

Mission and Outcomes Development Worksheet # 1

Academic Programs

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| Academic Program | | Assessment Period Covered |
| Hospitality & Tourism Management (HTM) | | Fall 2012 to Spring 2013 |
| | | Date Submitted October 10, 2012 |

Institutional Mission/Strategic Goal:

Mission: *Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.*

Strategic Goal:

SPG 1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;
SPG5. Invest in sufficient, qualified, and effective human resources;
SPG7. Build a partnering and service network for community, workforce and economic development;
SPG 9. Provide for continuous improvement of programs, services and college environment.

Academic Program Mission Statement: *The mission of the Hospitality and Tourism Management (HTM) AS degree program is to prepare students for employment and/or advancement in the industries of hospitality and tourism and/or for the pursuit of advanced degree(s) in hospitality and/or tourism by educating them in the fundamental concepts, knowledge, and laboratory/on-site practices and skills of hospitality and tourism.*

Academic Program Goals:

- 1. Demonstrate entry to mid-level knowledge and skills essential for employment or career advancement in hospitality and/or tourism;*
- 2. Demonstrate fundamental knowledge and skills essential for the pursuit of advanced degree(s) in hospitality and/or tourism management; and*
- 3. Demonstrate intellectual and critical thinking skills to become effective learners and well informed citizens.*

Academic Program Learning Outcomes:

- 1. Explain the interdependent components of the international hospitality and tourism industry including transportation, customer service, food service, lodging, recreation management, roles of national and state visitors' authorities, marketing and sales.*
- 2. Demonstrate professional lodging specific technical skills, supervisory techniques and management skills.*
- 3. Explain the types and elements of food service operations.*
- 4. Demonstrate front of the house technical and supervision techniques.*
- 5. Describe tourism attraction support services and related business opportunities.*
- 6. Describe the importance of developing the FSM as a sustainable tourism destination.*
- 7. Communicate in basic Japanese for lodging, food service and tourism provider guest services.*

WORKSHEET #1 cont.

Program Review Improvement Outcome:

- Improve SLOs of all HTM major courses to include authentic assessment strategies ;
- Reduce the number of graduation credits from 69 to 65 and number of major courses from 13 to 11;
- Establish an HTM Advisory Council;
- Improve enrollment management to schedule classes according to suggested schedule in College Catalog; and
- Provide faculty the relevant training for skills improvement and upgrading.

Assessment Plan Worksheet # 2

Academic Programs

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|---------------------------------------|--|----------------------------------|
| Hospitality & Tourism Management(HTM) | | |
| Academic Program | | Assessment Period Covered |
| () Formative Assessment | | Fall 2012 to Spring 2013 |
| (X) Summative Assessment | | |

| Evaluation questions | Data sources | Sampling | Analysis |
|--|---|---|------------------------------------|
| 1. Do graduates need both FL120 and FL160 to be able to communicate in basic Japanese for lodging, food service and tourism provider guest services? | Course SLOs, sample exercises, and other relevant materials. | 100% of students enrolled in both courses. | Will be descriptive and narrative. |
| 2. Do any of the major courses prepare and equip students with proper communication skills? | Course SLOs | 100% of all HTM major courses and other major required courses. | Will be narrative. |
| 3. Are the proficiency levels of all faculty members meeting standards? | Faculty evaluations, sample writings, and other relevant materials. | 4 faculty members teaching major HTM courses. | Will be descriptive and narrative. |
| 4. Are students and faculty involved with the community and stakeholders? | Division calendar, monthly reports, and other related activities. | Activities with at least 25% involvement. | Will be descriptive and narrative. |
| 5. Do 70% of the students graduate from the program according to the five scheduled semesters or within two years? | Graduation data per student; IDPs | HTM majors beginning Fall 2011 to Spring 2013 with continuous enrollment. | Will be descriptive and narrative. |

Timeline

| Activity | Who is Responsible? | Date |
|---|---------------------------------------|-----------------------------|
| 1. Finalize course modifications and submit to CAC. | Perman | Before the end of Fall 2012 |
| 2. Coordinate with Language Instructor to assess FL 120 and FL160 courses. | Perman and Kamikubo | Fall 2012 |
| 3. Collect and compile necessary data and documentation for above evaluation questions. | Roby, Dela Cruz, Kamikubo, and Perman | Fall 2012/ Spring 2013 |
| 4. Compile a list of potential members for HTM Advisory Council. | Roby and Perman | Fall 2012 |
| 5. Draft a Revised Suggested Course Schedule for 2013-2014 Catalog. | Roby, Dela Cruz, and Perman | Fall 2012 |
| 6. Seek Staff Development Funding for Division Faculty Workshop/Training. | Perman | Fall 2012 |
| 7. Review all HTM course outline SLOs for content and program alignment. | Roby, Dela Cruz, and Perman | Fall 2012 |

Comments: HTM course outlines will be reviewed and if necessary, revised to include authentic assessment strategies for relevant SLOs. There is also a need to carefully review COs for content, accuracy, and whether SLOs are aligned with PLOs.