Program Learning Goals Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning

Program Learning Goals template Resources about writing measureable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals met</td>
<td>Program learning goals are absent or incomplete</td>
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</tbody>
</table>

Department _________________ HTM___________________________

College ___________CoB_______________________________

1. List your most recent program learning goals prior to any revisions.

1. Students demonstrate effective written & oral communication skills
   a. Written communication skills
      - Student’s written paper demonstrates proficient/advanced analysis of content areas that firmly supports the topic.
      - Student’s written paper shows effective organization and development.
      - Student uses appropriate vocabulary/terminology appropriate for the HM industry or target audience.
      - Student uses correct grammar, sentence structure and spelling throughout the document.
   b. Oral communication skills
      - Student’s presentation demonstrates relevant content and supporting materials
      - Student’s oral presentation demonstrates organization of materials with clearly stated introduction, organization structure and conclusion.
      - Student shows effective delivery of speech: eye contact, style, expressiveness, diction and proper language.

2) Students demonstrate analytical, quantitative and critical thinking skills
   a. Analytical and quantitative skills
      - Student’s examination paper shows effective explanation of mathematical concepts and terminology.
      - Student demonstrates evidence of mathematical reasoning.
      - Student uses correct steps and solutions with minimal mathematical errors throughout the paper.
      - Student uses correct mathematical terminology and notation
   b. Critical Thinking skills
- Student’s term paper exhibits knowledge of previously-learned materials by recalling facts, terms and basic concepts.
- Student’s paper shows comprehension of facts and ideas by organizing, comparing, translating, interpreting and extrapolating.
- Student uses new knowledge. Solves problems to new situation by application of acquired knowledge and facts in a different way.
- Student examines and breaks information into parts by analysis and identification of causes and relationships.
- Student compiles information in a different way and combines elements for synthesis of a new plan or abstract relations.
- Student presents and defends opinions by making judgments about information, validity of ideas or quality of work in the evaluation of information.

3) Students demonstrate team building skills that facilitate organizational goals
- Student was on time and had good attendance at work sessions
- Student showed responsibility to the group by keeping commitment to assigned part of the project.
- Student showed cooperation in working with others, listening to feedback and exchanging tasks.
- Student shares in the activities of the group, and shows active participation.
- Student discusses project in person or electronically and demonstrates effective communication with group members.

4) Students demonstrate their basic knowledge in Business/Hospitality Management related disciplines.
   a. Students demonstrate knowledge of core Business concepts embedded in the Hospitality Management Assessment Test (HMAT) adapted from the standardized (BAT) Business Assessment Test.
   b. Students demonstrate knowledge of core Hospitality Management concepts embedded in the Hospitality Management Assessment Test (HMAT) adapted from standardized (BAT) Business Assessment Test.

5) Students demonstrate their competencies and professional skills in the hospitality industry.
   a. Competencies
      - Business/Management skills on the job
      - Hospitality/Service Mgmt skills on the job
      - Overall academic preparation for position
   b. Professional Skills
      - Written Communication Skills
      - Verbal Communication Skills
      - Analytical Skills
      - Critical Thinking Skills
      - Ability to work in a team that facilitates organizational goals
      - Problem solving Skills
      - Leadership Skills
      - Awareness of legal issues and need to maintain a safe working environment
      - Displays a high level of business ethics
      - Sensitivity to people of different cultures
      - Understands the need for social responsibility.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

The revised PLO’s were developed with the involvement of all HTM faculty in 2015-2016 as a result of the Teagle grant curriculum revision. The department’s curriculum committee led the initiative and coordinated two separate faculty retreats to establish and evolve the program learning outcomes. After several revisions based on faculty input and industry advice the attached PLO’s were approved by an unanimous vote during an all faculty meeting on January 26, 2016.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

New developments in the profession, changes in course content, faculty observations that the way prior learning goals were stated did not fully reflect the most important facets of each goal.

4. What are you new program learning goals?

**Critical Thinking**
Students locate, organize, analyze 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 an 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.

Give that this year you have revised your program learning goals, the next step would be to assess one of them in the 2017-18 academic year and complete the Assessment Findings Report. Please let the Associate Dean of Academic Planning know if that is not the case. Thank you!
See Template 3 for the goals that were already assessed.