School of Hospitality and Tourism Management
College of Human Sciences
Bachelor of Science
Assessment Report Form for 2016-2017 Academic Year

Date of Report: 9/6/2017

Name of Person Submitting Report: Catherine Curtis, Ph.D.

A. Program Information:

Assessment Coordinator's Name: Catherine Curtis

Assessment Coordinator's Email Address: catherine.curtis@okstate.edu

Number of students enrolled in the program 2016-2017: 279

Number of students graduated in 2016-2017: 78

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The School of Hospitality and Tourism Management at Oklahoma State University is striving to be a leader in hospitality education through purposeful research, superior teaching, and innovative experiential learning to enhance the lives of those we serve.

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

University assessment funds were used for a graduate assistant and stipends for faculty raters.

D. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

D1) Student Learning Outcome #1: *HTM graduates will apply critical thinking skills in hospitality operations. Specifically, HTM students will have the ability to observe and participate in real time hospitality operations, apply theory and problem-solving skills to the various departments in hospitality operations.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

In order to strengthen critical thinking skills in the HRAD program there are numerous points within the curriculum to practice these skills. Students begin the program with the introduction to the hospitality industry course, HRAD 1102. This course sets the foundation for thinking critically about the hospitality industry beginning with case studies. They discuss basic food service skills in HRAD 1114 and develop analytic and quantitative skills in the program's financial HRAD 2283 and 3623, and conclude the program with the advanced course in financial education, Revenue Management, HRAD 4453. Overall, the third and fourth year emphasizes critical thinking skills in Management, (HRAD 3213), Hospitality Human Resources (HRAD 3783), Marketing, (HRAD 4163), and Capstone, (HRAD 4523). Please see attached Curriculum Map (Table 1).

How many students were included in the assessment of this outcome?
50 students were assessed for this outcome.

How were students selected to participate in the assessment of this outcome?

Faculty provided artifacts from the Fall and Spring semesters for this outcome and all artifacts provided were assessed.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey   ☒ Satisfaction Survey   ☐ Internship

☐ Rating of skills (e.g., rubrics)   ☐ Benchmarking   ☒ Interviews

☒ Analysis of written artifacts   ☐ Measuring effectiveness relative to   ☐ Performance or jury
                                            professional standards
☐ Comprehensive, certification, or   ☐ Visual collection (photos, videos, etc.)
professional exam(s)   ☐ Review of thesis/dissertation/ creative
                                            component   ☐ Review of student research
☐ Oral presentation
                                          ☒ Capstone project   ☐ Other (please specify):
☐ Course project
                                                                                    Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
The assessment methods used to gather evidence of student achievement of student learning objective 1, critical thinking skills, were artifacts provided by faculty, interviews with faculty, and the senior student exit survey.

Did your department/program faculty have a goal set for this learning outcome?   ☐ Yes   ☒ No
For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 1.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

In the learning outcome critical thinking, students revealed above average scores in all areas and in particular showed strength in "identification and/or summary of the problem/question at issue" and "presentation of the student's own perspective and position as it is important to the analysis of the issue". Student scores indicated that improvement is needed in two particular areas, "consideration of other salient perspectives and alternate positions that are important to the analysis of the issue", and "discussion of conclusions, implications and consequences". Faculty have mentioned that students need to use more resources and should not use internet based sources exclusively. Students could receive additional help in these areas by using the campus writing center for further help with documentation and learning APA style. Students need to practice skills and in order to gain confidence. Students should seek faculty during office hours for suggestions on improving critical thinking skills and make use of campus resources such as the LASSO center. Faculty could adopt more integrative approaches during class time and make more mention of campus resources and provide links on the online learning system. For the full results of each item see Table 2. In addition, approximately 93% of students that answered the Senior Student Exit Survey (n=54) indicated that they felt they had "quite a bit" or "very much" development in thinking critically and analytically. Approximately 80% of the students felt they were able to use multiple sources of information to solve problems (see Table 3). For additional assignments and faculty input regarding critical thinking, please see Table 4.

What do the results suggest about student achievement of this learning outcome?
The results indicate that the students have above average critical thinking skills. In order to strengthen students' critical thinking skills, recommendations to faculty will be made to include more instructional methods to practice this skill.

Timeline for the Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐Each Semester   ☒Yearly   ☐Every other year

☐Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click here to describe and provide the rationale.

D2) Student Learning Outcome #2: *HRAD graduates will demonstrate effective oral presentation skills. Specifically,*
HTM students will have the ability to construct an oral presentation articulating a concept or issue in hospitality management to an audience.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.
There were numerous opportunities for students to practice and develop their oral presentation skills. These opportunities begin at the start of the program in the 1000 level classes and continue throughout the program. Please see attached Curriculum Map (Table 1).

How many students were included in the assessment of this outcome?
28

How were students selected to participate in the assessment of this outcome?

Members of the assessment committee attended oral presentations in classes in the fall and spring semesters. They were attended based on the availability of assessment team members.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey   ☒ Satisfaction Survey   ☐ Internship

☒ Rating of skills (e.g., rubrics)   ☐ Benchmarking   ☒ Interviews

☐ Analysis of written artifacts   ☐ Measuring effectiveness relative to   ☐ Performance or jury
                                               professional standards
☐ Comprehensive, certification, or   ☐ Visual collection (photos, videos, etc.)
professional exam(s)   ☐ Review of thesis/dissertation/ creative
                                               component   ☐ Review of student research
☒ Oral presentation
                                               ☐ Capstone project   ☐ Other (please specify):
☐ Course project
                                                                                           Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Members of the assessment team went to classes and rated presentations with the oral communication rubric in the fall and spring semesters.

Did your department/program faculty have a goal set for this learning outcome?   ☐ Yes   ☒ No
For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 2.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Students performed at an average or slightly below average in oral communication. The strongest area for students was "central message". This reveals that students are able to convey the overall message of their presentations (see Table 5). However, students could use improvement in most areas. As indicated in Table 5, students need more help in "supporting material" and "delivery" as well as "organization". In order to improve in this area, students need to check directions for formatting from the professor and practice to in front of others to see if they are understood. Students should consider using video equipment to record practice presentations to see what needs to be improved or use their peers for feedback. A majority of students reported (55%), they mastered "speaking clearly and effectively" and 67% felt

they accomplished "delivering oral presentations", which is a decline from prior years (see Table 6). Students may also consider taking Speech as an elective or joining a local Toastmasters' association to gain more confidence in these skills. For additional assignments and faculty input, please see Table 7.

What do the results suggest about student achievement of this learning outcome?
In the student-learning objective oral presentation skills, many instructors had students practice their skills in the form of presentations. The only method of oral communication evaluated was presentations. Other methods of oral communication that were not included in this evaluation consist of students teaching a concept, working in small groups during class time, or general in-class discussion. Most of the presentations involved group speaking; however, there were individual presentations. Some faculty mentioned that students would benefit from viewing themselves, so recording presentations is something that should be considered by the instructor or students themselves. Students could benefit by viewing the professional image that they convey during presentations.

Timeline for the Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐Each Semester   ☒Yearly   ☐Every other year

☐Other (please specify): If the assessment of Learning Outcome 2 occurs on a cycle or rotation, click here to describe and provide the rationale.

D3) Student Learning Outcome #3: *HTM graduates will demonstrate effective written communication skills. Specifically, HTM students will have the ability to compose written documents that analyze contemporary issues in hospitality.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

> There were many opportunities for students to develop their written communication skills. These opportunities are evident across the program and are achieved in many different methods such as essay questions on exams to comprehensive papers. Please see attached Curriculum Map (Table 1).

How many students were included in the assessment of this outcome?
50

How were students selected to participate in the assessment of this outcome?

Faculty provided artifacts for learning outcome 3, written communication, and all were assessed.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey
☒ Rating of skills (e.g., rubrics)
☒ Analysis of written artifacts
☐ Comprehensive, certification, or professional exam(s)
☐ Oral presentation
☒ Course project

☒ Satisfaction Survey
☐ Benchmarking
☐ Measuring effectiveness relative to professional standards
☐ Review of thesis/dissertation/ creative component
☐ Capstone project

☐ Internship
☒ Interviews
☐ Performance or jury
☐ Visual collection (photos, videos, etc.)
☐ Review of student research
☐ Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
The assessment methods used to gather evidence of student achievement of student learning objective 1, written communication skills, were artifacts provided by faculty, interviews with faculty, and the senior student exit survey.

Did your department/program faculty have a goal set for this learning outcome?   ☐ Yes   ☒ No
For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 3.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
The artifacts assessed indicate that students have an above average competence with all areas (see Table 8). The weakest area was documentation. Students could benefit with instructional exercises in APA style or perhaps having a guest lecturer/librarian speak about APA style. A majority of the students, 87%, believed that they "learned to write clearly and effectively" (see Table 9). Students could improve the overall quality of their writing by using campus resources such as the writing center and meet more with faculty for feedback. For additional assignments and faculty input, please see Table 10.

What do the results suggest about student achievement of this learning outcome?
The results suggest that a majority of students are comfortable with their writing skills. However, there is room for improvement. In order to improve, students must have practice with feedback. Faculty could discuss writing during class time with short exercises with feedback. Students will gain more confidence when they are more practiced with this skill.

Timeline for the Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐Each Semester   ☒Yearly   ☐Every other year

☐Other (please specify): If the assessment of Learning Outcome 3 occurs on a cycle or rotation, click here to describe and provide the rationale.

D4) Student Learning Outcome #4 [IF NEEDED]: Click here to type Learning Outcome 4.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:
For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.
Click here to enter opportunities for students to learn this outcome.

How many students were included in the assessment of this outcome?
Click here to type the number of students included in the assessment of Outcome 4.

How were students selected to participate in the assessment of this outcome?

Click here to describe how students were selected.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☐ Capstone project

☐ Internship

☐ Interviews

☐ Performance or jury

☐ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.
Click here to describe the how the assessment for Learning Outcome 4 was conducted.

Did your department/program faculty have a goal set for this learning outcome?   ☐ Yes   ☒ No
For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 4.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Click here to type the results of the assessment for Learning Outcome 4.

What do the results suggest about student achievement of this learning outcome?
Click here to type what the results suggest about student achievement of Learning Outcome 4.

Timeline for the Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐ Each Semester

☐ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale.

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

The overall results reveal student performance strengths and areas that need attention in the program. We would like to see students accomplish these learning outcomes with higher accuracy. In order to do this, the faculty must understand the learning outcomes and how we must teach them to ensure greater accuracy. Assessment must be discussed at faculty meetings to ensure that program outcomes remain a priority.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

Members of the assessment team reviewed the artifacts separately and compiled the ratings of the artifacts on a spreadsheet. The results were checked by the assessment coordinator. If the results differed by more than one point, the members of the assessment team discussed the artifact and came to agree upon a score that was within one point. Then, all of the scores were entered into a statistical program and item means and standard deviations were generated. The results were compiled into tables in this report.

Describe the process for sharing and discussing assessment results with program faculty.

The results are distributed to faculty via email. The faculty are invited to discuss any portion of the report with the members of the assessment team.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

Our curriculum is under review and developing changes to further strengthen graduates' workplace readiness. The assessment report is taken into consideration by the Curriculum Committee, and the program outcomes and assessment are discussed at faculty meetings throughout the academic year.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

No changes are planned at this time.

Describe the process for implementing these changes/planned program improvements.

Click here to enter description of the process for implementing planned changes.

H. <u>Assessment Tools</u>

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) **here.**

Table 1: Student Learning Outcomes Curriculum Map

Learning Outcomes	HRAD 1102 HRAD 1114	HRAD 2283 HRAD 2533	HRAD 3213 HRAD 3473 HRAD 3623 HRAD 3783	HRAD 4163 HRAD 4453 HRAD 4523
Critical thinking skills in hospitality operations.	-Discussion -Practical Examination -Case studies	-Menu Engineering -Embedded Questions	-Project -Group Project -Exam -Case Studies	-Case Studies -Senior Project -Homework -Exam
Oral presentation skills.	-Group Presentation	-Group Presentation	-Individual Oral Presentation -Group Presentation	-Group Presentation
Written communication skills.	-Case Study -Exam -Group Project	-Essay questions -Case Studies	-Individual Project -Analysis Paper -Exam -Reflection Papers	-Comprehensive Paper -Case Study -Exam

Table 2: Critical Thinking Criteria

Criteria	Mean	Std. dev
Identification and/or summary of the problem/question at issue	4.08	.421
Presentation of the student's own perspective and position as it is important to the analysis of the issue.	3.92	.650
Use of supporting data/evidence	3.78	.555
Discussion of conclusions, implications, and consequences	3.48	.525
Consideration of other salient perspectives and alternate positions that are important to the analysis of the issue	3.47	.519
Assessment of the key assumptions	3.54	.514
Consideration of the influence of the context on the issue (including, where appropriate, social, economic, technological, ethical, political, or personal context).	3.59	.512
Assessment of the validity of the supporting/background information.	3.51	.510

n=50

Table 3: Senior Student Exit Survey Results (Critical Thinking Questions)

Criteria	2013-2014 (n=57)	2014-2015 (n=32)	2015-2016 (n=53)	2016-2017 (n=54)
Thinking critically and analytically	82%	78%	70%	93%
Using multiple sources of information to solve problems.	67%	63%	74%	80%

Table 4: Student Learning Outcome 1: Critical Thinking Skills

Course	Number of Students Enrolled 2016-2017	Assignment Evaluated	Brief Assignment Description	Faculty Suggestion for Improvement
HRAD 1102	Fall: 59 Spring: 35	Case Study	Disneyland: Focus on the dynamics of international culture on the success of tourism. Critically examine how the cultural differences affect the success in Tokyo/Paris. Suggest ways to improve.	Team teaching. Other professors should introduce the students to their areas of specialization.
HRAD 1114	Fall: 71 Spring: 72	Discussion	Students connected links or used prior experiences to answer questions.	Students need to be more vocal, and less private. Learn better ways to put their thoughts into words and communicate coherently. Timing: Lab sessions on a topic should take place after the whole topic is covered.
HRAD 2533	Fall: 38 Spring: 29	Menu Engineering	Create spreadsheet, analyze sales, and research new technology. Make recommendations for changes.	Need better multimedia. Showing videos of what is being taught would improve performance.
HRAD 3213	Fall: 50 Spring:45	Exams/Reflection Papers	Embedded questions/Essay. Students reflect upon a concept discussed and express their thoughts before, after, and actions going forward.	Students need to synthesize concepts with written expression; take the time to write clearly.
HRAD 3623	Fall: 28 Spring: 31	Lab sessions	The opportunity to apply concepts learned in lecture.	Students need a better foundation. Math skills need to improve. Reduce the workload-better to fully understand 6 topics, than to be poor in 10.
HRAD 3783	Fall: 27 Spring: 23	Case Study	An individual assignment, 1-2 pages, students have 1 week to complete.	Students need to spend more time on the assignment-do not procrastinate.

HRAD 4163	Fall: 13 Spring: 20	Group Project	Students develop a marketing plan.	Better communication between teammates.
HRAD 4453	Fall: 41 Spring: 19	Group Project	Students develop a marketing plan for different hotels and competitors in the market.	Students need to be able to recall past knowledge to work on current project.
HRAD 4523	Fall: 24 Spring: 39	Final Project	Group assignment, 30-40 pages excluding appendices/references, 8 weeks to complete.	Students need to learn how to work and deliver under pressure. Focus on the task at hand and be more willing to ask faculty for help. Need to practice, build confidence, and apply their "own" thoughts (critical thinking) based on their research and experiences, versus accepting what the prevailing point of view on said topic.

Table 5: Oral Communication Skills

Criteria	Mean	Std. Dev.
Organization	2.93	1.107
Language	3.07	.781
Delivery	2.81	.786
Supporting Material	2.67	.832
Central Message	3.26	.903

n=28

Table 6: Senior Student Exit Survey Results (Oral Communication Questions)

Criteria	2013-2014 (n=40)	2014-2015 (n=32)	2015-2016 (n=53)	2016-2017 (n=54)
Speaking clearly and effectively.	65%	72%	74%	67%
Delivering oral presentations.	80%	78%	66%	55%

Table 7: Student Learning Outcome 2: Oral Presentation Skills

Course	Number of Students Enrolled 2016-2017	Assignment Evaluated	Brief Assignment Description	Faculty Suggestion for Improvement
HRAD 1102	Fall: 59 Spring: 35	Group Project	Presentation of final project which incorporates all aspects of course.	More emphasis should be placed on working as a team. Students should be more engaging and enquiring as opposed to just memorizing. Students should use more resources.
HRAD 3213	Fall: 50 Spring: 45	Group Presentation	Group project, 12-20 minutes on current topic in management.	More groups should meet with the instructor more than once to receive more feedback.
HRAD 3783	Fall: 27 Spring: 23	Presentation	Individual, 15 min, 2 months' preparation.	Follow tips and instructions on D2L on how to give an effective presentation.
HRAD 4163	Fall: 13 Spring: 20	Presentation	Present the marketing plan. (30 minutes)	Students need to learn how to make more effective presentations; do not copy/paste text.
HRAD 4453	Fall: 41 Spring: 19	Presentation	This was a group presentation of students in the same groups offering a constructive view of a "case study" hotel against its competitors. Students received lessons in competition evaluation for three class sessions (~4 hours) and had two weeks to prepare their materials and presentation.	Students need to come to class better prepared. Also, they need to seek more guidance from the professor.
HRAD 4523	Fall: 24 Spring: 39	Presentation	Group assignment, 15-20-minute presentation, but usually last about 30 minutes due to questions and feedback. Students also evaluate other group's presentations.	Students need to continue to work on presentation platform skills, less content on slides, and over all confidence in public speaking. Students need to feel comfortable in providing constructive criticism in evaluating peers' work.

Table 8: Written Communication

Criteria	Mean	Std. Dev.
Content	3.91	.698
Organization	3.89	.586
Style and Mechanics	3.64	.530
Documentation	3.53	.659

n=50

Table 9: Senior Student Exit Survey Results (Written communication question)

Criteria	2013-2014 (n=57)	2014-2015 (n=32)	2015-2016 (n=32)	2016-2017 (n=54)
Learned to write clearly and effectively	72%	56%	66%	87%

Table 10: Student Learning Outcome 3: Written Communication

Course	Number of Students Enrolled 2016-2017	Assignment Evaluated	Brief Assignment Description	Faculty Suggestion for Improvement
HRAD 1102	Fall: 59 Spring: 35	Final Project	Develop a business model from a particular segment of the hospitality industry that applies all components of the course.	Early effort and avoiding procrastination; seek answers to questions as they arise.
HRAD 3213	Fall: 50 Spring: 45	Article Analysis	Analysis of popular business press article of their choosing that has to relate to a topic taught in the course. Students have 2 weeks to critique article and explain relationship to class and reference external sources. 1,000 words.	Students have difficulty adjusting to APA style; use of the Writing Center is encouraged.
HRAD 3783	Fall: 50 Spring: 45	Project	Individual, 3pgs, 2months	Use other resources other than web pages.
HRAD 4163	Fall: 13 Spring: 20	Critique	Individual assignments, which required students to watch or read certain materials and then reflect on them by answering on a number of questions.	Students did not go into detail, did minimum analysis. Need to strive for better performance to show understanding.
HRAD 4453	Fall: 41 Spring: 19	Marketing Plan	Students develop a marketing plan for different hotels and competitors in the market.	Do not solely rely on others' interpretation; need to do own analysis.
HRAD 4523	Fall: 24 Spring: 39	Case Study	Group assignment, 30-40 pages excluding appendices/references, 10 weeks to complete.	Effective and timely feedback is critical. Reading makes a student a better writer. Students need to use the OSU Writing Center to assist them in creating professional and refined communications at a senior or above level.

Learning Outcome: Graduates will be able to critically analyze and solve problems.

Characteristics	Level of Achievement				
A – D: Essential Characteristics	**1**	**2***	**3**	**4****	**5**
A **Identification** and/or summary of the **problem/question at issue.**	No identification and/or summary of the problem.		The main question is apparent or implied, but not clearly stated.		The main question and subsidiary, embedded, or implicit aspects of a question are identified and clearly stated.
B Presentation of the **STUDENT'S OWN perspective and position** as it is important to the analysis of the issue.	The student's own interpretation or position relative to the question is not provided.		The student's own interpretation or position on the question is implied or unclearly stated.		The student's own interpretation or position on the issue is clearly stated.
C Use of **supporting data/evidence.**	No supporting data, logical argument or evidence is used.		Evidence and logic are used, but source(s) of evidence are not evaluated for accuracy, precision, relevance, and completeness. Inferences of cause and effect are stated, but not completely or entirely accurately. Facts and opinions are stated although not clearly distinguished from value judgments.		Evidence is identified and carefully examined. Source(s) of the evidence are questioned for accuracy, precision, relevance, and completeness. Accurately observes cause and effect. Facts, opinions and arguments are stated and clearly distinguished, and value judgments are acknowledged.
D Discussion of **conclusions, implications** and **consequences.**	Conclusions are not provided.		Conclusions are provided without discussion of implications or consequences. Some reflective thought is provided with regards to the assertions.		Conclusions are clearly stated and discussed. Implications and consequences of the conclusion are considered in context, relative to assumptions, and supporting evidence. The student provides reflective thought with regards to the assertions.
E – H: Optional Characteristics (evaluated where appropriate)					
E Consideration of **OTHER** salient **perspectives and alternate positions** that are important to the analysis of the issue.	Does not acknowledge possible alternate perspectives.		Acknowledges possible alternate perspectives although they are not clearly stated.		Uses alternate perspectives and additional diverse perspectives drawn from outside information.
F Assessment of the key **assumptions.**	Does not identify the key assumptions.		The key assumption(s) that underlies the issue is clearly stated.		The key assumption that underlies the issue is clearly stated and the validity of the assumption that underlies the issue is assessed.
G Consideration of the influence of the **context** on the issue (including, where appropriate, cultural, social, economic, technological, ethical, political, or personal context).	The problem is not connected to other issues or placed in context.		The context of the question is provided although it is not clearly analyzed. Limited consideration of the audience is provided. Little consideration of other contexts is provided.		The issue is clearly analyzed within the scope and context of the question. An assessment of the audience is provided. Consideration of other pertinent contexts is provided.
H Assessment of the validity of the supporting / background information.	Does not evaluate the given information that underlies the issue.		Necessary data or other background data are identified but not evaluated for validity, relevance or completeness.		Key data and background information are evaluated for validity and used in a way consistent with this evaluation.

* 2 - Exhibits most characteristics of '1' and some characteristics of '3'
** 4 - Exhibits most characteristics of '3' and some characteristics of '5'

Adapted from Washington State University   Revised 5.30.2012

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

ible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

				message can be deduced, but is not explicitly stated in the presentation.

Learning Outcome: Graduates will be able to communicate effectively in writing.

Skill		1	2*	3	4**	5
				Level of Achievement		
A	Content	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.		Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.
B	Organization	Most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers. No clear over-all organization		Most paragraphs are focused; discernible beginning and ending paragraphs; some appropriate sequence markers. Overall organization can be inferred and is appropriate for the assignment		Paragraphs are clearly focused and organized around a central theme; clear beginnings and ending paragraphs; appropriate, coherent sequences and sequence markers. Overall organization is clearly marked and is appropriate for the assignment
C	Style and mechanics	Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone. Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility.		Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone. Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.		Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone. Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.
D	Documentation	In-text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document; content is not supported by sources.		In-text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document; content is somewhat supported with sources.		In-text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document; content is well-supported with sources.

* Exhibits most characteristics of '1' and some of '3'
** Exhibits most characteristics of '3' and some of '5'