Assessment Findings Activity Report Due April 21, 2017 to the Office of Academic Planning

Assessment Findings template Please see resources about closing the loop and assessing program learning outcomes at the Academic Planning website http://air.sfsu.edu/assessment/resources

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
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Department ___Hospitality and Tourism Management________________________________________________________

College _______Business_____________________________________________

1. Please list your program learning goals.

The department reviewed and revised the HTM program learning goals in the 2014-2015 academic year. The revised goals were approved on Jan. 26 2017.

Critical Thinking
Students locate, organize and interpret data to solve problems and make decisions. Students synthesize information/data/concepts to create solutions or plans to address challenges. Students present, defend and advocate positions with understanding of implications.

Teamwork and Collaboration
Students create, utilize and participate in teams to achieve goals.

Leadership
Students apply theoretical concepts and seek experience and knowledge to maximize potential.

Communication
Students communicate effectively in both written and oral formats to different audiences.

Ethics
Students examine ethical implications and understand potential ramifications to actions.

Hospitality
Students are aware of and empathetic to others in order to design and execute positive guest and employee experiences.
Professional Competencies
Students utilize core business and hospitality management concepts to make decisions and evaluate outcomes.

2. Which program learning goal did you choose to assess this semester?

We assessed three learning goals: Written Communication, Hospitality, and Critical Thinking, using sample of student works from Spring 2016.

3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

Assessment data were gathered from multiple courses (and multiple sections of those courses) based on the curriculum map developed in the 2015-2016 academic year. Faculty were asked to submit a random sample of student work from final assignments and final exams. This data collection method was meant to obtain a more representative sample of student work.

The artifacts of student work were reviewed and evaluated by four members of the Curriculum Committee in an effort to increase the reliability of the assessment scores. The hope is that these new processes will result in a more accurate picture of the student outcomes.

4. What did you find? Is the program learning goal being met?

With the program learning outcomes being newly developed, the assessment scores were below expectations for the three identified program learning outcomes.

5. What assessment activities do you plan to undertake next academic year?
   - Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
   - Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
   - In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
   - Will you move on to assess a different program learning goal (assessment findings report)?

Some of the specific steps the department has taken in the academic year 2016-2017 to meet the gaps identified by the Spring 2016 assessment for each of three evaluated PLO’s include:

Written Communication: The HTM 300GW course was added into the department core required course list in the 2016-2017 Academic Bulletin. The HTM 300 Hospitality Communications GWAR course is designed as an explicit instructional course where students are encouraged to create communication in written and oral formats. Students are given the opportunity to revise the work as a result of feedback so that they can communicate more effectively in a hospitality environment. Requiring this course as part of the core curriculum encourages students to develop written communication skills with a hope of increasing student Written Communication outcomes.
Critical Thinking: The core course HTM 531 was redesigned from a lecture based course to a case based format with a structured service design analytic framework to encourage students to clearly define problems, determine solutions, and identify specific recommendations.

Hospitality: Students are now required to complete two hospitality restaurant specific courses, HTM 357 Food Systems and HTM 457 Restaurant Operations as a result of a core curriculum change in the 2016-2017 Academic Bulletin. This change mandates students to participate in hospitality specific tasks like serving and preparing food in an actual student run restaurant. In addition, the scaffold approach has HTM 357 introduce the hospitality context to students so that they can practice skills and the HTM 457 course allows students an opportunity to reinforce the specific attributes identified for the hospitality PLO.

Next goals to be assessed are: teamwork, oral communications, and ethics.

We do not plan to revise these newly approved learning goals until we assess all of them over a period of time.