

Student Learning Assurance Report for the Department of Hospitality Management

AY 2011- 2012

Report Date: September 30, 2012
School/College: School of Management
Department/Program: Department of Hospitality Management
Person completing the Report: Michelle Millar

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:

- a. For the academic year 2011-2012, the Department of Hospitality Management assessed the following learning outcome:

Students will be able to demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.

- b. Michelle Millar, Assistant Professor, was involved in the evaluation of the above learning outcome.

Based on the 2011 – 2014 Assurance of Learning plan for the Department of Hospitality Management, Michelle Millar was assigned to assess the aforementioned learning outcome in the Introduction to Hospitality Management (BUS 283) class. In this particular class, the students should have “emerging” knowledge for the outcome.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

- a. **What did you do?**

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

- Assessed learning outcome “Students will be able to demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry”.
- Assessed the outcome in BUS 283, Introduction to the Hospitality Industry
- Used the final class project “Career Topic Research Project & Paper” because it is a culmination of all of the work that has been done in the class throughout the semester. In theory, all outcomes should be apparent in that project.
- Used a qualitative method to “analyze” the projects by reading them and looking for key phrases or paragraphs that indicated knowledge of industry

trends, operational processes, and technology use. Read 10 projects in total.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

- Students had commanding awareness of industry trends, especially in relation to the career in which they wrote about. We believed this to be an acceptable level of emerging knowledge.
- Students essentially demonstrated no awareness of operational processes and technology usage. We determined that we had to revisit either the learning outcomes for the class; whether work from this class is appropriate for this assessment; or, if the department learning outcome was appropriate for the department.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- Learning outcomes for the course were changed to reflect more “action-oriented” outcomes – thus making it easier to assess those outcomes at the end of a semester.
- Because operational processes and technology usage in hospitality are not a part of the curriculum for BUS 283, it was determined that it was okay that students showed “poor” results in relation to that part of the Department outcome.
- As a result of this discovery, we modified our 2011 – 2014 Assurance of Learning Plan’s Curriculum Map by removing BUS 283 from the list of courses that assess and “emerging” knowledge of an outcome.
- Also a result of this discovery, we realized that one of the other Department courses, BUS 181, Hospitality Professional Development, based upon the way that course is designed, it not an appropriate class to use in assessing any of the Department outcomes. That course was thus removed from the list of courses to be used to assess the outcomes.

d. What student learning improvement initiatives did you implement as a result of what was learned from this Year’s student learning assurance report?

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year’s student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

- See comments in 2c above.

- Learning outcomes for the course were changed to reflect more “action-oriented” outcomes – thus making it easier for students to know clearly and specifically what they will have learned by the end of the semester.

3. Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

Our revised 2011 – 2014 Assurance of Learning Plan, which contains items 3a – 3e, is attached.

Please return to: Robert Schlick reschlick@usfca.edu by September 30.