and adjunct faculty are also utilized.

Part 3 - Analysis of Student Demand and Success

A. Number of majors (by concentration) and minors

BAS/AAS hospitality majors have been steadily increasing. The AAS Travel, Tourism and Recreation was discontinued AY 2010-2011. One student graduated under the old program sheet. There are no minors offered in the BAS program.

Table 1: Number of Majors by BAS/AAS degree (Source: Institutional Research)

D. Number of graduates (by degree)

The number of students graduating with AAS degrees in hospitality management were the same at one per year except for 2015-2016 when there were 3 graduates. The BAS degrees show an increase from 1 in 2012-2013 to 5 in 2016-2017. There was a slight dip to 2 graduates in 2015-2016.

Table 4: Business: Degrees Awarded

Program	Degree	Code	Major	2012-13 1st Major	All	2013-14 1st Major	All	2014-15 1st Major	All	2015-16 1st Major	All	2016-17 1st Major	All
	AAS	1163	Hospitality Management			1	1	1	1	3	3	1	1
	BAS	3163	Hospitality Management	1	1	2	2	3	3	2	2	5	5

E. One-year retention rates for two and four-year graduation rates

Due to the structure of the BAS program retention rates cannot be evaluated until after the junior year. AAS program retention rates are difficult to analyze due to the small number of students in the program.

F. Student successes/recognitions, especially in external student competitions

The following examples represent a few of the many student success stories.

Several AAS and BAS degree graduates have received the honors listed below. (Source: Institutional Research)

Hospitality Management Graduates, 2011-12 through 2016-17

			2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*
AAS	Hospitality Management	No degree honors				1	1	1	
		With Distinction			1				
		With High Distinction					2		
		Total			1	1	3	1	
BAS	Hospitality Management	No degree honors				1	2	1	3
		Cum Laude				1			1
		Magna Cum Laude						1	1
		Summa Cum Laude		1			1		
		Total		1		2	3	2	5

Examples of student accomplishments:

Outstanding Seniors:
2014 - Katie Dunn, BAS
2015 - Elizabeth Wheelock, BAS
2016 - Lindsey Latchaw, AAS

Innovative Materials/Activities:
- Developed Capstone Course for the new Hospitality Management Curriculum, implementing a Hotel Simulation for students to run giving practical applications to Hospitality Management Strategies
- Developed new course Managing Quality Service as a course for the new Hospitality Management Curriculum. The course is open to all business students. The course includes weekly anonymous service audits of local businesses preparing the students for a group project with a formal service audit of a local business.

Scholarship and Creative Work, 2003-Present:
Scholarship Related to Discipline
- Serves as a member of the Grand Junction Visitor and Convention Bureau Board

- Mountain Plains Business Conference /Presentation on Applied Learning in Student Run Businesses 2013 (Britt Mathwich, Georgann Jouflas) (AACSB IC: Basic /Academic / Professional Meeting Presentation)

- Taught Western Hospitality Summit Service Gold Certification Workshop 2013 and 2014 (AACSB IC: Basic / Other)

- West Federation Council of Hotel, Restaurant and Institutional Educators (WCHRIE) Panel Presentation Best Practices: Applied Learning Opportunities in Hospitality Programs Feb 2014 (Britt Mathwich, Georgann Jouflas) (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Presentation: Industry Partnerships and Assessment Feb 2014 (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- International Council for Small Business Conference: An Investigation of Experiential Learning Within Higher Education in the United States: Structure, Sustainability and Measurement Poster Presentation June 2014 (Georgann Jouflas, Britt Mathwich, Emma Fleck) (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Presentation: Internships Today and Tomorrow Panel Discussion, Britt Mathwich, Robert Mayer, Feb 2015. (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Presentation: Experiential Learning as An Evolving Process, Britt Mathwich, Georgann Jouflas, Emma Fleck, Feb 2015. (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- Daniel's Fund Ethics Initiative White Paper, Analysis of Ethics Education in Hospitality Programs July 2015. (AACSB IC: Basic / Other)

- Mountain Plains Business Conference /Presentation: Analysis of Internships in Hospitality Management Programs Sept 2015 (AAACSB IC: Basic / Academic / Professional Meeting Presentation)

- Mountain Plains Business Conference /Presentation: Analysis of Assessment Tools for a Longitudinal Study of a Student Run Enterprise, Sept 2015, (Emma Fleck, Britt Mathwich, Georgann Jouflas) (AAACSB IC: Basic / Academic / Professional Meeting Presentation)

- Colorado Hotel and Lodging Association Annual Conference Presentation, Building Your Culinary Bench Nov 2015 (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Presentations: Ethics Panel Discussion Feb 2016 (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Presentation: Analysis and Future Trends of Hospitality Internship Programs, Feb 2016 (AACSB IC: Basic/Academic/ Professional Meeting Presentation)

- International Council of Hotel, Restaurant and Institutional Educators (ICHRIE) July 2016 Poster Presentations: Ethics in the Hospitality Industry, The Survey Analysis for Student Run Business (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Paper Presentations: Case Study - Leadership, Ethics, Human Resources, External Environment, Feb 2017. (AACSB IC: Basic / Academic / Professional Meeting Presentation).

- WCHRIE Paper Presentations: Teaching Ethics in Hospitality Management Programs: Review, Analysis, and Recommendations, Feb 2017. (AACSB IC: Basic / Academic / Professional Meeting Presentation).

- Case Study - Leadership, Ethics, Human Resources, External Environment, Journal of Hospitality and, Tourism Cases, Submitted June 2017. (AACSB IC: Teaching: PRJ).

- Teaching Ethics in Hospitality Management Programs: Review, Analysis, and Recommendations, Journal of Teaching in Travel and Tourism, Submitted June 2017. (AACSB IC: Teaching: PRJ). Teaching Ethics in Hospitality

A. Student Learning Outcomes (SLOs) for the program and how they relate to the program's mission statement and courses.

HOSPITALITY MANAGEMENT PROGRAM MISSION:

The Hospitality Management Program will be the program of choice for the Western Slope of Colorado and CMU's regional competitors. The program aims to provide students the educational and practical foundations to prepare them for success in the Hospitality industry.

Program Student Learning Outcomes:

The program student learning outcomes mirror the Business Department student learning outcomes. (see below) HMGT courses have specific course learning outcomes that support the program mission and the student learning outcomes at the appropriate course level.

Footnote: The business department SLO's were changed in 2017 to reflect the AACSB accreditation requirements, as well as to provide better measurement and assessment, and will be incorporated into the BAS and AAS programs in 2018. Those SLO's are as follows:

SLO #1: Critical Thinking/Problem Solving Skills:
- 1.1 - Apply business knowledge and skills in appropriate business contexts
- 1.2 - Transfer knowledge and skills to new business situations.
- 1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.
- 1.4 - Analyze business data critically, reason logically, and apply qualitative analysis methods correctly to develop appropriate business conclusions.

SLO #2: Effective Communication Skills
- 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing.
- 2.2 - Communicate clearly, appropriately, and persuasively to the audience orally

SLO #3: Teamwork
- 3.1 - Demonstrate an understanding of the role of teams in organizations
- 3.2 - Demonstrate behaviors consistent with effective teamwork

SLO #4: Ethical Awareness
- 4.1 - Be able to identify ethical issues
- 4.2 - Be able to identify relevant ethical facts
- 4.3 - Be able to identify plausible ethical alternatives
- 4.4 - Be able to recommend appropriate ethical actions

Institutional Student Learning Outcomes: The Program SLOs above relate directly to the Institutional SLOs for baccalaureate degrees which are as follows:

The CMU baccalaureate degree graduate will be able to:

- construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Applied Learning/Specialized Knowledge – Program SLO #1);

- analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Intellectual Skills: Quantitative Fluency – Program SLO #4);

- make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (Intellectual Skills: Communication Fluency – Program SLO

Strengths:

- The positive reputation of the business department and the quality of faculty and classes from the BBA that are most of the BAS/AAS programs.

- The support of the university, the department, and industry in our service area for the Hospitality Management program.

- The program coordinator's forty-plus years of experience in the industry, bringing that practical application into the classroom.

- The program coordinator's past and newly developed industry connections for local, regional and national industry and association partners enhancing educational, employment and internship opportunities.

- The continued development and improvement of CMU.

- The success of graduate placement in the industry.

- Commitment of the program coordinator to make the program successful.

Challenges:

- The overall growth of the Hospitality Program will peak without additional resources. Additional adjunct and instructor faculty will be needed. This will allow for more frequent class offerings and development of hospitality specific electives. As of the fall of 2017, we have approval to hire one more T/TT faculty member within HMGT and we are targeting a Ph.D. in this area. This will provide the opportunity for growth and additional emphasis on scholarship and research.

- Expansion of internship and other applied learning aspects of the program. Again, this is primarily a resource issue, but is one that is being addressed.

- Marketing of the program. This would include materials, recruiting at high schools, public relations and other areas to grow the program.

- Tracking and assessment of graduates and internship programs.

C. Trends in the discipline that could affect future planning for the program

The hospitality industry is desperate for qualified employees. There is demand locally, regionally, nationally and globally. Many geographic regions must import foreign workers to fill the gap. Virtually any student that is willing to relocate can find entry level employment that quickly leads to supervisory/management positions. Hospitality industry employers are looking for employees with the skills outlined in our student learning outcomes, generally and hospitality related skills specifically. An Associates or Bachelor's degree in Hospitality Management is important for the prospective graduate seeking employment and to fast track career opportunities. The hospitality industry growth trends continue to be very positive and the labor shortages will continue, providing opportunities for our graduates.

CMU's hospitality management program growth will continue to be supported due to the ongoing labor shortages in the industry. Winter resorts are dominant in our service region. At this point, they could absorb most of the programs internships, employees and graduates. By working more closely with Colorado, Utah and Wyoming winter resorts to develop a hybrid program allowing students to work from early December to early March, we could dramatically increase the service to our employers and opportunities for our students. This could also help with external funding for the program.

Next, many universities have developed campus hotels as an integrated part of their programs or in partnership with a third party. This provides an invaluable recruiting tool and educational resource for the Hospitality Program and

Appendix A

Program Sheets

About This Major . . .

The Bachelor of Applied Science (BAS) in Hospitality Management degree combines the technical skills and business proficiency necessary for success in today's business world. A unique program, the BAS allows students who have already earned an associate of applied science degree to build upon their technical skills with general education courses and junior and senior level business classes. This allows associate of science degree holders to earn a 4-year degree in approximately four additional full-time semesters, depending upon prior coursework.

Business course to be taken include courses in marketing, promotion, management, accounting, finance, small business management, and entrepreneurship. Upon completion of the program, students will be technically and academically prepared for leadership positions in the hospitality industry in the areas of resort and hotel management, food and beverage management, travel and tourism management, and food service management. With the ever-expanding world hospitality market, this degree has endless opportunities and will provide students with upward mobility in their area of employment as they move into supervision/management positions.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Critical Thinking Skills: Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations.
2. Communication Skills: Independently communicate clearly, appropriately, and persuasively to the audience, both orally and in writing.
3. Quantitative fluency: Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions.
4. Strategic Application of Information: Strategically apply information across functional business areas.
5. Team Work: Effectively work in a team.
6. General Business Knowledge: Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.
7. Work Products: Produce professional business work products.
8. Apply financial, marketing, and operational business principles within the hospitality industry. (Specialized Knowledge)

Program Highlights:

This four-year degree complements an earned associate of applied science degree and provides students with the technical skills needed for upward mobility into management positions.

Graduates of this program currently hold the following positions: small business owner, general manager, front office manager, and restaurant manager.

Through the American Hotel and Lodging Educational Institute and CMU's Hospitality Management Concentration, students can work toward certification in a variety of hospitality industry facets. Knowledge and experience, in addition to classroom testing, support preparation for this certification, a valuable addition to their resume.

Internships are available for juniors and seniors at local, regional, and international companies. Recent internships have been completed at Caesar's Palace, Springhill Suites, Alaska Tour Adventures, and Gateway Canyons.

A solid base in business enables students to gain the necessary knowledge to work across the functional areas of business in today's global environment.

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About This Major . . .

The field of Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. Business courses to be taken include courses in marketing, business law, business technology, management, accounting, finance, economics, and hospitality specific courses. Upon completion of the program, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as prepared to continue for advanced study in the Bachelor of Applied Science in Hospitality Management.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU associate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Locate, gather and organize information on an assigned hospitality management topic. (Specialized Knowledge)
2. Recognize mathematical concepts and methods in relation to hospitality management issues. (Quantitative Fluency)
3. Communicate clearly and appropriately basic hospitality management information. (Communication Fluency)
4. Describe beginning hospitality management concepts in appropriate business contexts. (Critical Thinking)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at http://www.coloradomesa.edu/registrar/graduation.html.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

AAS: Hospitality Management (48 semester hours)

Core Courses (36 semester hours)
- ☐ ACCT 201 - Principles of Financial Accounting (3)
- ☐ ACCT 202 - Principles of Managerial Accounting (3)
- ☐ BUGB 211 - Business Communications (3)
- ☐ BUGB 231 - Survey of Business Law (3)
- ☐ One of the following courses:
  CISB 101 - Business Information
  Technology (3) CISB 205 - Advanced
  Business Software (3)
- ☐ One of the following courses:
  CISB 241 - Introduction to Business
  Analysis (3) STAT 241 - Introduction to
  Business Analysis (3)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)
- ☐ MANG 201 - Principles of Management (3)
- ☐ MARK 231 - Principles of Marketing (3)
- ☐ HMGT 101 - Travel Industry I (3)
- ☐ One of the following courses:
  HMGT 200 - Management and Supervisory Skills for the Hospitality
  Industry (3) CUAR 255 - Supervision in the Hospitality Industry (3)

Restricted Electives (12 semester hours)
Select 12 semester hours from the following courses:
HMGT 201 - Management in the Hospitality
Industry (3) HMGT 211 - Travel Destinations (3)
HMGT 217 - Hotel Operations (3)
HMGT 218 - Housekeeping Operations
(3) HMGT 241 - Food & Beverage
Management (3) HMGT 296 - Topics (3)
CUAR 115 - Intro to Sustainable
Cuisine (3) CUAR 179 - Wines,
Spirits, and Beers (3) CUAR 190 -
Dining Room Management (3)
CUAR 261 - Cost Controls (3)
CUAR 262 - Purchasing for the Hospitality
Industry (3) HMGT 299 - Internship (3-6)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

About This Major . . .

The Bachelor of Applied Science in Hospitality Management combines the technical skills and business proficiency necessary for success in today's business world. A unique program, the B.A.S. allows students who have already earned an associate of applied science degree to build upon their technical specialties with Essential Learning courses and junior and senior level business courses. This allows associate of applied science degree holders to gain a 4-year degree in approximately four additional full-time semesters, depending upon prior coursework.

Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management and entrepreneurship. Upon completion of the program, students will be technically and academically prepared for leadership positions in the hospitality industry. Potential employment opportunities with this 4-year degree include management in any of the following areas: resort and hotel management, food and beverage management, travel and tourism management, health care and education food service management, etc. With the ever expanding world hospitality market, this degree has endless opportunities.

Prospective students not holding an associate of applied science degree can begin their college career at CMU in a chosen field of study with a 2-year degree and then progress to a 4-year degree using the B.A.S. This degree will provide students with upward mobility in their area of employment as they move into supervision/management positions.

For more information on what you can do with this major, go to http://www.coloradomesa.edu/career/whatmajor.html.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical Thinking)
2. Produce professional business work products, independently and working as a team. (Applied Learning)
3. Communicate clearly, appropriately, and persuasively to the business audience, both orally and in writing. (Communication Fluency)
4. Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized Knowledge)
5. Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative Fluency)
6. Properly and appropriately use information systems tools and techniques within functional business areas. (Applied Learning)
7. Apply financial, marketing, and operational business principles within the hospitality industry. (Specialized Knowledge)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audits on a regular basis and should discuss questions or concerns with their advisors or academic department heads. Discrepancies in requirements should be reported to the Registrar's Office.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)
See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
- ☐ ENGL 111 - English Composition (3)
- ☐ ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)
- ☐ MATH 113 -College Algebra (4*) or higher
  *3 credits apply to the Essential Learning requirements and 1 credit applies to elective credit

Humanities (3 semester hours)
- ☐ Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)
- ☐ ECON 201 - Principles of Macroeconomics (3)
- ☐ ECON 202 - Principles of Microeconomics (3)

Natural Sciences (7 semester hours, one course must include a lab)
- ☐ Select one Natural Sciences course (3)
- ☐ Select one Natural Sciences course with a lab (4)

History (3 semester hours)
- ☐ Select one History course (3)

Fine Arts (3 semester hours)
- ☐ Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)
- ☐ KINE 100 - Health and Wellness (1)
- ☐ Select one Activity course (1)

Essential Learning Capstone (4 semester hours)
Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.
- ☐ ESSL 290 - Maverick Milestone (3)
- ☐ ESSL 200 - Essential Speech (1)

☐ MATH 113 - College Algebra (1)
☐ _____
☐ _____
☐ _____
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Appendix B
Catalog Course Descriptions

Certain courses are only offered during the fall or spring semesters or may be available only in alternating years. It is the student's responsibility to meet with their advisor and/or check the two-year course planning calendar on the Colorado Mesa University website for course availability. Learn more at coloradomesa.edu/academics.

HOSPITALITY MANAGEMENT (HMGT)

HMGT 101: Travel Industry I (3) Introduction to tourism and its relationship to the business world, an overview of all sectors of business and the components of the travel, tourism, and hospitality industry. Travel methods, destination resorts, and other businesses which serve the traveler are evaluated. A requirement for all Hospitality Management students.

HMGT 102: Travel Industry II (3) Evaluation of job opportunities in the travel, recreation, and hospitality fields. Travel trends, feasibility studies, and marketing techniques are analyzed. Students are provided an opportunity to prepare and acquire skill instructions for work in the student's career objective. Field trips and visiting lecturers are included. Prerequisite: HMGT 101 or consent of instructor.

HMGT 103: Travel and Tourism Marketing Techniques (3) Interpretation of marketing problems, strategies, and techniques of industries engaged in serving the traveler, methods of identifying potential markets, preferences, and likely responses to promotional programs of private and governmental travel entities. Required of all Hospitality Management students. MARK 231 recommended for baccalaureate students. Prerequisite: HMGT 101 or consent of instructor.

HMGT 199: Employment Concepts (1) Introduction of the concepts of employment in conjunction with the internship experience. It will provide students with an opportunity to share their concerns with the instructor and other students, allow employers to discuss the internship with students and assist the student in developing his or her career goals. The student will enroll in this course the spring semester immediately preceding the summer they intend to do their HMGT 299 Internship. Prerequisite: HMGT 101

HMGT 200: Management and Supervisory Skills for the Hospitality Industry (3) Evaluates the supervisory and management processes through a comprehensive overview of how these processes relate to specific hospitality industry applications. Prerequisite: HMGT 101 or consent of instructor.

HMGT 201: Management in the Travel Industry I (3) An opportunity to explore operating techniques and problems of the major industries involved in tourism, travel, and hospitality through the eyes of the operating manager. Specific skills used within various industries are developed. Prerequisite: HMGT 200 or consent of instructor.

HMGT 211: Travel Destinations (3) For the individual who plans to work, study, or travel internationally including the professional who is, or plans to be, part of the travel industry. Life styles and current local aspects in foreign destinations are considered and guest lecturers are included. Open to all students but strongly recommended for Hospitality Management students.

HMGT 215: Computerized Reservations (3) An introductory course providing an overview of operation of a computerized reservations system. Prerequisites: HMGT 101 and HMGT 200.

HMGT 217: Hotel Operations (3) Introductory course providing an overview of the operation of a hotel front office. This will include the use of the personal computer and state-of-the art software for reservations, check-in, check-out and creating the daily report. Prerequisite: HMGT 101.

HMGT 218: Housekeeping Operations (3) Comprehensive overview of managing housekeeping operations in the lodging industry including practical applications to industry segments and impact on capital expenditures. Prerequisite: HMGT 101 or consent of instructor.

HMGT 241: Food and Beverage Operations (3) Comprehensive overview of management processes in food and

Appendix C

Faculty Vitae

Name: Britt R Mathwich
Full-timeFaculty Vita
Start Year: 2011
Program: Business Administration Department: Business
Faculty Rank: Assistant Professor

Highest Degree:
- MA Eastern New Mexico University - Portales, NM Organizational Communication, 1982

Education: (List all degrees beginning with most recent-include post docs and external certificates)

1982 Eastern New Mexico University, Portales, NM
- M.A., Organizational Communication

1976 University of New Mexico, Albuquerque, NM
- B.A., Psychology

Certifications:
- 2017 - CITI Social Behavior Research Course
- 2017 - American Hotel and Lodging Educational Institute - Certified Hotel Industry Analytics
- 2016 - American Hotel and Lodging Educational Institute - Certified Hospitality Administrator (Lifetime Certification)
- 2014 - Red Global Hotel Business Acumen
- 2012 - American Hotel and Lodging Educational Institute - Certified Hospitality Educator
- 1990 - Principal Centered Leadership (Steven Covey)
- 1988 - American Hotel and Lodging Educational Institute - Certified Hospitality Administrator (CHA)
- 1987 - American Hotel and Lodging Educational Institute - Certified Food & Beverage Director (CFBD)

Professional Experience:

Assistant Professor Department of Business
2011-Present Colorado Mesa University Grand Junction, CO
- Teaching Hospitality Management
- Teaching Sales Management
- Teaching Management/General Business

BRM Consulting
- 2011-Present

Great Inns of the Rockies/Lodge at Cloudcroft NM
- 2011-2015 President/CEO Great Inns of the Rockies and The Lodge at Cloudcroft

Teaching 2003-Present:

Courses Taught

- MANG 201 Principles of Management (14 sections, 4 online)
- HMGT 310 Hospitality Travel and Tourism Marketing (4 sections, 1 distance learning)
- HMGT 410 Hospitality Facilities Management (6 sections)
- HMGT 450 Hospitality Sales and Marketing Strategies (4 sections)
- HMGT 496 Topics: Executive Decisions in Hospitality, Leadership, Ethics, Employee Relations and External Relations (1 section)
- HMGT 101 Introduction to Hospitality (7 sections, 1 online)
- HMGT 496 Topics: Training and Development in the Hospitality Industry (1 section)
- HMGT 351 Community Travel and Tourism (1 section independent study)
- HMGT 470 Hospitality Management Strategies (4 sections)
- BUGB 105 Freshman Business Seminar (2 sections)
- MARK 335 Sales and Sales Management (5 sections)
- HMGT 217 Hotel Operations (2 online sections)
- HMGT 396 Topics: Managing Quality Service (1 section)

Evidence of Continuous Improvement:

- Mountain Plains Management Conference, Oct 2011
- Lumina Degree Profile Workshop, Jan 2012
- Western Council of Hotel, Restaurant and Institutional Education, Regional Conference, Spring 2012 Academic Affairs Teaching Ken Bain Workshop, Aug 2012
- Mountain Plains Management Conference, Oct 2012
- Academic Affairs Professional Development Workshop Dr. Paul Gastón, Jan 2013 Academic Affairs Professional Development Workshop Mark Taylor, Aug 2013 Western Council of Hotel, Restaurant and Institutional Education, Feb 2013
- D2L Learning - two sessions, 2013
- American Hotel Lodging Association (AHLA) Summer Summit, 2013 Annual (AHLA) Fall Conference, 2013
- Colorado Hotel & Lodging Assoc. AHLA Fall 2013 Education Workshops
- Academic Affairs Professional Workshop by Dr. Terrell Rhodes, Jan 16-17, 2014 Academic Affairs Professional Workshop by Dr. Leslie Myers, Aug 14-15, 2014. Departmental Assessment Discussion with Dr. Gloria Rogers, Jan 2014
- Western Council of Hotel, Restaurant and Institutional Education Conference, Feb 2014 Degree Works Workshop 2014
- Academic Affairs Professional Workshop, Jan 2015
- Western Council of Hotel, Restaurant and Institutional Educators, Feb 2015 Mountain Plains Management Conference, Sept 2015
- Daniel's Funds Ethics Initiative Leadership Town Hall Event, Sept 24, 2015 Colorado Hotel and Lodging Association Annual Conference, Nov 2015
- Western Council of Hotel, Restaurant and Institutional Educators Conference, Feb 2016
- International Council of Hotel, Restaurant and Institutional Educators Annual Conference, July 2016 Attended Teaching and Leadership Workshops
- Academic Affairs Professional Workshop on Critical Thinking Unmasked, Dr. L Nielson, August 2016
- Daniel's Funds Ethics Initiative Leadership Town Hall Event, Fall 2016
- Daniel's Funds Ethics Initiative, Semi-Annual Conference and Workshops, Fall 2016
- Academic Affairs Professional Workshop January 2017
- Western Council of Hotel, Restaurant and Institutional Educators Workshops February 2017 Citi

- WCHRIE Presentation: Analysis and Future Trends of Hospitality Internship Programs, Feb 2016 (AACSB IC: Basic/Academic/ Professional Meeting Presentation)
- International Council of Hotel, Restaurant and Institutional Educators (ICHRIE) July 2016 Poster Presentations: Ethics in the Hospitality Industry, The Survey Analysis for Student Run Business (AACSB IC: Basic / Academic / Professional Meeting Presentation)

- WCHRIE Paper Presentations: Case Study - Leadership, Ethics, Human Resources, External Environment, Feb 2017. (AACSB IC: Basic / Academic / Professional Meeting Presentation).

- WCHRIE Paper Presentations: Teaching Ethics in Hospitality Management Programs: Review, Analysis, and Recommendations, Feb 2017. (AACSB IC: Basic / Academic / Professional Meeting Presentation).
- Case Study - Leadership, Ethics, Human Resources, External Environment, Journal of Hospitality and, Tourism Cases, Submitted June 2017. (AACSB IC: Teaching: PRJ).
- Teaching Ethics in Hospitality Management Programs: Review, Analysis, and Recommendations, Journal of Teaching in Travel and Tourism, Submitted June 2017. (AACSB IC: Teaching: PRJ). Teaching Ethics in Hospitality Management Programs: Review, Analysis, and Recommendations, Journal of Hospitality and Tourism Education resubmitting fall 2017 with recommended revisions from reviewers from Journal of Teaching in Travel and Tourism. (AACSB IC: Teaching: PRJ).

Other:
- Reviewed Certified Hospitality Administrator Exam Update for AHLA Educational Institute. 2005 (AACSB IC: Basic / Other).

- Reviewed chapter on Executive Housekeeping Operations for the new AHLA Educational Institute Book entitled "The Next Generation of Hospitality." 2012 (AACSB IC: Basic / Other).

- Reviewed Supervisory Skill Builders Third Edition for AHLA with the Training and Educational Council Committee 2013 (AACSB IC: Basic / Other).

- Reviewed Chapter 3 "Leadership and the Guest Cycle" for AHLA Educational Institute Hospitality Training and Management Program for High Schools 2012 (AACSB IC: Basic / Other).

- Lodging Magazine Article on Small and Independent Properties 2012 (AACSB IC: Basic / Other).
- Professional Consulting: The Lodge Resort and Spa 2011-2015 (AACSB IC: Basic / Other). Red

  Global Business Acumen Certificate, 2015. (AACSB IC: Basic / Other).

- Collaborative Institutional Training Initiative (CITI PROGRAM), July 2017. (AACSB IC: Basic / Other).

Professional Memberships:
- American Hotel and Lodging Association, 1986-Present
- New Mexico Hotel and Lodging Association, 1986-2015
- Colorado Hotel and Lodging Association, 2012-Present
- International Council of Hotel Restaurant and Institutional Education 2012-Present
- Hospitality Sales and Marketing Association International 2015-Present

Service 2003-Present:

Community

American Hotel & Lodging Association (AH&LA)
- Board of Directors   1994-2010
- Executive Board Member   2000-2002
- Resort Committee   2003-2010
- Small & Independent Properties Committee (SIPAC)   1994-2014
- SIPAC Chairman   2007-2014
- Strategic Planning Task Force   2003-2004
- Experience Lodging Advisory Council   2002-2006
- Educational Institute Advisory Committee   2007- 2013

Utah Hotel & Lodging Association (UHLA)
- Board of Directors   1988-2010
- President   Two Terms

Utah Valley University
- Hospitality Advisory Committee   1988-2011
- Culinary Advisory Committee   1995-1997
- Community Relations Committee   2004-2011
- Heber Campus Strategic Planning   2000-2011

Soldier Hollow 2002 Olympic Venue
- Olympic Organizing Team   2000-2002
- Legacy Foundation Treasurer   2001-2010

- Heber Valley Restaurant & Lodging Association   1990-2003
- Midway Business Alliance Member   1990-2010
- Park City Lodging Association Member   1986-2010

- Member Salt Lake CVB, Provo Orem CVB, Park City
  Chamber and CVB   1986-2010

- Ski Utah Member   1986-2010

Heber Valley Chamber of Commerce
- Board of Directors   1986-2009
- President   Two Terms
- Tourism Committee/Tourism Advisory Board   1988-2010

Utah Tourism Industry Coalition (UTIC)
- Board Member   1990-2010
- Secretary/Treasurer   2009-2010
- Executive Committee   2003-2010
- Utah Office of Tourism Strategic Planning

Conde Nast Magazines' Top 50 Ski Resorts
- Homestead   1995-2002

Best of State Utah - Homestead
- Meeting and Conference Facility   2003 & 2006
- Vacation Resort   2003-2005
- Golf Course   2004-2006
- Day Spa   2006

Please record the number "items/events" you have listed above in the following categories. If you specify items/events under "other," please provide an explanation/definition.

2 Journal Articles; 17 Conference Presentations; 1 Exhibition; 9 Other (related to discipline) Red Global Business Acumen Certificate, 2015. (AACSB IC: Basic) Collaborative Institutions.

Summer Abroad in Central
Europe   Summer 2012
~6 MBA Credits for travel to major business centers and capitals of Central European nations
International Travel
~Austria, Canada, Cuba, Czech Republic, France, Germany, Greece, Hungary, Italy, Jamaica, Mexico, Poland,
  Puerto Rico, Scotland. Slovakia, Spain, Switzerland, Turkey, USVI

Professional Experience

MEDCO SUPPLY, Boulder, CO   August 1982 to January 1987
Sales Manager
~ Sales Manager for full service DME / O_2 home health care retailer
~ P & L responsibility for sales of all product lines
~ 300% increase in DME sales in 5 years
~ Developed and maintained marketing presence, publications, and professional contacts

SURGICAL APPLIANCE INDUSTRIES, Cincinnati, OH   January 1987 to March 1990
Regional Sales Representative
~ Wholesale sales representative for multi-line DME and soft-goods manufacturers
~ 5 western state territory including CO, MT, ND, SD, WY
~ Diversified customer base of medical professionals at hospitals, doctor's offices, pharmacies and clinics
~ Marketing for territory, account advertising of new products and promotions

ALTIS AND ASSOCIATES, Upland, CA   March 1990 to December 1993
District Sales Manager, Southern California
~ District Sales Manager for highly populated Southern California healthcare market
~ Increased sales in all four competitive Territories 1991-1993
~ Developed internal and external sales management systems
~ Organized marketing and monthly newsletters for sales department

Military Experience

UNITED STATES NAVY, Norfolk, VA   July 1972 – June 1976
PO2 (E-5) USS John F. Kennedy (CV-67)
~ Vietnam Era Veteran

Memberships and Affiliations

Society for Case Research   207 Belle Meade Blvd.

Steve Norman (Ph.D. year: 2006) (Department Head – Does not teach in the HMGT Program)

Education:
Ph.D.   University of Nebraska-Lincoln   Organizational Behavior/Leadership   2006
MBA   University of Colorado-Colorado Springs   Management Information Systems   1996   BS
University of Colorado-Colorado Springs   Business Finance   1989

Professional Experience
Administrative Positions
Manager – Oracle Corporation

Academic Positions
Associate Professor of Management, Assurance of Learning Chair – Colorado State University- Pueblo
Associate Professor of Business/Business Department Head - Colorado Mesa University

Teaching
Undergraduate
Organizational Behavior, Leadership, Human Resource Management, Principles of Management
Graduate
Organizational Behavior, Leadership, Organizational Theory

Intellectual Contributions:
Peer-Reviewed Journal Articles

Pitichat, T., Reichard, R.J., Kea-Edwards, A., Middleton, E., & Norman, S.M. (In Press). Psychological capital for leader development. *Journal of Leadership and Organization Studies*.

Gilbreath, B., Norman, S.M., Frew, E.J., Fowler, K.L., & Billington, P. (2016). Helpful tools for managing the assurance of learning process. *Business Education Innovation Journal*, 8(1), 111-122.

Norman, S.M., Gardner, D.G., & Pierce, J.L. (2015). Leader Roles, Organization-based Self-esteem, and Employee Outcomes. *Leadership & Organization Development Journal, 36(3)*, 253-270.

Larson, M. D., Norman, S.M., Hughes, L.W., & Avey, J.B. (2013). Psychological capital: A new lens for understanding employee fit and attitudes. *International Journal of Leadership Studies, 8(1)*, 28-43.

Zhu, W., Norman, S., Peng, Z., Riggio, R. E. & Sosik, J. (2012). The impact of ethical executive leadership on American public: The mediating role of confidence in executive leadership. *Leadership, 8(2)*, 109-124."

Hughes, L.W., Gardner, W.L., & Norman, S.M. (2011). Transparency, translucence or opacity? A field investigation of the mediating role of positive emotions in trustful leader-follower relations. *Journal of Business & Leadership: Research, Practice, and Teaching, 6*, 38-47.

Norman, S.M., Avey, J.B., Nimnicht, J.L., & Graber-Pigeon, N. (2010). The interactive effects of psychological capital and organizational identity on employee organizational citizenship and deviance behaviors. *Journal of Leadership and Organizational Studies, 17(4)*, 380-391.

Norman, S.M., Avolio, B.J., & Luthans, F. (2010). The impact of transparency and positivity on trust in

Norman, S.M., May, D.R., Zhu, W., & Luthans, B. Developing moral resiliency in employees and organizations: Toward a research-based intervention. Paper presented at the Western Academy of Management spring 2012 Conference, La Jolla, CA.

Norman, S.M., Hughes, L.W., Larson, M.D., & Avey, J.B. The mediating role of media savvy in virtual leader- follower relationships. Current paper in new stages presented at the Western Academy of Management spring 2012 Conference, La Jolla, CA.

Norman, S.M. Psychological Capital and Trust in Virtual Work Environments. Current research presented at National Decision Sciences Institute Main Conference. San Diego, CA; November 2010.

Hughes, L.W., Gardner, W.L., & Norman, S.M. Transparency, translucence or opacity? A field investigation of the mediating role of positive emotions in trustful leader-follower relations. Paper presented at the Business and Leadership Symposium. Fort Hays, KS; October 5, 2010.

Norman, S.M., Larson, M. D., Hughes, L.W., & Avey, J.B. Leadership and employee psychological capital congruence and employee job satisfaction, engagement, and organizational fit. Paper presented at the annual meeting for the Midwest Academy of Management, Chicago, IL; October 2009.

Norman, S.M., Hughes, L.W., Larson, M.D., & Avey, J.B. The role of media savvy in virtual leader-follower relationships. Paper presented at the annual meeting for the Midwest Academy of Management, Chicago, IL; October 2009.

Norman, S.M., Hughes, L.W., & Gardner, W.L. Transparency, translucence or opacity? Two field investigations of the mediating role of positivity in transparent and trustful leader-follower relations. Paper presented at the annual conference for the Southern Management Association, Asheville, NC; October 2009.

Zhu, W., & Norman, S.M. The impact of ethical executive leadership on the American public: The mediating role of confidence in executive leadership. Paper presented at the Western Academy of Management Conference, Oakland, CA; March 2008.

Norman, S.M., & Hughes, L.W. Leader and follower trust in virtual organizations: The moderating impact of media richness. Paper presented at the Mountain Plains Management Conference, Kearney, NE; October, 2007.

Waterson, C.L. & Norman, S.M. Entrepreneurial alertness and opportunity recognition: What opportunities do entrepreneurs pursue? Paper presented at the Academy of Management Annual Conference, Philadelphia, PA, Summer, 2007.

Hughes, L.W., Avey, J.B., & Norman, S.M. The engagement ring: A study of the roles of supportive climate, trust, and engagement on organizational commitment and performance. Paper presented at the Academy of Management Annual Meeting, August, 2006, Atlanta, GA.

Luthans, F., Norman, S.M., & Luthans, B. The effect of leader hope on follower resilience. Paper presented at the Western Academy of Management Conference, Las Vegas, NV, April 2005.

Luthans, F., Norman, S.M., & Jensen, Susan, S.M. Immigrant entrepreneurship and psychological capital. Paper presented at the Pan Pacific Conference, Shanghai, China, May, 2005.

Luthans, F., Norman, S.M., & Hughes, L. Authentic leadership. Paper presented at the DSI National conference, November, 2005, San Francisco, CA.

Presentations for Business Community

Norman, S.M. Corporate governance and the role of human resource professionals. Presented as one of three
     keynote speakers at the Spring 2007 conference of the Western Colorado Human Resource
     Association (WCHRA).

Active Service on a Board of Directors

Active Consulting Projects of Significant Duration
Professional Experience

Approximately 20 years of professional experience, both as an individual contributor and in various leadership roles, in various industries including finance, insurance, golf course maintenance and management, and technology.

Honors and Awards

2015 Dean's Award for Excellence in Research, Hasan School of Business, Colorado State University-Pueblo

Service
Departmental

Chair, Assurance of Learning (AoL) Committee, Hasan School of Business,
     Colorado State University-Pueblo (passed re-accreditation Spring,
     2014)
Member, Committee to help with organizational assessment and
     accreditation, campus-wide, Colorado State University
Member, Graduate Studies Committee, Colorado State University-
Pueblo Committee to examine classroom conduct, Colorado State
University-Pueblo

University

Leading electronic course delivery and hybrid course development, Colorado State University-
Pueblo Helped develop new academic program emphasizing Human Resource Management, Mesa
State College
     (now Colorado Mesa University - CMU)
Helped develop the Leadership Academy, Mesa State College (CMU)
Volunteered annually to help the VP of Academic Affairs with the new student orientations, Mesa State
College (CMU)
Served on several search committees, UNL, CSU-Pueblo, and Mesa State College (CMU).

Community Profession

Editorial Board Member for *Journal of Leadership and Organizational
Studies.* Editorial Board Member for *Southern Business Review.*
Reviewer for the *Western Academy of Management Conference,* past and
present. Member, Academy of Management
Member of the Western Academy of
Management Member of the Decision Sciences
Institute

Appendix D

Library Assessment Reports

Date of Assessment: October 2017

Program under review: Hospitality Management (Business Administration)

Description of Program:

The Bachelor of Applied Science (BAS) in Hospitality Management combines the technical skills and business proficiency necessary for success. Upon completion of the BAS program, students will be technically and academically prepared for leadership positions in their chosen industries. This degree will provide students with upward mobility in their area of employment as they move into supervision/management positions.

Upon completion of the Associate of Applied Science (AAS) in Hospitality Management, students will be prepared for an entry-level position in the broad and expanding hospitality industry, as well as be prepared to pursue the Bachelor of Applied Science in Hospitality Management.

Business courses to be taken include courses in marketing, promotion, management, accounting, finance, small business management and entrepreneurship. The minor in hospitality management is designed to prepare students to enter the world of hospitality management. Coursework in the areas of marketing, management and community tourism will provide students the basic skills needed in order to contribute more efficiently and effectively in the industry. For the student interested in the industry, a minor coupled with a bachelor's degree can increase the employment opportunities available in a variety of travel-related areas.

Program Level/s: Bachelor of Applied Science (BAS), Associate of Applied Science (AAS)

Liaison: Laureen P. Cantwell

1. **Collection Assessment**

   Collection development is the joint responsibility of the Hospitality Management faculty and the Hospitality Management/Business Administration Librarian. Review slips and new title lists are sent to the department faculty for their review and feedback. They may also recommend titles found in their journal reading or from publishers' advertisements. Titles recommended are sent to the librarian who reviews them and sends them on for purchase as money allows. As Business Administration budget line acquisitions may broadly be of use to HMGT students, in addition to titles purchased specifically with HMGT studies in mind, those purchases are detailed within these reports as well, including in the acquisitions data table immediately below. A total of 541 titles were purchased in the last 5 years using the Business Administration and MBA budget lines.

subject heading searches to get a snapshot of the total collection. Some titles that could be used for hospitality management and tourism topics can be found in the broader business area of the collection (such as human resources, employee management, branding/marketing, and other far-reaching topics) as well as in the technology section of the collection (where the hospitality industry and culinary arts titles live). These were *not* included in the snapshot analysis below as they would not have been purchased explicitly with the HMGT program in mind.

Call number areas include:
  TX 901-946.5 Hospitality industry. Hotels, clubs, restaurants, etc. Food service
  G154.9-157 Travel and state. Tourism

Subject headings/keywords:
  Hotel management.
    Hotel management -- Study and teaching
  Hospitality -- Study and teaching
  Hospitality industry.
    Hospitality industry -- Management.
    Hospitality industry – Social aspects
    Hospitality industry -- Study and teaching
  Hotels
    Hotels -- Security measures.
  Tourism
    Tourism – Environmental aspects
    Tourism -- Management
    Tourism – Social aspects

Additional subject headings and keywords of interest:
  Restaurants -- Security measures.
  Food service management.
  Hotelkeepers -- Interviews.
  Cornell University. -- School of Hotel Administration.
  Travelers
  Dark tourism
  Ecotourism
  Geotourism
  Heritage tourism
  Sustainable Tourism

- McGuire, K. A. (2016). *Hotel pricing in a social world: Driving value in the digital economy.* Hoboken, New Jersey: John Wiley & Sons, Inc.
- Levander, C. F., & Guterl, M. P. (2015). *Hotel life: The story of a place where anything can happen.* Chapel Hill: The University of North Carolina Press.
- Rickly-Boyd, J. M. (2014). *Tourism, performance, and place: A geographic perspective.* Surrey, England; Burlington, Vermont: Ashgate.
- Pechlaner, H., Smeral, E., & Keller, P. (2014). *Tourism and leisure: Current issues and perspectives of development.* Wiesbaden: Springer Gabler.
- National Restaurant Association (U.S.). (2013). *Hospitality accounting* (2nd ed.). Boston ; Toronto: Pearson.
- Clifton, D. (2012). *Hospitality security: Managing security in today's hotel, lodging, entertainment, and tourism environment.* Boca Raton, FL: CRC Press.
- Inkson, C., & Minnaert, L. (2012). *Tourism management: An introduction.* Los Angeles, [California]: Sage.
- Goeldner, C. R., & Ritchie, J. R. B. (2012). *Tourism: Principles, practices, philosophies* (12th ed.). Hoboken, NJ: Wiley.
- O'Fallon, M. J., & Rutherford, D. G. (2011). *Hotel management and operations* (5th ed.). Hoboken, N.J.: Wiley.
- Sturman, M. C., Corgel, J. B., Verma, R., & Cornell University. School of Hotel Administration. Career Services Office. (2011). *The Cornell School of Hotel Administration on hospitality: Cutting edge thinking and practice.* Hoboken, N.J.: Wiley.
- Papathanassis, A. (2011). *The long tail of tourism: Holiday niches and their impact on mainstream tourism.* Wiesbaden: Gabler Verlag.

The monograph collection related to HMGT content involves both print and electronic formats. While the Library's eBook collection was started in the late 1990s, since 2010 efforts have been made to revitalize eBook acquisition efforts. This format will continue to grow while the print portion will steadily decrease, as indicated by the inverse relationship between pre-2000 print monographs and 2010-current eBook titles in the Overall Snapshot table in particular. The eBook format makes the collection available beyond the walls of the Library, which enables on-campus and distance-based students and faculty to take advantage of the collection. The pre-2000 part of the collection lays the foundation for the hospitality management discussions and topics of today, as well as hotel and hospitality industry history (particularly within the state of Colorado).

As a partial government depository, the Library also makes available a large number of federal documents. These are available in a variety of formats – paper, microform, CD, and online.

- *Business Traveller* (Business Source Complete, 2009-current)
- *Camping Magazine* (Education Research Complete, 1995-current)
- *Caterer & Hotelkeeper* (Business Source Complete, 2002-2014)
- *Cities* (ScienceDirect, 1983-current)
- *Cornell Hospitality Quarterly* (Sage Premier, 1999-current)
- *Cruise Travel* (MasterFILE Premier, 1998-current)
- *Hospitality Design* (Business Source Complete, 1993-current)
- *Hotels* (LexisNexis, 2002-2010)
- *Hotel and Motel Management* (Business Source Complete, 1995-2010)
- *Hotel Management* (Business Source Complete, 2011-current)
- *International Journal of Tourism Research* (Wiley Online, 1996-current; Business Source Complete, 1999-current, 12-month embargo)
- *Journal of Hospitality and Tourism Management* (ScienceDirect, 2013-current)
- *Journal of Leisure Research* (SPORTDiscus, 1992-current)
- *Journal of Travel Research* (Sage Premier, 1999-current; CMU print, 1976-current)
- *Journal of Travel Medicine* (Highwire Press, 1994-current, 12-month embargo)
- *Leisure Sciences* (Business Source Complete, 1998-current, 18-month embargo)
- *Lodging Hospitality* (Business Source Complete, 1993-2012)
- *New Orleans Magazine* (MasterFILE Premier, 1996-current)
- *Parks and Recreation* (Academic Search Complete, 1996-current)
- Schole: A Journal of Leisure Studies & Recreation Education (SportDISCUS, 2013-current)
- *Tourism Geographies* (Academic Search Complete, 1996-current, 12-month embargo)
- *Tourism, Leisure and Global Change* (Directory of Open Access Journals, 2014-current)
- *Tourism Management* (Science Direct, 1982-current)
- *Tourism Management Perspectives* (ScienceDirect, 2012-current)
- *The Tourism Studies* (J-Stage Open Access Journals, 2014-current)
- *Travel Agent* (Business Source Complete, 2000-current)
- *Travel Behaviour and Society* (ScienceDirect, 2014-current)
- *Travel Medicine and Infectious Disease* (ScienceDirect, 2003-current)
- *Traveler (National Geographic)* (Middle Search Plus, 2003-current, 3-month embargo)

e. **Media**

The Library subscribes to Films On Demand, a searchable collection of streaming videos, educational films, and video segments in the humanities & social sciences, science and math, business and health and medicine. This database has a number of eVideos of potential use to the HMGT program and which provide additional curricular support for students and faculty engaged with HMGT-related topics and content. (While the Library also acquires DVDs for the benefit of academic programs, though none of relevance to the HMGT program are within the collection at this time.) Examples of streaming video content include:

- The HMGT-related acquisitions are largely made through the Business Administration budget line purchases and through the funds available for the Western Colorado Community College (which hosts our Culinary Arts program); this can make it challenging to isolate materials purchased with HMGT studies in mind.
- Library liaison shifts between 2011-2014 may have created hiccups in the collection development process for this and other Business department programs.

3. **Recommendations**
- Continue to purchase eBooks to increase student access beyond the walls of the Library and to support a wide range of HMGT topics.
- Work more closely with disciplinary faculty to make strategic acquisitions of monographic content for this program.
- Review pre-2000 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still-current titles – and those that need to be withdrawn or replaced.

Library Director:

Sylvia L. Rael

Date: October 26, 2017

Appendix E

Curriculum Map

Bachelor of Applied Sciences Hospitality Management

Prior Mission Statement for the Department of Business: EACH CMU BUSINESS GRADUATE SHOULD BE A STRATEGIC DECISION MAKER.

This shall be documented by demonstration of skill in the following areas (prior SLO's):

A Bachelor of Hospitality Management Graduate will be able to:

Critical Thinking Skills: Apply knowledge and skills in appropriate contexts and transfer knowledge and skills to new situations.

Individual or Team Skills: Produce professional work products, independently and collaboratively.

Communication Skills: Communicate clearly, appropriately, and persuasively to the audience, both orally and in writing.
General Business Knowledge: Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies.
Analytical Skills: Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions.

Information System Skills: Properly and appropriately use information systems tools and techniques within functional business areas.
Specialized Knowledge in Hospitality Management: Apply , financial, marketing, and operational business principles to spectifc segments within

the hospitality industry through practical applications and case studies.

COURSES		Crit Think	Ind & Team	Commun	Bus Know	Analytical	IS
General Education*		B		B		B	
ACCT 201	Prin of Fin				B	B	
Bugb 349	Legal Environ	D			D		
Cisb 241/Stat200	Bus Analysis	B				B	B **
FINA 301	Managerial Finance	D	D	D	D	D	D
Mang 201	Prin of Managmt				B		
Mang 450	Entrepreneurship						
Mark 231	Prin of Marketg				B		
HMGT 410	Hosp Facil Mgt	A			A		
Mang 371	HR				D	D	
Mang 341/Cisb 341/Mark 350	Quant Decision	D				D	D
HMGT 450	Hosp Mkt Strat	A			A		
HMGT 470	Hosp Mgt Strat	A	A	A	A	A	A

The table is labeled OBJECTIVES across the top.

Beginning
R and U

Developing
AP and AN

Advanced
E and C

Bloom's Taxonomy

(revised)

R	Remember
U	Understand
AP	Apply
AN	Analyzing
E	Evaluate
C	Create

Planned Assessments for the BAS

Critical Thinking: Project in HMGT 470 with departmental rubric

Individual & Team Skills: Project in HMGT 470 with departmental rubric

Communication: Project in HMGT 470 with departmental rubric

General Business Knowledge: Project in HMGT 470 with departmental rubric

Analytical Skills: Project in HMGT 470 with departmental rubric

Information Technology Skills: Project in HMGT 470 with departmental rubric

* General Education courses vary, but should cover the areas of CMU's institutional SLOs.

** Students taking STAT 200 may not be getting beginning IS skills.

Goal:	**1. Critical Thinking**		Current status
Objective:	1.4 - Analyze business data critically, reason logically, and apply <u>qualitative analysis</u> methods correctly to develop appropriate business conclusions.		
Semester:	Spring 2017	Date of this document: July 2017	
Contacts:	Kyle Stone		

Last 3 assessments, oldest first

Semester	Course	Method	Artifact	Results	Status
None					

Narrative: This is a new SLO created in FA16 therefore no data has been collected. During the review and revisions of our Mission and SLO's, faculty determined qualitative analysis was an important attribute of our program and should be added to the "Critical Thinking / Problem Solving" goal.

Next Assessment: SP18

Follow-up from previous semesters – not applicable. New objective.

Recommended actions: An assessment method and artifacts needs to be determined for this SLO.

Close the Loop Activities: none

Goal:	2. **Effective Communication Skills**				Current status
Objective:	2.2 - Communicate clearly, appropriately, and persuasively to the audience orally				
Semester:	Spring 2017		Date of this document: July 2017		
Contacts:	Kyle Stone				

Last 3 assessments, oldest first

Semester	Course	Method	Artifact	Results	Status
FA13 / SP14	CISB341; MANG491; MANG301; BUGB211;	Demonstration Demonstration Demonstration Demonstration	Topic Pres. Business Pres. Site Visit Pres. Elevator Pitch	56% Met or Exceed	
FA14 / SP15	MANG491; MANG301; CISB341; BUGB211;	Demonstration Demonstration Demonstration Demonstration	Group Sim Pres. Lit Review Pres. Regression Pres. Elevator Pitch	63% Met or Exceed	

Target for this sub-goal is at least 70% Meet or Exceed.
FA13 / SP14 Sample size = 162
FA14 / SP15 Sample Size = 155
Data was re-evaluated from past years to new standards set this year (2016 – 2017). Same rubric was used throughout all previous years so standardization should be fine with rubric.

Narrative: Students continue to struggle with organization and delivery. Much discussion has taken place within faculty meetings about presentations and the challenge of capturing "individual" presentations since most of our students present as groups. To properly assess this SLO we need individual presentations.

Next Assessment: FA17

Follow-up from previous semesters – work on integrating individual presentations in select upper division classes. Capture these for assessment.

Recommended actions: - Capture individual presentations, either face-to-face or recorded. Students are spending a lot of time presenting in the new ESSL speech classes and we should see an improvement in their presentation skills...especially if we assess in the 300 – 400 level.

Close the Loop Activities: Discussed outcomes with faculty; suggested we focus on a few classes within the Core BBA to hone and assess this SLO. The previous efforts were difficult because of the group nature of most presentations. Fall 2017 will need to focus on individual presentations. Need to integrate virtual presentations as well.

Goal:	3. **Teamwork**	Current status
Objective:	3.2 - Demonstrate behaviors consistent with effective teamwork	🔴
Semester:	Spring 2017 Date of this document: July 2017	
Contacts:	Kyle Stone	

Last 3 assessments, oldest first

Semester	Course	Methods	Artifact	Results	Status
FA14	BUGB105	Indirect – Survey	CATME - Smoothie	95.2% Met or Exceed	🟠
FA14	MANG491	Indirect – Survey	CATME – ENTR	95.4% Met or Exceed	🟠
SP15	BUGB105	Indirect – Survey	CATME – Smoothie	95.2% Met or Exceed	🟠
SP15	MANG491	Indirect – Survey	CATME – ENTR	95.4% Met or Exceed	🟠
FA15	BUGB105	Indirect – Survey	CATME – Smoothie	95.2% Met or Exceed	🟠
FA15	MANG491	Indirect – Survey	CATME – ENTR	95.4% Met or Exceed	🟠
FA15	MANG471	Indirect – Survey	CATME – Site Visit	93.4% Met or Exceed	🟠

Target FA14 / SP15 = 70% of students are above 3.00 on all factors of CATME FA14/SP15
BUGB105 Sample Size = 354
FA14/SP15 MANG491 Sample Size = 168 FA15
BUGB105 Sample Size = 209
FA15 MANG491 Sample Size = 19 FA15
MANG471 Sample Size = 31

Narrative: This SLO has been using an indirect survey to measure student's effectiveness during various projects using the CATME team survey tool. While this has been a useful tool, as of June 2017 the CATME is only available for a fee therefore we will stop using the CATME for assessment. This SLO needs to refocus on observing students instead of using only indirect measures. There are plans to integrate a simulation into Organizational Behavior (MANG301) and assess student performance within teams.

Next Assessment: SP18

Follow-up from previous semesters: See previous AoL reports

Recommended actions: As noted in the narrative, this SLO is going to refocus assessment efforts on observing students effectiveness within a team environment within MANG301. Gathering data from course embedded exam questions in addition to observation is planned for 2017 – 2018 academic year.

Close the Loop Activities:
- Faculty employed a well-known team assessment tool (CATME) to assess team performance and have determined that while it was providing interesting data, the information did not inform nor validate how our students are performing with regards to teamwork skills. A new approach is being developed that will incorporate observation along with pulling course embedded data.

Goal:	4. Ethical Awareness				Current status
Objective:	4.2 - Be able to identify relevant ethical facts				
Semester:	Spring 2017		Date of this document: August 2017		
Contacts:	Kyle Stone, Suzanne Lay, Britt Mathwich, Johnny Snyder				

Last 3 assessments, oldest first

Semester	Course	Methods	Artifact	Results	Status
SP17	MANG201	Direct	Case w/ Quiz	100% Met or Exceed	🟡
SP17	MANG201	Direct	Case w/ Quiz	88% Met or Exceed	🟡
SP17	MANG201	Direct	Case w/ Quiz	80% Met or Exceed	🟡
SP17	CISB241	Direct	Case w/ Quiz	100% Met or Exceed	🟡
SP17	CISB241	Direct	Case w/ Quiz	100% Met or Exceed	🟡
SP17	CISB241	Direct	Case w/ Quiz	100% Met or Exceed	🟡
SP17	CISB241	Direct	Case w/ Quiz	100% Met or Exceed	🟡
FA16	ACCT201	Direct	Case w/ Quiz	100% Met or Exceed	🟡
FA16	ACCT201	Direct	Case w/ Quiz	100% Met or Exceed	🟡
SP17	HMGT470	Direct	Case w/ Quiz	100% Met or Exceed	🟡

Narrative: This Goal and associated SLO's were added Fall 2016. Department of Business was awarded the Daniels Ethics Fund Initiative Grant in Spring 2015 and many great activities have been funded by the grant for the students, local community, businesses, and the University. The assessment activity that took place in Fall/Spring 2016 – 2017 consisted of an ethical case, training materials specific to various ethical principles, a quiz, and debrief. Examples of each case can be reviewed in the AoL artifacts file.

Next Assessment: SP19

Follow-up from previous semesters: New Goal / SLO Fall 2016

Recommended actions: While this is the first formal assessment of this SLO for the Business Department AoL / Continuous Improvement activities, the Daniels Ethics Initiative has been submitting annual reports required for the grant since 2015. These reports include numerous examples of impact and assurance of learning required to meet the funding requirements.
Faculty noted within the assessment of this SLO that differentiation between SLO 4.1 and 4.2 was difficult.

Close the Loop Activities:

Goal:	4. **Ethical Awareness**				Current status	
Objective:	4.4 - Be able to recommend appropriate ethical actions					
Semester:	Spring 2017		Date of this document: July 2017			
Contacts:	Kyle Stone					

Last 3 assessments, oldest first

Semester	Course	Instructor	Artifact	Results	Status
SP17	HMGT470	Direct	Case w/ Quiz	100% Met or Exceed	🟡
SP17	MANG201	Direct	Case w/ Quiz	100% Met or Exceed	🟡
FA16	ACCT201	Direct	Case w/ Quiz	100% Met or Exceed	🟡

Narrative: This Goal and associated SLO's were added Fall 2016. Department of Business was awarded the Daniels Ethics Fund Initiative Grant in Spring 2015 and many great activities have been funded by the grant for the students, local community, businesses, and the University. The assessment activity that took place in Fall/Spring 2016 – 2017 consisted of an ethical case, training materials specific to various ethical principles, a quiz, and debrief. Examples of each case can be reviewed in the AoL artifacts file.

Next Assessment: SP19

Follow-up from previous semesters: New Goal / SLO Fall 2016

Recommended actions: While this is the first formal assessment of this SLO for the Business Department AoL / Continuous Improvement activities, the Daniels Ethics Initiative has been submitting annual reports required for the grant since 2015. These reports include numerous examples of impact and assurance of learning required to meet the funding requirements.

Close the Loop Activities:

Appendix G
Continuous Improvement Committee Charge

Continuous Improvement Committee Charge:

*The Assessment Committee has been renamed to the **Continuous Improvement Committee.** This is an important shift in our paradigm regarding "assessment". The goal of any assessment activity is to provide evidence if learning has either occurred or not occurred specific to students learning outcome (SLO). These SLO assessments inform each degree program of their strengths and weaknesses illuminating opportunities for improvement and highlighting areas of success.*

The decision to shift our focus within the Department of Business to improvement of degree programs is a natural step in our continued evolution of developing a rigorous assurance of learning process that will ensure we are meeting the needs of all our stakeholders.

Please note: The following CIC committee, charge, and SLO's were in place during the 2016-2016 AYR, the period within this program review. As mentioned previously, the CIC, it's charge, and our SLO's, along with our mission statement, were changed in the fall of 2016.

The primary charge for 2015 - 2016 will be to:

Assist SLO Committees with determining appropriate "meets" or "does not meet" for each assessment criteria. This data will inform the direction and intensity of each improvement initiative specific to the appropriate degree program.
Provide recommendations to faculty based on assurance of learning activities at end of the academic year.
Start to establish a new structure for the CiC that enables efficient collection and dissemination of assessment data to the appropriate CI Degree Committee (yet to be established…conceptual structure is shown below)

CiC Members: Kyle Stone (Chair); Suzanne Lay; Morgan Bridge; Matt Rosenberg

Student Learning Outcomes:

Outcome #1 - Business Knowledge for Problem Solving: Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. *(Specialized knowledge – general business knowledge)*
Outcome #2 – Because Thinking is Critical: Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. *(Critical thinking)*
Outcome #3 – Effective Communication Achieves Mutual Understanding: Communicate clearly, appropriately, and persuasively to the audience, both orally and in writing, including individual presentations *(Communication skills)*.
Outcome #4 – Business Analysis and Data: Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. *(Quantitative fluency)*.
Ontcome #5 – Teamwork Makes the Dream Work: Effectively work in a team *(Teamwork)*.

Colorado Mesa University

Department of Business

Bachelor of Applied Science/Associate of Applied Science

Hospitality Management Program

EXTERNAL REVIEWER REPORT

Prepared by:

Carol Krugman, MEd, CMP, CMM

Krugman Maller LLC

Associate Professor and Chair [ret.]

Dept of Hospitality, Tourism and Events

Metropolitan State University of Denver

PURPOSE AND SCOPE

The purpose of this report is to provide an objective, independent analysis and evaluation of the Bachelor of Applied Science/Associate of Applied Science Hospitality Management Program at Colorado Mesa University. This program was created within the Department of Business to provide an opportunity for students with existing hospitality related AAS degrees (primarily Culinary) to obtain a bachelor's degree after two years of additional study.[1] As this is the program's first formal review, my evaluation and the opinions and recommendations contained in this report are based on information obtained from the following sources:

- **The *BAS/AAS Hospitality Management Program Review Self-Study AY 2011-2016.***
  This was the primary source of information, prepared by Hospitality Management (HMGT) faculty and sent to me in advance of the campus visit by Dr. Kurt Haas, Assistant Vice President of Academic Affairs.

- **Interviews and discussions with of program stakeholders on campus.**
  The face to face interviews were conducted during a one-day visit to the CMU campus on March 2, 2018. As reflected in the "Comments" column, the original schedule below was amended on site to accommodate unexpected schedule conflicts and changes.

- **Post-visit e-mail correspondence with Mr. Britt Mathwich and Dr. Steven Norman.**
  The key faculty member and the program's lead instructor, Mr. Britt Mathwich, was unavailable until the last hour of the campus visit on March 2nd, so there was simply not enough discussion time to get all the information I needed to complete the review and this report. Both Mr. Mathwich and Dr. Steve Norman have been most gracious and generous with their time post-visit, providing answers to numerous additional questions and requests for clarification.

SITE VISIT SCHEDULE (Wednesday, March 2, 2018)

Time	Person	Comments
8:30-9:00 a.m.	President Foster and Dr. Cynthia Pemberton, VPAA	President Foster unavailable, met w/Dr. Cynthia Pemberton, VPAA and Dr. Kurt Haas, AVPAA
9:00-9:15 a.m.	Coffee	

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[1] BAS/AAS HMGT Program Review Self-Study AY2011-2016, p.5

In addition to the information provided by the Self Study and on campus discussions, my opinions and suggestions will also be drawn from my own experience as both a practicing professional and an academic, specifically:

- **30+ years of combined industry and academic experience,** most recently as Chair of the Department of Hospitality, Tourism and Events (HTE) at Metropolitan State University of Denver. Prior to retiring in August 2018, I completed the proposal for the transition of the HTE department to the future School of Hospitality, Events and Tourism (HEaT). Central to this transition was the development of four BS degrees from what had been former concentrations in Hotel Management, Restaurant Management, Travel and Tourism Management and Event and Meeting Management. As a curriculum "wonk" grounded in industry best practices, who has built both a company and a new baccalaureate degree from scratch (MSU Denver's BS in Event and Meeting Management), I am grounded in both the practical and the aspirational aspects of program development.

- **Ongoing participation in industry professional education programs, association leadership committees and advisory boards**, to keep current on industry trends and best practices, while maintaining high level professional relationships established over several decades. Leveraging these relationships into strong, committed and active industry advisory boards is the "secret sauce" of successful, sustainable academic programs. The review and revision of curriculum for the four new MSU Denver majors mentioned above, was supported by four industry advisory boards consisting of members from each degree's corresponding professional community.

I appreciate this opportunity to contribute my evaluation and recommendations for the BAS/AAS Hospitality Management Program at this most import stage of its growth. What has been accomplished to date is quite remarkable. Similar to an entrepreneurial startup, the program has reached the stage where it has outgrown its original resources and must balance the practical with the aspirational as it moves forward. The goal of this report is to assist with that process.

HOW THIS REPORT IS ORGANIZED

Annotated Executive Summary evaluating the status of each Program Review Element. Although requested and submitted as a separate Executive Summary, I have chosen this "dashboard" analysis of the program elements to introduce some key issues addressed this report.

Program Strengths and Challenges

Recommendations for Program Improvement

Conclusion

11) Equipment meets the program's needs.	X				According to Self-Study (not personally observed)
12) Instructional technology meets the program's needs.	X				According to Self-Study (not personally observed)
13) Current library resources meet the program's needs.	X				
14) Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.			X		HMGT program assessments not yet developed. SLO's not yet developed or assessed.
15) Program faculty members are involved in on-going assessment efforts.			X		HMGT program assessments not yet developed – scheduled for 2018
16) Program faculty members analyze student learning outcome data and program effectiveness to foster			X		See above
17) The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	X				

ELEMENT 1: The Program's Self-Study is an accurate appraisal of the program

The Self-Study is comprehensive, informative, and provides an accurate description of the current program. Outlining the history and rationale for the BAS/AAS HMGT degree made it easier to understand both the context within which the program was developed, and the original assumptions made about its potential growth. [2]

ELEMENT 2: The Program's mission and its contributions are consistent with the institution's role and mission and its strategic path.

Consistent with the mission statements of both the Department of Business and Colorado Mesa University,[3] the program's stated mission is: *To be the Hospitality Management Program choice for the*

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[2] BAS/AAS HMGT Program Review Self-Study AY2011-2016, p.7

[3] Ibid, pp.6-7

Upon reading this description, my immediate question was how only 9 credits of study that provide only an overview of a discipline can qualify and/or be characterized as a major. Hardly the breadth, depth and level of curriculum one would expect in a baccalaureate program major.

The 2017-2018 BAS/AAS Hospitality Management program sheet indicates that only three courses (nine credit hours) are prefixed with "HMGT, reference "Hospitality" in their titles and include SLO's specifically related to the hospitality industry.[9] In addition, all three courses are 400-level, with no foundational pre-requisites (insufficient breadth).[10] Internship is recommended but not required (insufficient depth), and the degree provides only an overview of the discipline (insufficient level).

Of the two "approved" AAS degrees, the 2017-2018 Culinary Major curriculum includes one course in *Supervision in the Hospitality Industry (CUAR 225)* and one course entitled *Purchasing for the Hospitality Industry (CUAR 262)* which may or may not apply outside the Food & Beverage domain.[11]

The 2017-2018 AAS Hospitality Major curriculum does provide additional HMGT courses to add more breadth to the BAS degree with foundational content such as Hotel Operations (HMGT 217), Housekeeping Operations (HMGT 218) and Food & Beverage Management (HMGT 296). At the very least, addressing the basics of the lodging segment of the industry should be required for any hospitality degree whose upper level courses and internships are hotel management oriented.

This disparity between the culinary and hospitality related AAS degrees raises some key issues that will be discussed later in this report, in relation to future options for the BAS/AAS Hospitality Management degree, especially since this degree was primarily implemented to serve the culinary school programs.[12]

ELEMENT 5: The curriculum is current, follows best practices and/or adheres to the professional standards of the discipline.

The business courses that constitute most of the BAS degree curriculum are beyond my expertise and the scope of this review. However, with regard to the Hospitality Management major, I did review the syllabi and course outlines for the three HMGT courses (*HMGT 410 Hospitality Facilities Management, HMGT 450 Strategic Hospitality Sales and Marketing,* and *HMGT 470 Hospitality*

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[9] BAS/AAS HMGT Program Review Self-Study AY2011-2016, Appendix B

[10] Syllabi and course outlines for *HMGT 410 Hospitality Facilities Management, HMGT 450 Strategic Hospitality Sales and Marketing,* and *HMGT 470 Hospitality Management Strategy* provided by Brit Mathwich

[11] 2017-2018 AAS Culinary Arts Program Requirements (1350). Posted August 2017

[12] BAS/AAS HMGT Program Review Self-Study AY2011-2016, p.9

ELEMENT 9: Program faculty members actively contribute to scholarship, service and advising.
Clearly documented in all CV's

ELEMENT 10: Campus facilities meet the program's needs
No additional comment

ELEMENT 11: Equipment meets the program's needs.
No additional comment

ELEMENT 12: Instructional technology meets the program's needs
No additional comment

ELEMENT 13: Current library resources meet the program's needs
No additional comment

ELEMENT 14: Student learning outcomes are appropriate to the discipline, clearly stated, measurable and assessed.
Unable to evaluate. Specific HMGT SLO's to be developed in 2018.

ELEMENT 15: Program faculty members are involved in ongoing assessment efforts.
In progress.

ELEMENT 16: Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.
Pending development of specific program SLOs and outcomes.

ELEMENT 17: The program's articulation of its strengths and challenges is accurate/appropriate and integral to its future planning
Clearly presented in the Self-Study, in discussions and post campus visit follow up.

CHALLENGES

The overall growth of the Hospitality Program will peak without additional resources. Adjunct and instructor faculty can help but an additional tenure track faculty with research capabilities is needed. This will allow for more frequent class offering and development of hospitality specific electives. As of the fall of 2017, we have approval to hire one more T/TT faculty member within HMGT and we are targeting a Ph.D. in this area. *[CK: Hooray! Next step is to identify, recruit and develop additional adjunct instructors with specific hospitality industry expertise in hotel/resort and food/beverage management].*

Expansion of internship and other applied learning aspects of the program. Again, this is primarily a resource issue, but is one that is being addressed. *[CK: Requires internship coordinator to establish, maintain and grow connections within the professional hospitality community. Also responsible for coordination of internship placement. Could also assist with tracking and assessment of graduate job placement and serve as marketing lead for program (see below). Ideally a staff position, to free up faculty availability for increased number and frequency of HMGT courses. If faculty, release time highly recommended].*

Marketing of the program. This would include materials, recruiting at high schools, public relations and other areas to grow the program. *[CK: in addition to a staff coordinator or liaison, as noted above, depending on amount of assistance from university Marketing/PR]*

Tracking and assessment of graduates and internship programs *[CK: Addressed above].*

ADDITIONAL CHALLENGES [CK]:

Rapid growth of course and program opportunities for students through online education, allowing students to work full time anywhere while obtaining a degree. The impact of this paradigm shift to online at all universities cannot be underestimated.

Reliance on local/regional pipeline of Culinary AAS students to grow BAS program may be risky, especially in times of high demand by employers for graduates.

Potential pool of local/regional AAS Hospitality Management program prospects may not be large enough to contribute to growth of BAS.

LONGER TERM

Increase number of online course options for students working full time, to remain competitive with other hospitality programs.

Establish cooperative agreements with other institutions, such as MSU Denver, to expand options for students and provide high demand courses online not offered at CMU, such as Event Management and Travel and Tourism Management.

Refine the general Hospitality Management program focus to include tracks for hotel and resort management, food and beverage management, event management, and tourism. Leverage cooperative agreements with external programs to enhance electives in the various tracks.

CONCLUSION

One of the great pleasures of serving as the external reviewer for the BAS/AAS HGMT Program has been the opportunity to observe an exciting work in progress, led by highly accomplished, passionate faculty and supported by an administration that is equally visionary and entrepreneurial in spirit.

I am keenly aware of the curricular challenges faced by Hospitality faculty in AASCB accredited Business programs. Mr. Mathwich deserves enormous credit for his commitment to building the HMGT program within the constraints of a Business degree, or in this case, several Business degrees. His persistence in exploring the best possible options to accommodate HGMT courses among the core Business requirements is exemplary. Equally exemplary is the flexible, open minded attitude of the department Chair, Dr. Steven Norman, who is equally committed to continuous growth and improvement of the HMGT program. With no hospitality background, he is doing his utmost to learn as much as he can, to better support his talented faculty and advance the HMGT program.

After immersing myself in the Self-Study and spending time on the beautiful CMU campus with an extraordinary cross section of CMU faculty, staff and administrators, I have no doubt that this program review will yield productive results. I sincerely hope that my observations and suggestions will stimulate constructive discussions to assist with the next round of hard decision making about resources and priorities.

Thank you again for opportunity to serve as the external reviewer for the BAS/AAS Hospitality Management Program REview. It has been an honor to participate in this important process with colleagues who so freely shared their genuine spirit of collaboration, cooperation and collegiality. CMU has much to be proud of already, and the HMGT component of the Business Department will be yet another example of innovation and excellence. I look forward to following the progress of the HMGT program as it brings distinction to the university.