

Assessment Fund Report

University of Hawaii at Manoa School of Travel Industry Management

Departmental Assessment Plan

Approved by TIM School Faculty Council on April 29, 2002

Updated October 7, 2002

The School of Travel Industry Management places a strong emphasis on assessment of its programs as evidenced in the accreditation process for the Accreditation Commission for Programs in Hospitality Administration (ACPHA - Self-Study report, Aug. 1999). The School of Travel Industry Management is accredited by ACPHA through 2007.

The School also places strong emphasis on high-quality professional educational processes and has earned the TedQual (**T**ourism **E**ducation **Q**uality) Certificate from the World Tourism Organization (WTO) in 2002.

In response to the University of Hawaii at Manoa's WASC accreditation process, the School of Travel Industry Management has created this "departmental assessment plan" as an addition to its current on-going assessment processes and is using this opportunity to consolidate assessment processes in the School.

The School has prepared and is implementing this plan to specifically address the WASC accreditation concern in the area of **student outcomes assessment**. The process being followed is that recommended in the *Handbook on Departmental Assessment of Undergraduate Learning at the University of Hawaii at Manoa* prepared by the Faculty Senate Committee on Academic Programs and Policies.

As a plan of action, the School is following the four steps as outlined in the handbook. The School has identified the student learning outcomes and methods of assessing those outcomes in the Spring 2002 semester as documented below in steps 1 and 2. Implementation of the methods will proceed in the 2002-2003 academic year as outlined in steps 3 and 4.

As a professional School, the faculty has agreed to the overall approach to student learning assessment as a flexible process with multiple points of input and analysis. This follows the suggestion that professional schools at Manoa may want to shape their assessment programs along the line provided in the example of Purdue University in the aforementioned *Handbook*.

Step 1: Formation of Departmental Assessment Committee and Identification of Student Learning Outcomes.

The “Departmental Assessment Committee” was formed on April 3, 2002 and comprises the following members:

Dexter Choy, Ph.D. Professor
Mark Hukill, Ph.D. Interim Associate Dean and Associate Professor (Convener)
Misty Johanson, Ph.D. Assistant Professor
Dan Spears, Ph.D. Assistant Professor

The committee met in-person on April 15, 2002 and further deliberation has proceeded by e-mail.

Similar to the objectives set forth in the School’s ACPHA accreditation, the committee has defined the learning objectives as the following:

Student Outcome Objectives

- Develop leadership abilities so that graduates will be able to assume leadership and professional roles in both the private and public sectors of the travel industry field.
- Solve problems of a dynamic and highly competitive industry by applying quantitative and qualitative analysis skills in decision-making.
- Understand the role and responsibilities of the travel industry within state, regional, national and world perspectives.
- Develop oral and written communication skills
- Understand the fundamental characteristics of service-based enterprises and specifically in hospitality, tourism and transportation.
- Develop personal creativity and expression.
- Understand business ethics, culture, environmental, and societal constraints.
- Integrate theory and practice.

Step 2: Identification of methods to use to address the learning outcomes (measurement strategies/instruments)

The School uses a flexible set of multiple measurements and strategies to analyze learning objective outcomes. These include:

Program Reviews:

University internal reviews (latest in 2002);
ACPHA accreditation reviews and reports (latest report 1999)
TIM School Advisory Board reviews (latest in 2002).

TIM Faculty Council – Curriculum Committee reviews. On-going reviews and modifications of courses and syllabi.

Action: These reviews are conducted on an on-going basis. The TIM Curriculum committee reviews and makes modifications of courses and syllabi as appropriate to meet the needs of students and industry. Objectives for each course are continually assessed to correlate with the changing nature of the industries in which are graduates seek careers. Further, the TIM School continually evaluates our capstone courses' to facilitate their continued growth and relevance to the industry.

Student evaluations of individual courses and instructors (using the UH-M Café System)

Action: Students evaluations are continual from semester to semester. Generally, it is strongly suggested that junior faculty participate each semester to facilitate the T & P process and to provide valuable course/teaching information to junior faculty. The Café System provides relevant information to faculty so modifications can be made to course structure, teaching effectiveness, and overall classroom management styles. Most courses use the same set of course evaluation questions (listed below), thus providing consistency for evaluation of teaching efficiency and effectiveness. The following questions are consistency used in the TIM School:

017: I learned a lot in this course.

054: The instructor is enthusiastic about the course material.

069: The instructor stimulated me to think about the subject matter.

097: The instructor has been helpful whenever I have encountered difficulties.

126: The objectives of the course were clearly explained.

131: In general, the course was well organized.

132: The instructor was consistently well-prepared and organized for class.

135: The instructor sets high standards for students.

213: I am generally pleased with the materials (texts, handouts) required for this course.

It must be noted here that not all faculty in the TIM School use the Café System (however, most do), generally senior faculty have the option on whether to use the Café System or not. However, junior faculty is strongly encouraged to participate each semester to track their progress.

Student focus groups – begun in the spring semester 2002.

Action: student focus groups of graduating seniors began in the spring of 2002. A team of administrators and faculty conduct qualitative exit interviews to graduating seniors. Students are randomly selected and the sessions are conducted in a focus group format.

Faculty and administration then discuss the feedback and results. Further, the TIM School uses this information in conjunction with other sources (described here in this report) to modify and make improvements to the current curriculum.

Student 'Town Meetings' with the Dean. (Latest meetings on 10/12/02 and 5/1/02.)

Action: Town meetings were instituted in the TIM School in the 2001 academic year and are conducted by the Dean and administration. Educational and resource issues are discussed between students and administration each academic year. Town Meetings have provided valuable information that has been used in conjunction with other measures to identify opportunities for educational improvement in the TIM School.

Internships (2 x 400hours)

Action: this is a standard yet integral part of the TIM program, but the required contact hours are higher than many institutions with similar programs. Thus, adding to the rigor and value of the TIM School programs

One of the most effective methods of learning is putting theory into practice. The internship program provides the opportunity for students to do just that. Through three levels of internship (see below for descriptions), students are immersed in the realities of business. In the process, they test their limits and gain confidence in their abilities. Internships partners provide opportunities to develop relationships with organizations and expand career objectives.

TIM 100:

Through research and guest speakers, students learn about the various positions and careers in the travel industry and the challenging duties and responsibilities of management. Students are also introduced to strategies that will make them effective learners in a field setting, and successful in their job search strategies.

BASIC INTERNSHIP--TIM 200:

Although students usually hold entry-level positions for this internship, they are able to meet people in the industry and to work in an employer-employee, employee-guest environment. Upon completion of at least 400 hours of internship, the student prepares a written report documenting the work experience and analyzing the organization's operations as they relate to classroom theories.

ADVANCED INTERNSHIP:

There are three options to complete the advanced internship:

TIM 300:

After 400 hours of work, students complete a report that documents the work experience, provides an analysis of operations related to classroom theories, and proposes recommendations to improve a problem area.

Executive Internship--TIM 400:

Students observe management in action at the highest level and often contribute to the operations of a company by completing a project under the supervision of an executive. Executive internships are not limited to Oahu, but are often completed on other islands in Hawaii, the U.S. mainland, and in other countries.

Community Service Internship--TIM 400C:

Students work with a cooperating community service agency in completing a project under the supervision of an agency executive. Students are encouraged to examine civic and business responsibilities in assisting agency to achieve its strategic and operational goals.

Job recruitment and placement.

Action: recruitment and job placement continue to be a very strong area within the TIM School. Though the continued development of recruiting and placement programs the TIM School has been able to maintain a very strong record of recruitment and placement both domestically and internationally. The success of this program in the TIM School can be attributed to meeting the changing requirements by industry and academia. Further, the TIM School has a full-time Director of Internship and Career Development staff member dedicated to recruitment and placement of our graduates and interns. Continued development and improvements to this program are ongoing.

Graduating students “Senior Exit Survey” using *Nobscott* on-line instrument. (Latest 5/02.)

Action: the Graduating Senior Exit Survey is conducted using an online assessment questionnaire “Nobscott” which utilizes web-based technologies to survey graduating seniors. The results are displayed in a “real-time” format and provide valuable information, which can then be used to examine strengths, weaknesses, opportunities, and threats to the TIM School, specifically related to learning outcomes. This information is used in conjunction with the other methods described in this report to improve overall TIM School programs.

Alumni survey (approximately every two years. Latest completed August 02.)

Action: the TIM Alumni survey is administered every two years to alumni of the TIM School (generally, we look at graduates 5 years after graduation). The survey is designed to assess the efficacy of alumni’s educational experiences at UH and the TIM School. Information from these surveys is used in conjunction with other assessment techniques (discussed in this report) to facilitate the identification of the programs strengths, weaknesses, opportunities, and threats to the TIM School. This information is then used in the course and program planning and design process for upcoming academic semesters.

New program assessment (ongoing).

Action: as part of the WASC accreditation process, new program assessment instruments are being developed to assess students learning expectations and outcomes based upon an entry level (freshman, program transfers, etc), mid-program assessment, and assessment

upon graduation. The questionnaires will be correlated to identify strengths, weaknesses, opportunities, and threats to the TIM School. This is an ongoing process.

Step 3: Outcomes Assessment Committee

The School's outcomes assessment committee is the departmental assessment committee identified in step 1 above. The committee is responsible for the evaluation of student learning objectives assessment and implements the assessment on a yearly cycle beginning with the 2002-2003 academic year. The committee will next meet on October 28, 2002. The assessment for measurement inputs analysis for the 2002-2003 academic year will be early in the fall semester 2003 when all assessment measures are available for the previous academic year.

The committee reports its results to the TIM School Faculty Council and the Dean. The Dean transmits the results to the appropriate office of the UH-M administration.

Step 4: Appropriate methodology, ethical procedures and reliability of observations

All assessment procedures in the School that form a part of this assessment plan are conducted such that individuals providing the input are not identifiable with the input they have provided in reporting and disseminating results including focus groups and face-to-face interviews. All assessment tools identified in Step 2 above regard participants as partners in the process and are fully informed of the purpose and dissemination of results from each. Where input is identifiable with the person providing the input, the input is separated from the identification prior to assessment by the committee and subsequently throughout the reporting and dissemination of results process.

Over the course of the year for the first cycle of review (to be conducted in Fall 2003 for the 2002-2003 academic year), the assessment committee will meet to provide further guidelines and policy regarding issues of ethics and reliability of observations as well as establishing the methodology of review of the results of the assessment tools outlined in Step 2 for the purposes of meeting the learning objectives as well as developing the feedback channels for results dissemination.
