**Annual Academic Assessment Report Cover Sheet**

**Assessment reports are due the 1st Wednesday after the Fall Term**

**Email to:** assessment@unlv.edu

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**Program Information:**

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Hospitality Management Major</th>
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<tbody>
<tr>
<td>Department</td>
<td></td>
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<tr>
<td>College</td>
<td>College of Hotel Administration</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Stowe Shoemaker Dean; James Busser Associate Dean</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Gail Sammons, Chih-Chien Chen</td>
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<td>Date Submitted</td>
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**Contact Person for This Report**

<table>
<thead>
<tr>
<th>Name</th>
<th>Gail Sammons</th>
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<tbody>
<tr>
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<td>702-895-4462</td>
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<tr>
<td>Email</td>
<td><a href="mailto:Gail.sammons@unlv.edu">Gail.sammons@unlv.edu</a></td>
</tr>
</tbody>
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- **What are the student learning outcomes assessed 2016-2017? 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>
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<tr>
<td>#3. Understand issues in ethics, diversity, and inclusion.</td>
<td>Function effectively in diverse groups.</td>
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</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. Results from 60 randomly selected evaluations completed by site supervisors.

<table>
<thead>
<tr>
<th>HMD 450</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads/comprehends/follows written materials</td>
<td>Not reported</td>
<td>4.59</td>
<td>4.68</td>
</tr>
<tr>
<td>Communicates ideas and concepts clearly in writing</td>
<td>4.5</td>
<td>4.45</td>
<td></td>
</tr>
<tr>
<td>Works with mathematical procedures appropriate to the job</td>
<td>4.56</td>
<td>4.53</td>
<td></td>
</tr>
<tr>
<td>Listens to others in an active and attentive manner</td>
<td>Not reported</td>
<td>4.62</td>
<td>4.60</td>
</tr>
<tr>
<td>Effectively participates in meetings or group settings</td>
<td>4.47</td>
<td>4.57</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective verbal communication skills</td>
<td>4.5</td>
<td>4.50</td>
<td></td>
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</table>

Internship data for 2016-2017 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 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Internships</td>
<td>148</td>
<td>137</td>
<td>241</td>
</tr>
<tr>
<td>Paid Internships</td>
<td>33</td>
<td>23</td>
<td>128</td>
</tr>
<tr>
<td>Unpaid Internships</td>
<td>115</td>
<td>114</td>
<td>113</td>
</tr>
<tr>
<td>United States</td>
<td>141</td>
<td>133</td>
<td>205</td>
</tr>
<tr>
<td>China</td>
<td>7</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Korea</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Events | 45 | 41 | 37 |
Food and Beverage | 59 | 39 | 88 |
Gaming | 7 | 3 | 2 |
Hotel Tourism | 18 | 33 | 105 |

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 2016 – 300 students and 54 employers and Spring 2017 – 350 students and 58 employers attended Mixer. Thirty-five class presentations were conducted as part of recruitment/communication efforts.
Internship: Communication with industry: We concentrated on F&B internships in Spring 2017 and Hotel internships in Summer 2017. We collected data on types of properties and rotations. Please contact gail.sammons@unlv.edu for a review of this data.

2016-2017 Selected reports from faculty (selected required core courses at each level)

**TCA 201**
Oral, written, and visual communication were assessed as follows (please note that global/multicultural knowledge and awareness was not a focus).

**Business Communication Assignments** prepare students to create real-world business documents and assess comprehension of lectures and assigned readings. This section includes two writing assignments assessing skills in planning, writing, and completing business messages.

**Career E-Portfolio Assignment** is an interactive web page used to document each student’s education and work/volunteer opportunities. It also provides the opportunity for students to reflect on growth and learning outcomes while in college. This is a culminating assignment for the course and as such, builds upon assignments completed as part of the class requirements.

**Cover Letter Assignment** is a prepared correspondence that typically accompanies a student’s resume or application for employment. When effectively written, the letter conveys interest in the position, makes an effective case for the match between the student and position, and demonstrates how the student’s abilities would add value to the organization.

**Mock Interview Event** assesses each student’s competencies with the interview process. At the conclusion of the mock interview, students are provided with feedback to identify areas of improvement. Students are assessed on the following criteria: upbeat and positive, leadership ability, self-confidence, communication skills, work experience, appearance, professionalism, preparation, punctuality, and body language.

**Resume Assignment** is a professional document that effectively markets the student’s skills and experiences to potential hospitality employers. The purpose of the assignment is to create a professional resume that captures employers’ interests and secures interviews.

**TCA 221**
In terms of communication skills, students were trained and assessed with 3 major skills: write professionally in general communication (e.g. write emails) and academic communication (e.g. complete individual homework/project with certain requirements,) develop rational argument and exchange opinions smoothly through in-class group discussion, and present precisely in group activities.

In terms of diversity, the lecture included several reflection discussions to share individual learning experiences and differences and propose ways to cultivate a better understanding of diversity in the classroom. Students learn about different perspective of diversity in many areas including age, ability, race, gender, and ethnicity.

**HMD 395**
All of my assignments, some exam questions, and the entire term project revolve around effectively communicating a recommendation or decision, including providing support for the decision (using the “Rule of 3”) technique. All responses are to be provided in complete sentences, using a business writing style and format. The term project requires the students to provide visual (photographic) support for their recommendations as well; the photos are incorporated into the body of the report.

**HMD 402**
Research paper: students were required to prepare a research paper based on one of five predetermined topics. The topics are “hot topics” in employment law and impact the hospitality industry: (1) Transgender issues; (2) Medical Marijuana; (3) Employee Free Choice Act; (4) Social Media / Privacy; (5) No Tipping. The students needed to not only research the topic, they also needed to analyze how a hospitality employer is currently impacted by these topics and how they may be impacted by these topics in the future. Students submitted their paper through the Turn It In software program. The paper assessed the students’ written communication skills.

Exams and quizzes: Each of three exams, as well as five quizzes throughout the semester, included at least one short answer. Short answers provide an opportunity to assess students’ written communication skills.

Individual or team presentations: 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.

Class discussion / participation: My class pedagogy includes extensive in-class discussion and participation. I randomly call on students, by way of oral quizzes, as well as encourage individual and group participation during class discussions. This allows me to assess students’ oral communication skills.

Team assignment: As previously discussed under the “individual / team presentation” assessment, students work on teams briefly, at the end of the semester, to pull together their individual papers and make a team presentation. This allows all students to benefit from the knowledge gleaned through the research for each topic. The team assignment allows for assessment of oral communication skills.

Case study analysis: Throughout the semester, during class, students analyze landmark decisions impacting employment law in the hospitality industry. Case analyses allow for assessing oral communications skills.

### HMD 301

Students completed four group-writing assignments. The first assignment was a compare/contrast paper (management vs. leadership) and the second was a essay detailing how they used the 8D problem-solving model to solve a real operational hospitality problem. The third and fourth writing assignments were PeerMarks requiring group feedback, which was instructed to be professional, balanced, and constructive. Class lectures are followed by an in-class discussion and analysis of an assigned case study. Rubric (a criterion-based rating scale) scores are developed for writing and oral presentation.

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

#### TCA 201

Comprehension of Global/Multicultural Knowledge and Awareness UULO is assessed through class discussion and quizzes/exams. TCA 201 is divided into three components - impression management, business writing, and effective management behaviors. Global/Multicultural Knowledge and Awareness UULO most closely align with the effective management behavior portion of the class. During this component, the class participants read and discussed the *Seven Habits of Highly Effective People*. Embedded in the discussion, were competencies associated with effective management to include working with individuals with different backgrounds and paradigms. Learning was formally assessed through five quizzes on comprehension of readings and one exam.

### HMD 226

Class participation and a group project (including a report and presentation) 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.

#### TCA 420

The course includes current events in the hospitality industry (mainly related to finance). We discuss topics such as the merger of Marriott and Starwood, the development of gaming in China and Europe and a variety of other topics.

#### FAB 461

We are discussing and analyzing restaurant operations in other countries. This year I concentrated on China.

### #3. Understand issues in ethics, diversity, and inclusion.

#### HMD 307

I assessed this outcome using the 8D problem-solving model. I learned that we need to teaching problem solving skills in these issues through the undergraduate curriculum and require students to be proficient in this skill.

#### TCA 420

The very first week of my course is a lesson on ethics—The Smartest Guys in the Room (Enron). We also discuss the housing crisis of 2007-2008. In terms of diversity, just attending my class is an exercise in diversity--my class included students from Mexico, China, Japan and Korea. When students attend class they are exposed to individuals from other cultures.

#### HMD 407

Student team submit a 5-page case report based on one case study and short questions related to it. One of the question ask them to use Hofstede culture value framework to explain why the serving standard and employee behaviors differ in United States and Singapore. A follow up question ask them to develop a reinforcement plan to enforce the serving standard from a foreign country. The questions are related to Outcome #2 and Outcome #3 such that it asks student to understand how diversity in culture results in different employees behaviors and how to ensure inclusion.
HMD 454: Global/Multicultural Knowledge and Awareness: This is assessed through the project, since people are doing industry analysis for global companies. Students sometimes have difficulty relating external events to the hospitality industry. I will continue to reinforce this through my “Marketplace awareness” learning objective.

HMD 454 (report on 1-3 objectives)

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>How it assesses program learning objectives</th>
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</table>
| Homework 1: Develop a personal vision, mission and values | 1. Written communication and document formatting  
2. Students develop goals for success in the industry  
3. Students develop core values that reflect sustainability and ethics |
| Homework 2: Porters 5 Forces model | 1. Written communication, document formatting, graphics  
2. Students research global forces that affect the industry                                             |
| Homework 3: BCG matrix           | 1. Written communication, document formatting, graphics  
2. Students collect data on global companies                                                              |
| Teamwork                         | 1. Students develop communication systems for working together  
2. Students work in a team on a group project                                                            |
| Project management               | 1. Students are assessed on their ability to manage a project effectively in a diverse group              |
| Industry business plan           | 1. Written communication, preparing professional business documents                                       
2. Analysis of a hospitality company from a variety of perspectives                                       
3. Students develop strategies that include sustainability and ethics                                      |
| Exams                            | 1. Evaluates comprehension of written material  
2. Questions include topics on sociocultural trends and global industry issues  
3. Questions include topics on sustainability and ethics                                                  |
| Quizzes                          | 1. Comprehension of material  
2. Questions related to global industry issues                                                             
3. Questions include topics on sustainability and ethics                                                   |
| Professionalism                  | 4. Students are evaluated on class participation/communication                                           
3. Students participate in activities with diverse groups                                                  |
| Presentation                     | 1. Effective oral communication and PowerPoint slides                                                    
2. Presentation addresses global industry issues                                                            
3. Students work in a diverse team to prepare and deliver the presentation                                |

HMD 461
I continue to emphasize that business management must be conducted ethically, and will provide information on fraud in restaurants. Furthermore, I include topics of diversity and inclusion in the purchasing and labor analysis part of the class. Finally, we are discussing the application of sustainability in restaurants in the class.

- What was learned from the assessment results?

TCA 201:
Group discussion demonstrated both an understanding and appreciation of different cultures from the management effectiveness perspective. The class consisted of 77 students with a broad range of communication competencies. The average quiz score for the content area that addressed the Global/Multicultural Knowledge and Awareness UULO was 76% (five quiz average) and the exam score average was 77%, which was consistent with exam/quiz grades from the other two components of the course.

I continue to use Business Writing: What Works, What Won’t. It seems to work better for the students as compared to the academic business writing book used in the past. I beg them to keep it as a resource. I modified how I teach business writing this year by actually rewriting from the front of the class. The in-class work mirrored the assignments that they turned it. Rather than making them better writers, I hope to give them samples of good writing. I still don’t think I’m making them better writers, but I’m giving them tools while they’re in industry. In Fall of 2017 I will hybrid the course and place the business writing piece in tutorials with the hope that they’ll access them multiple times.

I still believe students need a 3-credit business writing course added to the curriculum requirements. I attempted to add in a peer review of the resume assignment to give students the opportunity to hone their skills while reviewing the work of another student, but with large classes, this was logistically too challenging.

In 2017-2018 I will be adding Who Gets Promoted, Who Doesn’t and Why back into the class. Students find this book useful.
TCA 221
As an entry level- and number-based accounting class, TCA 221 incorporates regular group activities and reflection discussions to improve the learning environment. Specifically, students develop competency in efficient communication between students and instructors. By sharing their unique experiences, students’ understanding on diversity is improved.

HMD 226
Students seemed to struggle with calculating the return on investment (ROI) for their projects as well as contacting hospitality technology vendors to obtain costs and benefits information for their projects. I allocated 20 minutes to meet with each group (2-3 students) in my office and found that the students were more willing to share their ideas and ask questions during the meeting. Some students told me the meeting were helpful for them to successfully develop their creative ideas into a professional report and presentation. When guest speakers came to class, I also encouraged students to prepare and ask questions related to their projects. I was very pleased with students’ interactions with the guest speakers. Some students continued their conversations with these speakers after class. A couple of students also mentioned that after learning and practicing how to make a professional presentation in my class, they felt more confident in presenting in an upper-level class. 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 as well as in my office enabled them to stay focused and motivated. Furthermore, students improved their communication skills in digital modes (e.g., emails and online surveys) while obtaining information from hospitality operators, vendors, and customers for their projects.

HMD 301
Student results were on par with expectations in both Fall 2016 and Spring 2017 (see box below). The degree of difficulty increases when moving from writing assignment 1 to writing assignment 2. In Spring 2017, I placed more emphasis on clarifying expectations regarding writing assignment 2. I also offered to review problem definitions for students, which help to better guide critical thinking skills. The exam results for Fall 2016 were markedly higher that Spring 2017, which may be due to the fact the students, could opt out of taking the Fall 2016 exam if they had an A in the course. Students were not given the “opt out” option in Spring 2017.

HMD 395
Most students really are capable of good work, but it requires a lot of effort. For those students who are willing to make the effort, I saw major improvements in their written communications over the course of the semester (Learning Outcome 1). I do not really work with Learning Outcome 2. Most students embrace our ethical issues elements (Learning Outcome 3), but I still see an unfortunate percentage – perhaps 20% -- who will only look at the “cheapest” and “easiest” solution, which is usually not the most ethical. I don’t know if they are just not making an effort, or if they really do feel that way.

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 “shakey” voices and much less quiet speaking, meaning the volume of delivery improves. This happens not only with formal presentations, 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 407
In term of Outcome #2 and #3 (Diversity), students are good at applying and interpreting cultural difference using the Hofstede culture dimension. They can also provide good recommendation in term of how to ensure inclusion. However, students are average in term of elaborate their logic and explain the relationship between national culture and behavioral difference.
In term of the Outcome #1, students are good at communicating effectively in written, spoken, visual and digital modes to different audiences. However, given the class has around 40% international students, students are diverse in their communication capability. Specifically, international (Asian) students are significantly weaker in term of their presentation skills. Majority of them do not have sufficient confident in public speaking and rely on their note card during presentation.
However, it is important to note that students’ verbal and written communication skills were improved throughout the semester. Through encouragement and practices, students gained confident in presentation and public speech. Their writing skills also improved with practices. Across the assessment, students are better at conceptualizing their logic and present it in their written report.

TCA 420
I believe the progress was strong. Pre-Test score: 47.5%, post-test score: 67.1%. This is an improvement from years ago but the post test was not as high as in the Spring 2016 sections. I have tried to incentivize them to do better on the post-test by offering them extra credit if they get a 70% or higher on the post-test. Mean exam scores have remained relatively the same (72%-75%) with only 5-10% of the class obtaining scores of 90% or higher. However, the standard deviation of the scores has lowered (scores below 50% are very rare).

HMD 454
Communication: Students performance is lowest for assessments that involve written communication. They need improvement in basic writing skills, tables and graphics, and professional business formatting.
Knowledge of the global and multicultural hospitality industry: Performance on exams and project indicate moderate competence in content related to global industry issues. They struggle primarily with concepts that involve critical thinking and problem solving.
Understand issues in ethics, diversity, and inclusion: Students perform strongly on working together with diverse teams.

HMD 450
Selected student feedback from internships:
The most valuable thing that I learned was that relationships are the most important part of hospitality. A successful manager will have a strong, positive relationship with their staff, vendors, and clients that will lead to a positive guest experience.
I absolutely loved interning for this company. Being here assured me that I do want to go into event coordinating. I learned hands on experienced from the many different aspects of what goes into setting up an event. From the equipment, props, lighting, floral and everything else that is sometimes taken for granted when walking into an event that has already been set up. I really enjoyed working with my supervisor. My goal is to be a Director of Entertainment, and I think I learned from the best.

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.

TCA 201
Consider the development of course work that specifically addresses workplace competencies needed in a global workforce. Our students are, in general, not good writers. I would like to see a 3-credit business writing requirement. I’m no longer concerned with course continuity as Dr. Barnes and I teach very similarly. Our classes are getting quite large, it would be great if we had a third instructor, but the course is so important and so specific, I’m not sure we’ll be able to make that happen.
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.

TCA 221
Based on the positive results from in-class group activities and discussion, I would like to 1) facilitate more class discussion and in-class group works, and 2) create new or revise existing activities/assignments.

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 and doing hands-on practice, and inviting guest speakers increased their attendance as well as interests in hospitality technology. In addition, I frequently sent announcements to encourage my students to visit my office during office hours and ask questions about their projects. I required students to check their reports at the Writing Center, which helped them learn how to write a professional report using APA style. I will continue to invite diverse guest speakers including hospitality operators and technology vendors, so that my students can have opportunity to communicate with various audiences.

HMD 307
I am completely redesigning the course for Spring 2018. I will be moving to a competency-based approach that couples theory with skill development assessments. Up to this point, HMD 307 has been primarily theory-based and assessments have been limited to theory knowledge, understanding and application.
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. I may return to an assignment I’ve used in the past involving a deep research opportunity for students and then working in groups of 3, they present the topic as well as prepare a PPT or Prezi visual aid for the presentation. The presentation is 15 minutes in length. This assignment requires approximately 100 hours of my time, outside of office hours, because students present their final presentation to me (not in class) first, and then we work behind the scenes on correcting any incorrect information prior to presenting in class.

HMD 407
Overall, I would recommend the program to strength students’ rational thinking capability. While students are good at understanding declarative knowledge and apply them in context, they are having some difficulty conceptualize and explaining their own logic. At the same time, international students struggles in term of communication. I would recommend enhancing the program admission standard so as to ensure students are well-prepared for the college education. In particular, I would recommend increasing the SAT and TOEFL score requirement for international students. In term of this course, I will increase more opportunity for students to speak up in class. For example, in the coming semester, I would include a lesson where students develop an organization culture change program and to present it to the rest of the class. This would give them an opportunity to reduce their anxiety through practicing public speaking.

TCA 420
I made some changes in Fall 2016 by adding two practice exams. I believe the students find them to be useful although one student complained that my practice exam questions are easier than the real exam questions. Since Excel is an important component of my course, we have now introduced an accounting cycle excel project that is required in TCA 221 (a prerequisite). The importance of this project has been emphasized to the part time instructors who teach that course. Dr. Repetti has Excel projects in her TCA 321 sections and I believe whoever ends up teaching revenue management (once it is required) will add an Excel component as well.

As I mentioned in my last assessment, and in discussions with other faculty, I am still getting the sense that some of our students are treating their assignments as if once they have taken a quiz or exam that they are then done with that concept. We are a very practical, applied program and students need to understand that what we are teaching (for the most part) is going to be part of their everyday work lives.

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.