

**SCHOOL OF TRAVEL INDUSTRY MANAGEMENT
ASSESSMENT BY DEGREE AND CERTIFICATE PROGRAM
2004-2005**

**A. Student Learning Outcomes for Bachelor of Science in Travel
Industry Management and Undergraduate Certificate in
Sustainable Tourism**

**A1. Bachelor of Science in Travel Industry Management Defined Learning
Outcomes**

Ability to apply skill and knowledge sets gained through course work and internship experiences required by graduates to assume management responsibilities in the travel industry. Students are expected to focus on developing problem-solving and decision-making techniques and critical-thinking skills which are essential for successful managers and leaders in any industry.

**A2. Undergraduate Certificate in Sustainable Tourism Defined Learning
Outcomes**

Ability to apply skills and knowledge gained through course work to foster a sustainable and responsible tourism industry. Students will understand the interrelationship between fields of study and their applications to fostering sustainable tourism.

Please Note: The certificate program has been approved to begin fall 2005. An assessment of this program will be conducted in fall 2006. The specific actions below pertain specifically to the BS degree program.

A3. Where These SLOs are Published

These SLOs are published in student relations material, accreditation reports and on the TIM School's website.

A4. How SLOs Map into Curriculum

The undergraduate curriculum and certificate program are specifically designed to expose students to the needed management theories and concepts as applied to the travel industry. The Bachelor of Science curriculum includes business based classes in financial management, human resources, management, marketing, business law and information technology. In addition, students choose an emphasis area to focus their studies and further enhance their skills and ability in hospitality or tourism and transportation management. Required internships allow students to apply the concepts and theories in the real-world work environment.

**A5. Specific Methodologies Used to Collect Data from Undergraduate BS
Students**

Aspects of the Program Assessed

Undergraduate student perceptions and satisfaction in regards to:

- Course content
- Quality of faculty and instructors
- Internship experience
- Advising experience

Types of Instrument or Data-Gathering Approach

A variety of modes are used to collect data on satisfaction levels. These include end of semester CAFÉ evaluations, mid-point semester evaluations for all new lecturers, student internship and internship provider evaluations, student feedback through town meetings, focus groups, and participation in Faculty Senate meetings.

Response Rate

- CAFÉ evaluations – varies per class
- Mid-point semester evaluations for lecturers – varies per class
- Student internship evaluation – 310 per year (year 2004)
- Focus groups – 4 groups of 10-15 representative students
- Town meeting – 30-40 students per meeting with 3 meetings per semester.

How the Assessments are Used to Improve/Evaluate Program Quality

Comments and suggestions by students help the Student Services Division better meet student needs through more internship opportunities, increased student advising hours, and improvements to curriculum, course offerings and course availability. Lecturer mid-point semester evaluations and CAFÉ evaluations help determine if lecturers continue to teach for the TIM School and faculty use comments received through the CAFÉ evaluation process to improve course material, modes of delivery and course content.

A6. Specific Methodologies Used to Collect Data from Faculty

Aspects of the Program Assessed

Courses in the program and overall curriculum review.

Types of Instrument of Data Gathering

Ongoing syllabi and curriculum review

Response Rate

All required and elective course offerings at the undergraduate level are assessed on a regular basis.

How the Assessment is Used to Improve/Evaluate Program Quality

Syllabi are continually reviewed by faculty to ensure course material, content and mode of delivery is most effective and efficient for the program while enhancing program quality. Lecturers are evaluated throughout the semester to ensure quality of teaching and course content is being met. The undergraduate

curriculum committee meets throughout the academic year to discuss and recommend improvements to the BS program.

A7. Specific Methodologies Used to Collect Data from the Accreditation Commissions

Aspects of the Program Assessed:

Bachelor of Science

Types of Instrument or Data Gathering:

- World Tourism Organization TedQual Certification
- Accreditation Commission for Programs in Hospitality Administration (ACPHA)

How the Assessment is used to Improve/Evaluate Program Quality:

Both the TedQual certification and the ACPHA accreditation process assure the quality of the program and assist in quality improvements using national and international standards. The School is accredited through 2007 by the Accreditation Commission for Programs in Hospitality Administration (ACPHA), and has earned the TedQual (Tourism Education Quality) certificate designation by the World Tourism Organization (WTO). Annual progress reports and self-study requirements help the school to align curriculum and operations to be effective and efficient.

A8. Specific Methodologies Used to Collect Data from the Advisory Council (The Advisory Council is made up of key decision-makers within the tourism and travel industry in Hawaii.)

Aspects of the Program Assessed:

Curriculum and emphasis areas of focus in the Bachelor of Science program.

Types of Instrument or Data-Gathering Approach

Advisory Council meetings held to specifically review current course offerings, course content and modes of delivery.

Response Rate

10 of the 12 Advisory Council members are usually present at most meetings. The Council meets 4-5 times per year.

How the Assessment is used to Improve/Evaluate Program Quality:

Results of the curriculum review have indicated the School should further develop areas of sustainable tourism, destination management and resort management. The School has included these initiatives in its strategic plan and is offering the undergraduate certificate in sustainable tourism in fall 2005. The School is currently creating the undergraduate certificate program in resort management and a curriculum focused on resort management for BS students through the

School's curriculum committee. The certificate programs will be open to all UH-Manoa students to allow more inter-disciplinary learning opportunities. The School has also changed faculty job descriptions which will allow the hiring of faculty that focus in the areas of resort and destination management and sustainable tourism.

A9. Specific Methodologies Used to Collect Data from Employers

Aspects of the Program Assessed:

Employer's perception of student's ability to enter management level positions as new graduates.

Types of Instrument or Data-Gathering Approach:

Each semester over 35 travel related organizations (both public and private) are invited to participate in career placement activities. This allows potential employers to interview all participating graduating seniors – approximately 100 students per year. Employers assess student's career preparation and ability to take on management level responsibilities. The TIM School achieves 100% career placement of students participating in these activities.

Response Rate:

Approximately 35 travel related organizations participate each semester which represents a significant percentage of the total hospitality industry.

How the Assessment is used to Improve/Evaluate Program Quality:

Employers are asked for their feedback on the effectiveness of the programs at the conclusion of their participation. Comments relating to student preparation and skill sets are noted and compiled for Faculty Senate review. Recommendations are then discussed by faculty and changes in curriculum or particular course offerings are made if necessary.

A10. Specific Methodologies Used to Collect Data from Alumni

Aspects of the Program Assessed

Alumni perceptions and quality of degree program.

Types of Instrument or Data-Gathering Approach

Mail survey to 2,700 alumni

Response Rates

The last complete survey was in 2002, which achieved a 22% response rate. Next alumni survey to be conducted fall 2005.

How the Assessment Was Used to Improve/Evaluate Program Quality

The high quality of the BS program and the effectiveness of internship component were noted. Specific comments were taken as suggestions and implemented to further improve the management of the internship program.

A11. How Assessment Data/Results Are Used to Inform Decision concerning the Curriculum and Administration of the Program?

As noted earlier in this assessment, the industry and Advisory Council have clearly outlined the need for the School to focus on resort management and planning, destination management and sustainable tourism. The School is currently going through a curriculum review process lead by an outside facilitator. Working meetings have been held. Student focus group meetings will be held early in the fall semester to obtain student feedback on potential curriculum changes. The curriculum changes are designed to take effect in the fall 2006 semester.

A12. General Education Assessment within the Major

The TIM School has identified specific requirements within the general education core especially in the areas of speech, economics, business and mathematics that equip students to meet the following:

- Proficiency in the primary information-accessing and information-processing methods of the field; by either integrating such skills within courses or research projects or by recommending an appropriate course offered in another department
- Proficiency in the problem-solving and oral communication methods of the field. experience in the modes of inquiry and analysis appropriate to the field

A. Student Learning Outcomes for Master of Science in Travel Industry Management

B1. Objectives of the Master of Science Degree Program:

- To provide advanced studies at the graduate level for persons with managerial/professional experience in the travel industry.
- To increase the supply of personnel who have a broad capacity to deal with travel industry policy issues at the highest level within the State, national and international communities.
- To promote and advance travel industry research in order to increase existing knowledge of travel industry phenomena and their impacts.
- To enhance the development of the travel industry in Hawaii and the Pacific and Asian regions, through advanced studies and research.
- To establish Hawaii as a center of excellence in the international field of travel industry education and research beyond the baccalaureate level, thereby enhancing the reputation of both the University of Hawaii and the State.

B2. Where These SLOs are Published

These SLOs are published in student relations material, accreditation reports and on the TIM School's website.

B3. How SLOs Map into Curriculum.

The Master of Science degree program is designed to provide a management level education through coursework and research to master a broad and sophisticated set of interdisciplinary skills and knowledge. Students develop analytical abilities and the critical thinking skills necessary for higher-level management careers in the travel and tourism industry. Given the program's focus, students are expected to engage in understanding and execution of rigorous research activities.

B4. Specific Methodologies Used to Collect Data from Graduate Students

Aspects of the Program Assessed

Graduate student perceptions and satisfaction in regards to:

- Course content
- Quality of faculty
- Advising experience

Types of Instrument or Data-Gathering Approach

A variety of modes are used to collect data on satisfaction of the areas listed above. These include end of semester CAFÉ evaluations, student feedback through town meetings, focus groups, participation in Faculty Senate meetings and regularly schedule graduate meetings.

Response Rate

- CAFÉ evaluations – varies per course
- Focus groups – 1 group of 4-5 representative students
- Town meeting – 30-40 students (combined graduate and undergraduate students) per meeting with 3 meetings per semester.
- Graduate student meeting – 10-20 students per semester

How the Assessment is Used to Improve/Evaluate Program Quality

Input from graduate students through focus groups and town meetings allow the Graduate Chair to better align advising and mentoring activities. Faculty use comments received through the CAFÉ evaluation process to improve course material, modes of delivery and course content.

B5. Specific Methodologies Used to Collect Data from Faculty

Aspects of the Program Assessed

Courses in the graduate program and overall graduate curriculum review.

Types of Instrument Used in Data Gathering

Ongoing syllabi and curriculum review activities.

Response Rate

All required and elective course offerings at the graduate level.

How the Assessment Is Used to Improve/Evaluate Program Quality

Syllabi are continually reviewed by faculty to ensure course material, content and mode of delivery is most effective and efficient for the program while enhancing program quality. The graduate faculty meets throughout the academic year to discuss and recommend improvements to the MS program.

B6. Specific Methodologies Used to Collect Data from Accreditation Commissions

Aspects of the Program Assessed

Master of Science curriculum

Types of Instrument or Data Gathering

- World Tourism Organization TedQual Certification
- Accreditation Commission for Programs in Hospitality Administration (ACPHA)

How the Assessment is used to Improve/Evaluate Program Quality:

Both the TedQual certification and the ACPHA accreditation process assure the quality of the program and assist in quality improvements. The School is accredited through 2007 by the Accreditation Commission for Programs in Hospitality Administration (ACPHA), and has earned the TedQual (Tourism Education Quality) certificate designation by the World Tourism Organization (WTO). Annual progress reports and self-study requirements help the school to align curriculum and operations to be effective and efficient.

B7. Specific Methodologies Used to Collect Data from the Advisory Council –

Aspects of the Program Assessed

Curriculum of the MS program

Types of Instrument or Data-Gathering Approach:

Advisory Council meetings are held to specifically review current course offerings, course content and modes of delivery.

Response Rate

10 of the 12 Advisory Council members are usually present and meet 4-5 times per year.

How the Assessment is used to Improve/Evaluate Program Quality:

Feedback from the Advisory Council is taken into consideration when evaluating the effectiveness of the curriculum in meeting the stated learning objectives. The Advisory Council provides the School with invaluable insight into the skills and ability of the graduate students through their interaction via internships and career placement upon graduation.

B8. Assessment Events and Devices Used to Monitor Graduate Student Progress

Written exams, oral presentations and research projects are used in all graduate level courses to determine the students' understanding of the course material. A culminating experience is required in the form of a capstone course at the end of each student's course work. This culminating experience allows student to bring together the theories and concepts learned in class situations.

B9. How Graduate Students Contribute to Discipline/Academic Area

It is important to note that the School of Travel industry Management is a professional program. Many students when they graduate proceed immediately to work for both the industry and the public Sector. A small percentage of the graduates go on to Ph.D. studies. Students who write a thesis and elect to go on to Ph.D. studies often publish their work in many instances in cooperation with faculty members. Graduate students are encouraged to present their work at professional conferences and increasingly students are electing to present their research for peer review.

B10. What Attempts Are Made to Monitor Student Post-Graduate Professional Activities?

The administration works closely with the graduates in order to determine how effective the skill and knowledge that that has been provided to them helps them to meet their job requirements.