What are the student learning outcomes assessed 2015-2016? Please provide a numbered list. Upon completion of this program student will be able to:

1. Demonstrate effective oral, written and visual communication.
   A. Communicate effectively in written, spoken, visual and digital modes to different audiences (e.g. industry leaders, employees, employers, faculty and peers).

2. Develop knowledge of the global and multicultural hospitality industry.
   A. Respond to diverse perspectives (personal identity, age, ability, religion, race, gender, and ethnicity) in American and international contexts.

3. Understand issues in ethics, diversity, and inclusion.
   A. Design a sustainable component or practice for a hospitality business (hotel, F&B, gaming, meetings, events, etc)
   B. Examine various concepts and theories of ethics in the hospitality industry.
   C. Function effectively in diverse groups.

4. Apply critical thinking to management problems.
   A. Interpret industry-related problems and their causes, generate alternative solutions, and arrive at reasoned conclusions.
   B. Analyze financial, marketing, and operational results and outcomes for hospitality operations.
   C. Analyze, understand, and solve human resource problems and challenges.
   D. Demonstrate effective management techniques in hospitality operations (hotel, F&B, gaming, meetings, events, etc).

5. Evaluate critical management concepts.
   A. Apply a core body of hospitality specific knowledge to management situations.
   B. Manage all forms of capital (e.g., human, financial) in an ethical and sustainable way.
   C. Develop an understanding of customer segments and key marketing concepts, and apply this knowledge to increase revenue and brand value.
   D. Effectively identify and assess the legal risks associated with common hospitality business practices and events and identify appropriate risk management techniques and employment practices to minimize those risks.

Which learning outcomes were assessed?

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>ULO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Demonstrate effective oral, written and visual communication.</td>
<td>Communication</td>
</tr>
<tr>
<td>#2: Develop knowledge of the global and multicultural hospitality industry.</td>
<td>Global/Multicultural knowledge and awareness</td>
</tr>
</tbody>
</table>
• How were they assessed? (Programs must use at least one direct assessment of student learning.)

#1: Demonstrate effective oral, written and visual communication.
Oral communication skills were assessed in many different ways throughout the program. Both individual and group presentations were used in many of the courses. Due to our assessment efforts, most faculty are using rubrics to grade these presentations. The rated areas include oral communication skills and visual slide presentation skills.

In HMD 450, the supervisors are asked to evaluate the interns on the following oral communication skills:
1. Listens to others in an active and attentive manner
2. Effectively participates in meetings or group settings
3. Demonstrates effective verbal communication skills

Written communication continues to be assessed in exams, research papers and projects.
In HMD 450, the supervisors are asked to evaluate the interns on the following written communication skills:
1. Reads/comprehends/follows written materials
2. Communicates ideas and concepts clearly in writing
3. Works with mathematical procedures appropriate to the job

Supervisor evaluations mean scores for communication. (N=15) One section reporting

<table>
<thead>
<tr>
<th>HMD 450</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads/comprehends/follows written materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates ideas and concepts clearly in writing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Works with mathematical procedures appropriate to the job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.6 = 91%</td>
<td>13.9 = 93%</td>
<td>13.1 = 87.3%</td>
</tr>
<tr>
<td>Listens to others in an active and attentive manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively participates in meetings or group settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective verbal communication skills</td>
<td>13.9 = 93%</td>
<td>13.6 = 91%</td>
<td>13.3 = 88.6%</td>
</tr>
</tbody>
</table>

Internship data for 2015-2016 follows. This data is presented to show how well the college communicates with the industry to attract companies to recruit our students for internships.

<table>
<thead>
<tr>
<th>Total Internships</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Internships</td>
<td>111</td>
<td>147</td>
<td>217</td>
</tr>
<tr>
<td>Paid Internships</td>
<td>29</td>
<td>38</td>
<td>109</td>
</tr>
<tr>
<td>Unpaid Internships</td>
<td>82</td>
<td>109</td>
<td>108</td>
</tr>
<tr>
<td>Internships By Country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>106</td>
<td>141</td>
<td>190</td>
</tr>
<tr>
<td>China</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Food and Beverage</td>
<td></td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>Gaming</td>
<td></td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Hotel</td>
<td></td>
<td>24</td>
<td>35</td>
</tr>
<tr>
<td>Tourism</td>
<td></td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

An additional way we can show increased communication with the industry is through our career event held exclusively for Hotel Majors. The Hotel College Career and Networking Mixers provide students with an exclusive opportunity to network with hospitality employers. Employers are stationed at high-boy cocktail rounds throughout the event area providing an atmosphere for networking and one on one communication. Fall 2015 – 400 students and 52 employers and Spring 2016 – 450 students and 52 employers attended Mixer.
TCA 420 – Finance
Students collaborated to solve problems (i.e. their capital budgeting projects).

TCA 321
Class participation and extra credit quizzes were used to assess students’ learning outcomes pertaining to communicating effectively in written, spoken, visual and digital modes to different audiences and respond to diverse perspective in American and international contexts.
Some students’ weaknesses on math and financial accounting were observed while they are taking the first extra credit quiz (i.e., 2-3 students made up a team and solve questions together in class) and solving problems using handouts. I prepared handouts for each chapter and often called out their names to answer the handout questions and explain how they got their answers. Some students seemed embarrassed when they came up with wrong answers. I comforted them by sharing my experience that I was not good at accounting when I was an undergraduate student and I am good at it now because I practiced a lot and learned from my countless mistakes. Once they understood my purpose is to help them succeed in my class and their future career, they became more willing to communicate in class as well as ask me questions before and after class. In addition, about five students regularly visited my office not only to ask about lecture materials but also to get my advice about their future careers in hospitality accounting and finance areas.

HMD 226
Class participation and the project (report and presentation) were used to assess students’ learning outcomes related to communicating effectively in written, spoken, visual and digital modes to different audiences.
Students communicated with me and other students in class since I frequently asked them to search for specific technology or application and share their thoughts in class. Students seemed to struggle with calculating the return on investment (ROI) for their projects as well as contacting vendors to obtain costs and benefits information for their project. I allocated about 20 minutes to have a meeting with each group (2-3 students). I found the students were more willing to share their ideas and ask questions during the meeting. Based on my advice, they had opportunity to convert their creative and brilliant into a useful and professional business plan. When guest speakers came to class, I encouraged students to prepare and ask questions related to their projects. I was very pleased with students’ active interaction with the guest speakers. Some students continued conversations with these speakers even after class as well as via emails.

FAB 467 - Uses five primary in-class evaluations: (All evaluation rubrics are printed in the syllabus.)
• A written pre-event report and oral presentation for each member of each team.
• Event management assessment by all class members, student management assessments and peer evaluations.
• Event assessment of management teams by instructors.
• Written post-event report and oral presentation with each team member participating.
• Assessing technical skills in FOH/BOH

HMD 395 – Facilities
Tests connect with department/program outcomes by evaluating whether the student is acquiring the basic knowledge/terminology provided in the course. This is a technical course, so there is a fair amount of new concepts and application of knowledge that needs to happen before the student can integrate this knowledge into higher levels of assessment.
Assignments connect with department/program outcomes by incorporating both a test of concepts and application, along with a requirement to explain the material in writing. This connects with the critical reasoning and communications goals. Assignments permit a more in-depth exploration of the course content than testing does, due to the lower pressure environment and longer timeframe.
The case study/term project tests the student’s grasp of the basic conceptual elements of the course, then requires the student to work in a team, go through the decision-making process, and justify the decision/recommendation. This involves heavy use of communication skills and critical reasoning.

FAB 333: The final assignment is to write an essay reflection paper using the original self-evaluation as a foundation and then develop from there what they have learned from the course, how they have developed (or not) personally and what parts of the course did or did not resonate with them. There are also two group presentations wherein the students present and description and analysis of the cuisine of their assigned country or region to the instructor and the rest of the class.

TCA 141: In terms of communication, students were able to write and speak effectively to both general and specialized audiences, and create effective visuals that support written or spoken communication. Specific outcomes include: (1) Prepare and deliver effective oral presentations. (2) Collaborate effectively with others to share information. Oral communication was assessed via a Powerpoint presentation that was graded with a rubric

HMD 402
Demonstrate effective oral, written and visual communication.
• Research paper: Select one of five topics that directly impact a hospitality employer
Exams and quizzes: short answer responses

- Individual or team presentations: Individual presentation: current event / Team presentation: presenting their paper topics
- Class discussion/participation: each class requires students to discuss a legal issue and present
- Team assignment: Group assignments in class where they discuss the project they worked on independently and then a spokesperson presents the group’s findings.
- Case study analysis: each class we discuss a landmark decision impacting the hospitality industry

Students participate in both an individual presentation and a team presentation. The individual presentation requires the students to research a pre-determined topic related to employment law in the hospitality industry. The students then made a 1-2 minute presentation discussing their topic and relating it back to material we read in the book. This assignment assessed a student’s oral communication skills.

Additionally, students worked in a small group to present material from their written research paper. Students were placed in a group with other students who researched the same topic. While the written paper was an individual assignment, the presentation was a group assignment. Each student had to present a section of their paper. The student’s worked together to determine who would speak about which topic. The presentation had a maximum time limit (no more than 12 minutes) and with six students per group, each student needed to speak between 1 – 2 minutes. This assignment assessed both oral communication skills and visual communication skills as they were also required to put together visual aids for their presentation.

#2: Develop knowledge of the global and multicultural hospitality industry.

**TCA 420 – Finance**

Students learned to understand, in a financial sense, the financial impact of their managerial decisions.

**FAB 467** addresses global/multi-cultural knowledge and awareness by having students research global cuisines to develop a variety of culturally diverse menus that are not repeated in each section.

**TCA 141**: As to Global/Multicultural Knowledge and Awareness, students have developed knowledge of global and multicultural societies, and an awareness of their place in and effect on them.

**HMD 320**: The very nature of the Diversity and Inclusion Class lends itself to working in diverse groups.

- **What was learned from the assessment results?**

**IHMD 395**: I see improvement in the quality of writing and supporting arguments as the semester progresses. I now dedicate approximately half a class period at the beginning of the semester to train the students in how to present a recommendation and support it properly in business situations. In the Fall 2015 semester, the weakest performance I observed was in grasping the conceptual material itself. I attribute a large part of this to the students’ unwise use (versus wise use) of technology in the classroom. One major change I have implemented in the Spring 2016 iteration of this course is to ban the use of laptops and tablet computers in the classroom. While I realize this is not 100% fair to all students, since some prior students did use the technology wisely, at this early point in the new semester, I am seeing a significant improvement in attention and engagement in class. I am hopeful that this method will improve content comprehension and retention, and that my efforts to work to improve their communication skills will have positive results.

I am also incorporate frequent, low-stakes quizzes in class to provide continuous feedback and incentives for performance, as well as to induce the students to complete the reading assignments.

**HMD 320**: Early in the semester, I asked if they wanted to pick their final project groups or if they wanted me to do so. The material imparted that diverse groups outperform homogenous groups. With that, they allowed me to make the selections. I went out of my way to make the groups as diverse as possible. The result was very telling. Last term, the students chose their own groups. By working with friends, roommates, or those they perceived to be similar to them, the cumulative final grades on the projects were lower in the self-selected groups. they go out in their groups and evaluate a hotel or casino on its diversity policies. They state that not only did it prepare them for their final project preparation, but that they never realized what Diversity & Inclusion fully embodied. Before this exercise, they had only considered race, religion, gender and nationality. But as a result of this, ADA, age, LGBT status, Veteran or Military status, pregnancy also became part of the mind set. For me, the bonus comment was when students shared that this one activity brought their teams closer together and they made lasting friendships. This hands-on activity results in their most valuable learning. I will incorporate this every semester, and encourage new instructors to use this, too.

**FAB 467**: Students learn to work as a team with other cultures and work with each other as managers. Students are averaging 90 – 95% success working together as managers.

**HMD 226**: My students improved the most in preparing a professional report and presentation. Some students writing skills were significantly weaker than other students when I tested it via an extra credit assignment. A couple of students
also mentioned that after learning and practicing how to make a professional presentation in my class, they felt more comfortable and confident in presenting in an upper-level class (such as marketing). It seemed providing a detailed rubric for their group projects and presentation as well as discussing about their project topics throughout the semester in class and my office enabled them to stay focused and motivated. Students also improved their communication skills in digital modes (e.g., email and online survey) while obtaining information from hospitality operators, technology vendors, and customers for their projects.

**TCA 321:** Some students seemed very nervous about this course subject, accounting, since they have struggled in other math or accounting classes. Some students’ math skills were significantly weaker than other students. During the team extra credit quizzes, I could hear students’ conversations and observe who were able to help other students and who were struggling. After successfully completing my class, several students told me they felt confident about taking the finance class (an upper-level class). This semester, I was writing exam questions for the Certification for Hospitality Accounting Executive (CHAE) by Hospitality Financial & Technology Professionals (HFTP), collaborating with the industry people in this area. Thus, I could use new examples in class based on these industry people’s feedback and expectations. I believe these practical and current examples will help my students to communicate more effectively to different audience and develop knowledge of the global hospitality industry.

**FAB 333:** I was simply amazed at the students’ final reflection essays. Indeed, this was one of the most meaningful end of semester assessment techniques I have ever used. I was amazed. I challenged the students to constantly be integrating global awareness in their oral and written communication in the course. They had to articulate how cuisines we studied throughout the world influenced the development of regional American cuisines, especially from a cultural and anthropological perspective.

**GAM 442:** Based on the assessment results, students demonstrated an enhanced grasp of the importance and skills inherent in public presentations and written submissions, as industry leaders raved about the quality of a rigorous project that challenges even their highest-level executives. On test items and the paper/presentation, the focus was on a global locale, and student grades reflected a strong understanding of international jurisdictions, cultures, and communication styles.

**HMD 402:** The assessments indicate student achievement. The oral presentation skills the students exhibit at the beginning of the semester improve as the semester continues. Additionally, last semester I started a speaker’s workshop designed to improve oral communication skills. For those students who participated in the workshop, their oral communication skills improved immensely. For those students who did not participate in the bi-monthly workshop, improvement was still observed. All students must speak in class, and upon receiving feedback early in the semester, most students improve each time they present as the semester progresses. Not all students desire to improve their skill set, so not all students improve. When students do choose to improve, observed improvements include less “nervousness” in their vocal delivery—e.g., less “shaky” voices and much less quiet speaking, meaning the volume of delivery improves. This happens not only with formal presentations, but an observed improvement also occurs when students answer questions in class. Some of the improvement can be attributed to their confidence improving as the semester progresses. The pace of delivery improves too, e.g., slower and more deliberate as opposed to too fast, due to nerves. The overall presentation skill set improves.

**HMD 401:** Multi-cultural aspects were also measured two ways:

- Two of the team video presentations were cases involving alleged racial discrimination in violation of the US Civil Rights Act. The case study included both the legal and the social aspects of racial discrimination, in particular the proof of discrimination.
- Test and quiz questions assess the student’s comprehension of the legal requirements, methods of proof, and remedies under the US Civil Rights Act.

Student communication was measured in two ways:

- Team presentations required groups of students to prepare video presentations re-enacting the cases studied in class. The videos were graded according to their factual accuracy, creativity, and team effort and constituted about 5% of each student’s course grade.
- The second examination required students to write answers of 2 to 4 paragraphs for 10 questions. The exam answers were not graded for spelling or grammar, but poorly written answers were returned to students for improvement with a requirement to visit the Writing Center.

- How did the program respond to what was learned? The following is a listing of what faculty hoped to happen from the results of their assessments.

General comments: Have these assessment reports synthesized returning a summary report back to faculty.
FAB 467: We plan to implement/assign an outline with grading rubrics for student’s final assessment of the course.

HMD 226: I was very satisfied with the results after examining students’ work and outcome data from their participations and projects. I realized checking their attendance every class and doing hands-on practice, and inviting guest speakers increased their attendance as well as interests in hospitality technology. I also frequently reminded them of my office hours and encouraged them to visit my office to ask questions about their projects. Having a meetings with each group seemed to increase their confidence during their presentations. I required students to check their reports at the Writing Center and submit the reports via Turn-it-in, which helped them learn how to write a professional report using APA style. I will continue to require students to use the Writing Center and Turn-it-in software for their reports. I will also organize a tour to visit a hospitality technology related facility and require students to attend events where they can communicate with various audiences.

FAB 333: Share representative essays with colleagues to help us get something out of this assessment exercise. Assessing without making future change an exercise in wasting time!

HMD 402: More presentation opportunities. In Fall 2016, I anticipate using a combination of individual and group discussions. Specifically, students will complete an assignment independently, bring a copy of that assignment to class and in groups, further discuss and analyze the topic. Then, each group will have one student present the groups’ findings. This will be in addition to the other presentation assignments. These assignments will also continue to provide an opportunity to evaluate written communication skills as well. In the past, I’ve not had a formal written assignment for each topic covered.

HMD 401: The assessment of the Civil Rights Act material indicated a common misunderstanding of the enforcement procedures, particularly the differences between individual civil litigation and administrative enforcement. These issues are explained in the book but were not a focus of class lectures. I will add a worksheet to ensure comprehension of this point and to re-enforce the student’s understanding of this area of law.

While the short answers were generally well-written, the students who had to revise and resubmit generally made only cosmetic changes to spelling and grammar, which were not graded in the course. The writing center generally does not help students with content communication. I’m going to add a component of the grading for grammar, which students can continue to improve with the help of the writing center. I’m also going to allow students to rewrite poor written parts of the exam for additional credit. I hope this will both motivate students to perform better in written assignments and to provide several opportunities for improvement.

In conclusion, the changes to curriculum implemented in 2008 and 2011 are now showing good results in retention and our graduation percentages. Because we have our program organized and are offering courses in a management process – our latest retention numbers for fall of 2016 was 95% of freshmen who started in fall of 2015, returned in 2016. The first year classes are showing signs of increased retention also.