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

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

Use of Assessment for Program Improvement and Planning, or, Closing the Loop Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their use of assessment findings to improve their programs.

The quality of a program’s assessment is determined by its usefulness and application. While assessment should reveal a program’s strengths, it is equally (and perhaps even more) valuable if it can help programs identify, reflect on, and address areas where continued development and improvement are needed.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment clearly drives program planning and curriculum development</td>
<td>Assessment results directed toward program planning</td>
<td>Assessment describes the existing program</td>
<td>No use of assessment evident</td>
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<tr>
<td>Program improvements result from assessment</td>
<td>Program's curriculum has changed (and changes) as a result of assessment</td>
<td>Assessment used to defend status quo</td>
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<tr>
<td>Evidence of program-level reflection on assessment results</td>
<td>Assessment report includes reflection on larger lessons learned from assessment</td>
<td>Assessment is primarily procedural and needs reflection</td>
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Department _____________________HTM_______________________________________

College _____________________CoB__________________________________

1. Please list the program learning goal that was assessed in your assessment findings report or other assessment activity.

In Spring of 2016 we assessed three learning goals: Written Communication, Hospitality, and Critical Thinking.

2. What was the finding of that assessment?

Given that this is the first time to assess the revised learning goals, the assessment scores were below expectations for all three of them.

3. What was the process through which faculty considered a response to the findings of the assessment (department meeting, department retreat, through a department assessment or curriculum committee)?

The HTM curriculum committee with participation from all faculty reviewed the course curriculum and revised courses and requirements as appropriate.

4. What changes have you made or are you planning to make in order to address the findings?
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.

5. What assessment activities do you plan to undertake next academic year?
   • Will you assess a different program learning goal (assessment finding report)?
   • Will you address another finding from the assessment of the same program learning goal (closing the loop report)?
   • Is it time to revisit program learning goals (program learning goals report)?

The plan for AY2017-18 is to measure three other learning goals – teamwork, oral communications, and ethics. Also, the first three goals assessed will be reassessed again to evaluate if the curriculum revisions described above have produced the desired increase in student proficiency.

Given that we just completed the revision of the HTM program learning goals, we are not planning to revise them until we assess student learning for several years.