

## **BUS/HTM program outcomes assessment description – Spring 2010**

The Business/Economics and Hospitality Management Department has identified five learning outcomes that should be developed and mastered by the time our students graduate. Graduates of the Business/Economics and Hospitality Management Department will:

1. successfully apply classroom knowledge to real world experiences.
2. demonstrate industry appropriate communication skills and the ability to work effectively with diverse groups in a team environment,
3. demonstrate the ability to adapt themselves to a changing business environment while encouraging others to do so as well,
4. demonstrate the ability to amass, evaluate, and interpret complex information to make effective business decisions, and
5. demonstrate the appropriate business norms and ethics, and mastery of the fundamental skills and knowledge required to successfully steward a business operation.

### **Courses in which the BUS/HTM program is evaluated using outcome assessment tools**

#### *1. Organizational Behavior – sophomore and junior HTM/BUS program assessment*

Program outcomes: 2 and 4

Assessment tool: Evaluation by Outside Agency assessing the ability of students to work in teams while participating in an in-depth and guided research project requiring interaction with department managers and staff. See assessment tool.

#### *2. Facilities Planning and Management – Senior level HTM program assessment*

Program outcomes: 1, 2, 4 and 5

Assessment tool: Evaluation by Outside Agency (external client) of student design project outcomes developed for the client during the course. See assessment tool.

#### *3. Senior Seminar – Senior level HTM/BUS program assessment*

Program outcomes: 1, 2, 3, 4 and 5

Assessment tool: Senior career portfolio to include samples from internships, employment, and classroom work which illustrate clearly what the student has learned and accomplished while in the program.

#### *4. Strategic Decision Making – Senior level BUS program assessment*

Program outcomes: 1, 2, 3, 4 and 5

Assessment tool: Students in this capstone course work in teams engaged in an Internet-based simulation in which the team members amass, analyze, and make decisions on a variety of business and financial questions. The team results are evaluated and compared to other student teams around the U.S. at the undergraduate level participating in this strategic simulation game.

## NEASC Outcomes Assessment Criteria

Option E1: Part A. Inventory of Educational Effectiveness Indicators

Degree Program: BUS/ECO/HTM

1. Have formal learning outcomes been developed? Yes
2. Where are these learning outcomes published? JSC Catalog, Course Syllabi, [www.jsc.edu](http://www.jsc.edu) website.
3. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?
  - Outside agents evaluate student performance, capstone simulation results compared to national results, portfolio review, internship success stories.
4. Who interprets the evidence? What is the process?
  - Core faculty interpret the evidence and review as a team bi-annually during faculty meetings.
5. What changes have been made as a result of using the data/evidence?
  - Refining of teaching methods, use of standard data collection procedures, and emphasis on stated outcomes.
6. Date of most recent program review? 2006 (?)

**VERMONT STATE COLLEGES ACADEMIC PROGRAM REVIEW/RUBRIC FOR EVALUATING THE QUALITY OF PROGRAM  
ASSESSMENT SYSTEMS**

| <i>critierion</i>   | <i>Initial</i>   | <i>Emerging</i>  | <i>Developed</i>  | <i>Highly Developed</i>  |
|---|--|--|---|--|
| 1. Comprehensive list of learning outcomes.                                 | There is no list of learning outcomes; or, list is incomplete, disorganized, and/or includes inappropriate outcomes. | List includes reasonable outcomes but is not comprehensive or coherent.  | <b>List is a well-organized set of reasonable outcomes that focus on the key knowledge, skills and values to be learned in the program.</b> | List is reasonable, appropriate, comprehensive and coherent; national disciplinary standards have been considered.   |
| 2. Assessable learning outcomes.  | Outcomes are not stated in measurable terms.   | Most of the outcomes are stated in terms of the desired skills, knowledge and dispositions.  | <b>Each outcome is described in measurable terms, through valid quantitative or qualitative means.</b>                                      | Each outcome is stated in measurable terms, and there are explicit criteria for assessing students' level of mastery of each outcome.  |
| 3. Communication of learning outcomes with students and other constituents. | Learning outcomes are not made public.   | Learning outcomes are published in the college catalogue or elsewhere at an institutional level.                                     | <b>Learning outcomes are published in institutional and well as departmental documents, incl. some syllabi.</b>                             | Learning outcomes are integrated into all course syllabi as well as published at the institutional and departmental levels.  |
| 4. Assessment plan/system; data collected in relation to learning outcomes. | There is no formal plan for assessing each outcome.  | <b>Some program-level assessment is in place but it is incomplete, short-term and/or informal.</b>                                   | The program has a reasonable, multi-year assessment plan that identifies when and how each outcome will be assessed.                        | The program has a multi-year, fully-articulated and sustainable assessment plan that is routinely reviewed and revised, as needed.   |
| 5. Data analysis; review and discussion of evidence of learning outcomes.   | Program-level data are not collected.  | <b>Program-level evidence is collected; there is no formal mechanism for regular faculty review/analysis/discussion of findings.</b> | Program-level evidence systematically collected and analyzed; all core faculty participate in regular discussions about the findings.       | Program-level evidence is systematically collected, analyzed and reported; results are disaggregated by target populations; faculty is highly skilled in outcomes data analysis. |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>6. Use of evidence to improve program/ student learning outcomes.</p> | <p>Program-level evidence is not used in relation to program improvement; curricular and/or pedagogical changes have not been made as a result of outcomes data.</p> | <p><b><i>There is a general awareness of the need to make curricular and pedagogical decisions/ changes based on evidence.</i></b></p>              | <p>The review and analysis of evidence has resulted in significant curricular and/or pedagogical changes.</p>                        | <p>Learning outcomes have improved as a result of data analysis. Faculty is highly skilled at making effective changes based on outcomes evidence.</p>   |
| <p>7. Sustainability of assessment system.</p>                           | <p>There is no long-term assessment system in place.</p>   | <p><b><i>A short-term assessment system is in place but has no formal place in the regular and ongoing work of the department/ faculty.</i></b></p> | <p>A long-term assessment system is in place; the system is adequately resourced, well-understood and fully-utilized by faculty.</p> | <p>Responsibility for the assessment system has been assigned and regular review is part of the annual cycle of activities and is highly valued by faculty and seen as a critical component of their work.</p> |

## HTM 3230 Facilities Planning and Design

### Departmental Learning Outcomes and Assessment:

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4. demonstrate the ability to amass, evaluate, and interpret complex information to make effective business decisions, and
5. demonstrate the appropriate business norms and ethics, and mastery of the fundamental skills and knowledge required to successfully steward a business operation.

Students who successfully complete this course will have demonstrated competency in each of the four learning outcomes as described by the department of business and economics of Johnson State College.

### Please evaluate the student teams on the following criteria.

Student Team \_\_\_\_\_

1. Ability to Integrate classroom knowledge with guided work/internship experience – student will demonstrate that they have a thorough working knowledge of the hospitality industry and in particular a knowledge of facilities, operations, and needs of consumers.

High

Medium

Low

Comments:

2. Demonstrate industry appropriate communication skills and the ability to work effectively with diverse groups in a team environment – Student will demonstrate that they use the language of a hospitality management professional, have worked effectively in a team environment demonstrating listening and group communication skills.

High

Medium

Low

Comments:

3. Demonstrate the ability to amass, evaluate, and interpret complex information to make effective business decisions – Student will demonstrate that they have made business decisions relative to the facilities design project based on knowledge of the target market, the budgetary constraints, and the operational needs of management.

High

Medium

Low

Comments:

4. Demonstrate the appropriate business norms and ethics, and mastery of the fundamental skills and knowledge required to successfully steward a business operation – Student will demonstrate competency in this outcome through their professional appearance and presentation skills, and ability to answer questions from the professionals in the audience.

High

Medium

Low

Comments:

**Organizational Behavior**  
**Group Evaluation Form**  
**Outside Agency**

**The purpose of this evaluation form is to help the Business/Economics/HTM program assess how well the student group that you have been working with meets a number of criteria that demonstrate how well group members meet competency requirements for graduation in this department. Please complete this evaluation form to the best of your knowledge and return to Professor Todd Comen in the Bus/Eco department. Thank you.**

Name of your department: \_\_\_\_\_

Semester/year \_\_\_\_\_

Evaluation Criteria

Ability to communicate clearly

|           |      |         |      |           |     |
|-----------|------|---------|------|-----------|-----|
| Verbal    | Poor | Average | Good | Excellent | N/A |
| Writing   | Poor | Average | Good | Excellent | N/A |
| Telephone | Poor | Average | Good | Excellent | N/A |
| Internet  | Poor | Average | Good | Excellent | N/A |
| Listening | Poor | Average | Good | Excellent | N/A |
| Questions | Poor | Average | Good | Excellent | N/A |

On-time for appointments    Poor 1 – 2 – 3 – 4 – 5 Excellent

Appearance/Attire            Poor 1 – 2 – 3 – 4 – 5 Excellent

Professionalism                Poor 1 – 2 – 3 – 4 – 5 Excellent

Preparedness                  Poor 1 – 2 – 3 – 4 – 5 Excellent

Apparent Teamwork            Poor 1 – 2 – 3 – 4 – 5 Excellent

Overall Impression            Poor 1 – 2 – 3 – 4 – 5 Excellent

Additional Comments: