1. UW-STOUT’S STRATEGIC PLAN

1.1 Describe how the program relates to UW-Stout’s Strategic Plan.

1.1.1 Describe early and ongoing experiential learning opportunities to students within the program.

1.1 The Hotel, Restaurant, and Tourism Management B.S. Degree Program (HRTM) has an unofficial Fall 2011 enrollment of 513 students. The program is an on-campus delivery degree track. Assessments of the program are obtained from the students, faculty and industry partners on a regular basis and routinely shared as appropriate. The Program has a strong history and assessment data strongly indicate that the goals and objectives of the Program are being met and in most cases, exceeded. Indeed, the popularity of the HRTM Program as measured by student numbers—in relation to program/faculty resources—may be the primary challenge. Enrollment management will be necessary to assure that industry-relevant quality instruction is established as the cornerstone of this professional degree program.

1.1.1 Virtually every HRTM program course incorporates experiential learning. Be it Lodging Systems (HT 135), Hospitality Marketing and Sales (HT 344), Quantitative Food Production (HT 324), Event Management (HT 445) or any of the majority of other courses, UW-Stout’s commitment indeed hallmark of hands-on learning is evidenced. The overall purpose of the HRTM degree is employment as an industry professional and the students in the major share in this objective. The requirement of an internship reinforces this learning process.

1.1.2 What are the initiatives used to increase and support program enrollment, student retention and graduation rates?

A student’s progress towards graduation is monitored by the student, student advisor, HRTM Program Director, and the Registration and Records Office. General HRTM advisement meetings are required for all students to attend on advisement day. In addition, each semester the student is expected to meet with their assigned faculty advisor on advising day. This advising process enables the student to follow a logical course progression to maintain all university academic requirements as well as assisting the student to balance their extracurricular activities and involvement in student organizations.
This advisement process ensures that all students are on track for graduation in that all university requirements and program requirements are satisfied. Prior to graduation, the Program Director, in collaboration with the Registrar, is responsible for verifying the accuracy of student records.

The following is a list of initiatives used:

The HRTM program has a Facebook page which is updated weekly and viewed by, perspective students, current students and alumni

The program director visits introduction classes, promoting and discussion the major

HRTM faculty attend professional associations and conference as presenters and representatives at expo booths

Industry professional guest speakers brought to campus and campus wide invitations are offered

Co-Op site visits completed by the faculty mentor/program director

Website updates – program videos, student newsletters "The Pineapple"

Updated print material

UW-Stout Career Fair in October and the CMAA Hospitality Career Fair in February

Industry involvement with student organizations and in classrooms

Student organizations outreach and publicize activities

Campus visit meetings with prospective students and parents, as well as represents the program during campus preview days

Fall in Hospitality event held in October for Freshman/Sophomores in the HRTM program as well as undecided majors, to inform them of the HRTM program.

1.1.3 Respond to the program facts and your program’s creative endeavors related to the diversity aspects of Inclusive Excellence: “UW-Stout’s plan to intentionally integrate diversity efforts into the core aspects of everything we do. Diversity is broadly defined and includes, but is not limited to, race/ethnicity, gender, sexual orientation, age and disability status.”

Diversity issues are discussed across the HRTM curriculum in courses such as Introduction to Hospitality, Lodging Systems, Principles of Tourism, Hospitality Organization Management, Hospitality Professionalism and Hospitality Management Strategies as examples.

Three of the HRTM faculty are currently working on a campus wide grant project through the Nakatani Teaching and Learning Center called, "Infusing Diversity across the Curriculum". The
efforts of the project have already begun to have an impact in the classrooms.

Also, the Tourism for Persons with Disabilities course is currently under revision with the assistance/advisement of the Vocational Rehabilitation Program Director.

Lastly, many of the HRTM faculty have signed the UW Stout Here I Stand pledge to being committed to be an active ally at UW-Stout by interrupting biased language and actions when encountering them.

1.1.4 Describe the environmental sustainability initiatives of your program: “UW-Stout’s attempt to make students, faculty, and staff more aware of the importance of sustaining our environment through energy conservation, waste reduction, and other measures that will not bring harm to the environment, and to provide students with innovative research opportunities in these areas.”

Through the hands on learning activities in the classroom the HRTM student are beginning to investigate and research sustainable tourism and what sustainability in general means to the hospitality industry. The tourism courses and events courses research the topic of carbon footprint via the topics of tourism and events. Also, currently the HRTM Program Director is creating a "Greek council" amongst the HRTM organizations to discuss topics such as environmental sustainability and what we can do as a whole to raise awareness of this important topic.

1.1.5 List various training and development opportunities of core faculty teaching within your program.

Due to the current budget cuts, funding for professional development has been eliminated. Faculty do attend on campus professional development workshop and seminars. During the accreditation process of the HRTM program, the accrediting site team suggested a need to seek external funding, development of industry partnerships, and a need for grant writing. The two former suggestions are duties that the Chancellor has assigned to the Director for the School of Hospitality Leadership. The Director will work closely with the Stout Foundation to prioritize funding needs, identification of potential donors, and help groom industry partnerships who see a need to financially support degree programs, executive education, and professional development activities in the school and HRTM program. All three of these suggestions will be primary charges for the Director in the upcoming academic year.

2. DESCRIPTION OF THE PROGRAM

2.1 Curriculum Design

2.1.1 State the program objectives.

UW-Stout houses one of the largest hotel, restaurant and tourism management programs in the world. Graduates furnish the managerial talent needed by resorts, hotels, restaurants, private clubs, government tourism agencies and convention bureaus. Academic and career success, self-
growth and leadership development are the goals of the Hotel, Restaurant and Tourism Management program. Faculty and staff are highly skilled, caring individuals. They are committed to providing a quality education, through personal attention and by helping students develop the personal and professional skills that will give them a competitive edge.

PROGRAM OBJECTIVES:

To offer a program of study with the aim of developing the technical, analytical and conceptual skills for the future managers in the hospitality industry.

To prepare students for entry level management positions in the hospitality and tourism industry.

To assist students in the development of managerial, financial, computer, and technical skills that are needed to be successful in the hospitality industry.

To use strategies for managing diverse multicultural workplaces.

To comprehend and articulate written and oral communication through employee and guest relations.

2.1.2 What are the initiatives used to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

COURSE ASSESSMENT

A course and instructor assessment instrument approved by the department members is used in every course offered by the department of Hospitality and Tourism which includes the majority of the HT specific courses. These evaluations solicit specific information as to how the student rates the text and learning material, the methods of instruction, the instructor’s knowledge of the subject matter, and the learning experience as a whole. For each of the 18 questions, percent, frequency, mean and standard deviation is computed and displayed. All student comments are provided to the instructor. This information on course content and process, and instructor effectiveness is utilized in a variety ways including self-improvement and input for department personnel recommendations. The Program Director uses the information to access the outcome of the program-related courses. Student feedback for most of the courses in the program has been extremely positive. Of importance, this assessment process has been helpful in identifying problems of various degrees of importance that were resolved.

ASSESSMENT AND PROGRAM EVALUATION

Students in the HRTM Program are assessed primarily through traditional exams, projects and grades. Ongoing program evaluation will occur through meetings and discussions with the faculty and the HRTM board of advisors.
INTERNSHIP ASSESSMENT

The HRTM program includes a required internship. The internship is expected to reflect 320 hours of supervised employment within a hospitality-related business. As a condition for being an internship site, each on-site supervisor must complete an assessment of the student at the midpoint and at the end of the internship using the Co-op Education Employer Evaluation form. This written form includes rating scales on a variety of job performance skills and personal characteristics. All evaluations are returned to Career Services and the Program Director. In addition, the student interns are also required to submit mid and end-of-internship evaluations of their employment experience. These reports focus attention on specific job responsibilities, the relationship of the curriculum to their job responsibilities, how the internship affected them personally and how the internship influenced their chosen career. These reports are used by the Program Director to help advise students and select additional internship sites.

Lastly, faculty are very involved with industry contacts and individually the faculty ask employers/industry if the HRTM program is meeting the needs of today's workforce.

2.1.3 Is your program defined as a distance learning program (yes/no)? – Or delete all together.

No

2.1.4 Give examples and explain the ways in which the program intentionally integrates diversity efforts, functions and contributes to the program.

Diversity issues are discussed across the HRTM curriculum in courses such as Introduction to Hospitality, Lodging Systems, Principles of Tourism, Hospitality Organization Management, Hospitality Professionalism and Hospitality Management Strategies as examples. Three of the HRTM faculty are currently working on a campus wide grant project through the Nakatani Teaching and Learning Center called, "Infusing Diversity across the Curriculum". The efforts of the project have already begun to have an impact in the classrooms. Also, the Tourism for Persons with Disabilities course is currently under revision with the assistance/advisement of the Vocational Rehabilitation Program Director.

2.1.5 UW-Stout “programs are presented through an approach to learning which involves combining theory, practice and experimentation” (Mission Statement). Briefly describe the components of your program where students participate in scholarly activity such as: research, scholarship, experiential learning and creative endeavor.

Virtually every HRTM program course incorporates experiential learning. Be it Principles of Food Service (HT 121), Quantitative Food Production (HT 324), Hospitality Marketing and sales (HT 344), Event Management (HT 445) or any of the majority of other courses, UW-Stout’s
commitment indeed hallmark of hands-on learning is evidenced. The overall purpose of the
HRTM degree is employment as an industry professional and the students in the major share in
this objective. The requirement of an internship reinforces this learning process.

Finally, the HRTM program has continued in large part because individuals now in the industry
recognize that success in the industry will depend upon one's ability to interpret/conduct
research, to have a commitment to continued development of one's knowledge and to creatively
adjust to an ever-changing business environment.

2.1.6 Does your program currently have an accreditation or certification agency that
reviews the program? If so, which agency and to what extent do they influence
the structure of the curriculum?

The Accreditation Commission for Programs in Hospitality Administration is the accrediting
body. The agency reviews the curriculum using the following standard:

1. The curriculum is designed to meet the program’s mission and objectives.

2. Subject-matter content, learning activities, and output evaluation are consistent with
program mission and objectives.

3. The curriculum provides students not only with a common body of knowledge in
hospitality administration, but also with opportunities for students to receive a broad education
and awareness of values, skills, and attitudes that will prepare them for Imaginative and
responsible citizenship roles in business and society. It enables them to understand and apply the
concepts of problem-solving in general, and in organizational and industry-related issues. This
common body includes the following.

(a) General education.

(b) Hospitality administration.

(c) Work experience.

4. The curriculum is designed to provide a sequential development and logical progression
in coursework.

5. The curriculum includes an appropriate mix of theoretical and applied experiences for
achieving the educational objectives.

6. The curriculum provides a balanced mix and flexibility in hospitality elective offerings.

7. In curricula designed with more than one area of specialization or concentration including
distance education, the objectives and requirements of each are clearly distinguished. (this
standard applies to four year programs)
8. Opportunities are provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities. (this standard applies to four year programs)

9. For each course offered specifically by the degree program or under the prerogative of the program, there is a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing specific objectives, subject-matter, learning outcomes, and teaching method, and learning activities.

10. The curriculum provides clear evidence that the program encourages creative leadership in and response to social, economic and technological developments, and the application of evolving knowledge in the behavioral and quantitative sciences. In the event that the program involves any relationship with organizations outside of the institution, such a relationship must include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission and objectives of the program.

2.2 Faculty/Academic Staff Expertise

2.2.1 List the key people in the curriculum. A key instructor is one who teaches at least one required professional course in your program.

Dr. Edward Harris, Dr. Joseph Holland, Dr. Jafar Jafari, Dr. Douglas Kennedy, Dr. Charles Metelka, Dr. Sharon Giroux, Dr. Brian Berquist, Prof. Philip McGuirk, Prof. Bob Davies, Prof. Peter D'Souza, Prof. Frederick Prassas, Prof. Kristal Gerdes, Prof. Damian Hanft, Judith Kennedy (Academic Staff).

2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

The Hospitality and Tourism department is in need of resources with expertise in the areas of lodging administration and hospitality finance. Currently the Hospitality and Tourism department is in a resource deficit. If our enrollment increases there will not be enough faculty to instruct the needed courses.

A Lab Manager (technician) position is also needed. This position will reduce faculty workload by charging this person with laboratory procurement duties, expenditure controls, and oversight of furniture, fixtures, and equipment maintenance. The addition of this position will reduce additional duties that were previously assigned to the food lab faculty.

2.3 Facilities

2.3.1 What special facilities and or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

The HRTM program is presently using technology in the marketing, finance, quantity foods, events, and yield management courses. However, most of the technology that is used is
spreadsheet based and is therefore not as robust as proprietary simulation software. To address this shortfall, the program director and faculty will begin discussions with faculty concerning what courses could use simulation software. If suitable simulation software is discovered, is appropriate for the stated program learning outcomes, and is affordable, then funding requests will be processed through the university’s Access to Learning and the Laboratory Modernization programs.

Currently there are six laboratories utilized by the students in the HRTM program; Cedar Café (Quantitative Foods Lab), Rendezvous (Restaurant Operations Lab), Event & Meeting Management Lab, Lodging Lab, Gaming Lab and Golf Lab.

These state-of-the-art technologies and laboratories create applied learning experiences to prepare students for management positions upon graduation.
2.4 Resources for the Program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

The library personnel have been responsive to all requests for new material and access to existing information sources. The HRTM students are increasingly skilled at utilizing the internet as a data source due in large part to the concentrated efforts of instructional faculty.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources which are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.

ASPIRE; Equipment in Food labs
Instructional Technology Services; International Tele-networking, Macintosh service, special computer software installs
International Offices; i.e. Faculty lead study abroad (Spain, France, Ireland)
Library research services
Career Services; workshops, interviews, co-op/internships

2.5 Assessment in the Major

2.5.1 Attach your most recent Assessment in the Major report.

3. Supply evidence of the quality of the graduates of the program.

3.1 Describe the demand for graduates and anticipated changes or trends in such positions/roles.

The Hotel, Restaurant and Tourism Management program has developed more than 100 agreements with different businesses to provide internships, co-ops and other job-related experiences for UW-Stout students. Participating companies include leading hotels, restaurants, amusement parks and food industries. Internships are also available with tourism bureaus, chambers of commerce, and convention and meeting planning bureaus.

The number and variety of companies recruiting graduates continues to increase. Most corporations or companies place graduates in management positions. The amount of training that a new manager will receive is dependent on the complexity of the organization and on the skills
of the individual. Other graduates may elect to pursue sales careers or become entrepreneurs. The average starting salary of the 2009–10 graduate was $32,000 with some graduates reporting starting salaries as high as $79,000. Many of our graduates have become general and executive directors of large corporations and are managing millions of dollars.

3.2 Interpret the data from the Planning, Assessment, Research and Quality (PARQ) office of the alumni follow-up surveys.

Alumni: The alumni overall comments were favorable of the program. Many appreciated the smaller class sizes and the personalization they received from the faculty. The negatives of the program were items that can and will be addressed in the future revisions to the program. Many comments indicated a need for more hands-on courses and more in depth courses that applied to their careers.

3.3 Interpret the major results from your Program Specific Surveys (students, faculty and advisory committee) conducted by the Planning and Review Committee.

Advisory: The advisory board commented that the program has a strong history and that the hands on practices are the strength of the program. However, the current program needs to be investigated to see that it is meeting the needs of today's industry. The extreme diversification of the program electives may be "robbing" the students of an opportunity to experience all aspects of the HRTM program. It was also noted that the board has not met in the last two years. Courses in restaurant management and general service management are needed in the program. The advisory board would also like to see more contact with the alumni of the program.

Response: The program is in the revision process. Key industry contacts have been asked to review the proposed program and provide feedback. New courses have been added to the revision as well as restaurant management course brought back into the core program. A new advisory board is being developed with the assistance of the key HRTM faculty, kick off meeting to take place on campus spring 2012. Lastly, an alumni mentor program is in the process of being established to reconnect our alumni with the program once they leave UW Stout.

Faculty: Overall the faculty is concerned with resources to teach the HRTM program. In addition there is concern with the program, courses offered and its relevance in today's market.

Response: The HRTM faculty was and is very involved and informed through the research phase of the program revision. The faculty will continue to be part of and informed during each step of the program revision process. The program revision includes the addition of a capstone course and a service leadership course, which had both been indicated as a need in the surveys by the faculty and advisory board. The new alignment of the program will allow for the implementation of peer advisement/central advisement within the HRTM program.
Students: Overall, the students see the strength of the HRTM degree to be the faculty and hands-on learning opportunities. Numerous comments were made about the knowledge and industry experience of the faculty. Three common themes arouse from the list of weaknesses within the program: availability of Program Director, repetitive courses, and academic rigor.

Response: The current Program Director holds student office hours by appointment on Mondays and Wednesdays, as of the beginning of the 2011 fall semester three hundred and twelve students have made appointments and were advised. The proposed program revision, eliminated course that were repetitive and additions were made to increase rigor as well as a second internship will now be required. The electives in the program were also reduced to twelve credits, helping to decrease the probability of repetitiveness.

4. Supply evident of continuous improvement efforts of the program.

4.1 Describe the strengths and unique features of your program that distinguish it from similar programs. What are the weaknesses of the program?

The HRTM program gives students an expansive educational experience that prepares them for leadership and management opportunities in the fast-paced and cutting edge world of the hospitality industry. The program offers; recognized hospitality program of excellence, individualized attention and mentoring, and the opportunity to work closely with innovative, industry-recognized faculty. The HRTM program offers students a world class education focused on professionalism, leadership and service. The opportunities are endless. The program also offers active learning in a variety of settings: active learning through real-world situations in classrooms and laboratories; and active learning through on-site at leading companies located throughout the United States during internships/co-ops.

The biggest weakness compared to the HRTM competition is the fact there is no standalone School of Hospitality brick and mortar building. There is need to develop an identifiable and dedicated home for UW-Stout’s School of Hospitality Leadership, one that supports the program’s core academic needs and stands to further UW-Stout’s strong reputation in hospitality education.

4.2 Submit evidence of program response to the concerns and recommendations in your previous program review.

Previous Recommendations and Responses

Continue to explore and address enrollment issues through the assessment and recruitment process.

Response: Enrollment is up 28% from last year through the May 2nd report. The 2005 student assessment shows, when compared to 2004, of the 25 categories assessed, 19 improved, 4 stayed the same and only 2 declined. We will continue to strive to achieve similar results.

2011 Response: We currently have three degree program within the department of Hospitality
and Tourism; Hotel, Restaurant, and Tourism Management; Golf Enterprise Management; and Property Management. Total enrollment in all three degrees is 754 students, among the largest on campus.

Continue work to create a laboratory experience outside the restaurant track and encourage professional development of staff and faculty in those areas. Specifically, develop gaming and lodging laboratories to provide students hands-on experiences in those areas.

Response: Upon receipt of funds, we will focus on those two areas. Our lodging area also needs a faculty member to replace a retiring lodging professor. While we have a lodging lab currently, it is outdated and underutilized.

2011 Response: We currently have new lodging, event and meeting management, gaming and golf laboratories.

In cooperation with the PRC, conduct an on-campus student survey in the Fall of 2007 along with the review of the usual 1-year and 3-year follow-up alumni surveys at that time to monitor improvements to the program regarding the student concerns found in the Fall 2004 surveys. (The Fall 2004 survey results will be kept so that comparison may be made.)

Response: We will do this. It should be noted that the comment made in “Issue of Concern” number 4 has been addressed, as the “Front Office” course and the “Housekeeping” course were combined into a new course in 2003 entitled, “Lodging Operations.”

4.3 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?

The program is in the process of going through a revision and update. The goal is to develop a strong program that represents each area of the industry; hotel, restaurant and tourism. The elective credits will be reduced to twelve and the cores credits will increase to seventy-two. The revised plan will provide a map to course scheduling creating a long range schedule for faculty to follow and better prepare for their course loads. The new program plan will also provide a 4 year college career plan for freshman entering the program. The intentions of the Program Director are to not change/revise the program plan for a minimum of three years after initial revision is approved. This revision will also allow for the HRTM program to implement a peer advisement center.

The program director is also in the process of working on articulation agreements with various international schools in China, Germany and India. The intent is to provide an opportunity for our students to take a course and complete a co-op/internship experience abroad. Faculty exchanges are also part of the discussions.

5. Attachments-Please include electronic links.

5.1 Submit any other information or documentation that may be helpful to the Planning
and Review Committee in reviewing the quality of the program including interpretation of data from Institutional Research and PRC data.

5.2 Links of specific program information to be included:

- Program plan sheet [http://www.uwstout.edu/programs/bshrtm/ppc.cfm](http://www.uwstout.edu/programs/bshrtm/ppc.cfm)
- Current assessment in the major [http://www.uwstout.edu/admin/provost/aitm.cfm](http://www.uwstout.edu/admin/provost/aitm.cfm)
ASSESSMENT REPORT

FOR THE
HOTEL, RESTAURANT, AND TOURISM
MANAGEMENT PROGRAM

Prepared by
Damian Hanft Past Program Director

Reviewed by
Kristal Gerdes Current Program Director

October 2011
I. MISSION

The Mission of the program is to educate individuals for careers and life-long learning in global hospitality and tourism by combing theory, applied management, and experiential learning.

II. THE LEARNING OUTCOMES ARE:

At the end of the program, students will be able to:

1. Apply the technical, analytical and conceptual skills for leadership in the hospitality industry.

2. Perform managerial, technological, financial, and technical skills for success in the hospitality industry.

3. Use strategies for leading inclusive, diverse multicultural workplaces.

4. Articulate written and oral communication through employee and guest relations.

III. OVERVIEW OF ASSESSMENT

This assessment report utilizes information based on feedback from current students, alumni, employers, advisory constituents, industry trade associations, and other stakeholders.

IV. METHODOLOGY USED FOR GATHERING DATA

The six instruments used were administered by various university departments including the Budget, Planning and Analysis Office, UW-Stout Applied Research Center and Career Services. Instruments employed are listed with their sponsoring department in the table below:

<table>
<thead>
<tr>
<th>Survey Instrument</th>
<th>Sponsoring Office</th>
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<tbody>
<tr>
<td>2008 HRTM Graduate Program Survey</td>
<td>Budget, Planning and Analysis Office</td>
</tr>
<tr>
<td>2008 HRTM General Experience Survey</td>
<td>Budget, Planning and Analysis Office</td>
</tr>
<tr>
<td>American College Testing (ACT) Program</td>
<td>UW-Stout Applied Research Center</td>
</tr>
<tr>
<td>HRTM Internship Employers</td>
<td>Career Services</td>
</tr>
<tr>
<td>UW-Stout Annual Employment Report</td>
<td>Career Services</td>
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V. ASSESSMENT OF STUDENT LEARNING OUTCOMES

In September, 2009, the University of Wisconsin–Stout Applied Research Center reported results of focus group participation on the topic of Polytechnic Learning Outcomes. The report describes themes identified and feedback from focus group participants. The five Learning Outcomes and supportive concepts listed below were presented in the report and endorsed by the Faculty Senate. (For the full report, click here.)

University of Wisconsin – Stout’s Polytechnic Student Learning Outcomes

Reference site: http://www3.uwstout.edu/provost/polytechnic-learning-outcomes.cfm

USLO1: Critical and Creative Thinking Skills/Intellectual and Practical Skills, including:
- Inquiry, analysis and problem solving
- Higher order qualitative and quantitative reasoning; research
- Technology applications for research and project development

USLO2: Effective Communication Skills, including:
- Listening, speaking, reading, writing and information literacy
- Effective communication appropriate to each discipline

USLO3: Knowledge of Human Cultures and the Physical and Natural World, including:
- Study of sciences, math, social sciences, humanities, histories, languages and the arts
- Global and cultural awareness; ability to interact and work with people from diverse backgrounds and cultures
- Collaborative skills; ability to lead or contribute support to those who lead
- Ability to empathize and understand those who are different from themselves

USLO4: Integrative Learning, including:
- Synthesis and advanced accomplishment across general and specialized studies
- Undergraduate and graduate research opportunities; application of knowledge and skills for solving complex problems
- Undergraduate and graduate experiential opportunities; internships, Study Abroad education, service-learning options, etc.
- The ability to understand and solve problems from multiple perspectives and disciplines

USLO5: Individual, Social and Environmental Responsibility, including:
- Civic Knowledge
- Local and global engagement
- Ethical reasoning
• Lifelong learning opportunities

University of Wisconsin – Stout’s General Education Student Learning Outcomes

There are also general education student learning objectives that are beyond the scope of this report. However, these metrics do highlight the fact that the university is dedicated to maintaining and enhancing the students overall educational experience at UW-Stout. The web link for the general education student learning outcomes is: http://www3.uwstout.edu/provost/currhb/geobjectives.cfm

General Education Student Learning Outcomes

1. Recognize and appreciate the collective heritage, ideas and values of a multicultural world and demonstrate sensitivity to sociocultural diversity and the interdependence of groups in a global society.

2. Understand and appreciate the creativity and imagination expressed in the fine and performing arts to provide a basis for lifelong aesthetic experience.

3. Comprehend and value the natural and physical sciences and their impacts on society.

4. Recognize and appreciate the inter-relationship between the ideological, sociological and technological adaptive systems and their impact on the human experience and the environment.

5. Understand the development and consequences of the behavior of individuals, groups and institutions in the context of major social, economic and political forces.

6. Cultivate a historical and political consciousness.

7. Recognize the ongoing and connected nature of human experience over the course of a lifetime.

It was determined that the collective HRTM courses adequately expose students to historical overviews, marketing of goods and services, foodservice and lodging operations management, accounting procedures, financial management of goods and services, principles of economics, legal environment, ethics, quantitative methods, human resources/human relations, organizational theory, strategic management, leadership models, effective communications skills, and the option of taking additional courses within areas of career interests (see Curriculum grid appendix). Therefore the core courses along with their corresponding student learning objectives satisfy this accreditation requirement. The curriculum grid contained in the appendix offers a course-by-course summary of these objectives.
# Mission Alignment Grid

<table>
<thead>
<tr>
<th>Mission Statements</th>
<th>Points of Alignment</th>
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<tbody>
<tr>
<td><strong>University of Wisconsin-Stout</strong></td>
<td>** Mutual Points of Interest:**</td>
</tr>
</tbody>
</table>
| University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society. | - Applied intellectual inquiry  
- Responsiveness to community and global needs  
- Importance of learning outcomes as a measurement device  
- Institutional culture that promotes a competency based learning environment  
- Sustained Program Excellence  
- Leadership and social responsibility to changing needs  
- Applied Learning in operational settings via laboratories, cooperative experiences, and internships |
| **College of Management** | |
| The College of Management promotes excellence in teaching, research, scholarship, and service through an approach to learning that combines theory, practice and experimentation to discover, disseminate and extend knowledge. Every student is afforded the opportunity to collaborate with faculty and industry to understand and apply innovative solutions to real world problems. The college matriculates ethical leaders who are lifelong learners and contribute to the advancement of their professions. | |
| **Hotel, Restaurant, and Tourism Management** | |
| The objectives of the HRTM program are: 1) to offer a program of study with the aim of developing the technical, analytical and conceptual skills for the future managers in the hospitality industry, 2) to prepare students for entry level management positions in the hospitality and tourism industry, 3) to assist students in the development of managerial, financial, computer, and technical skills that are needed to be successful in the hospitality industry, 4) to use strategies for managing diverse multicultural workplaces, and 5) to comprehend and articulate written and oral communication through employee and guest relations. | |
COMMENTS ON ALIGNMENT

Within the context of the five identified university’s Polytechnic Student Learning Outcomes the School of Hospitality Leadership has determined that the School Student Learning Outcomes (SSLO’s), where business and core hospitality management related outcomes are concerned, align with the fundamental principles of the university’s institutional student learning outcomes.

For further alignment, the School has incorporated School Student Learning Outcomes into the HRTM’s Program Student Learning Outcomes (PSLO’s).

Course syllabi include measurable course learning outcomes that are cross-linked with program learning outcomes and cross referenced with school outcomes. At the course level all course assessments are intentionally designed to align student learning with stated course objective (learning) outcomes (see HRTM Curriculum appendix).
**Strengths**

- The University and School mission and objectives are prominently displayed on university websites.

- Student Learning Outcomes are part of Stout’s quality enhancement fabric. SLO’s are published for the university, school and departmental level.

- The university program approval process requires that goals, objectives, and cross-referenced learning outcomes are mandatory part of individual course as well as program approval.

- The university has a very structured quality assurance process in place that requires each program to produce an “Assessment in the Major” report each year and to reflect conduct an intensive Program Review of learning goals, objectives, and other metrics every five years. The Assessment in the Major process concentrates on annual updates that summarize the primary methods used to assess student learning and progress throughout programs. Information on the Assessment in the Major can be found at [http://www3.uwstout.edu/provost/aitm.cfm](http://www3.uwstout.edu/provost/aitm.cfm). The university’s Program Review Process that is conducted by the University Program Review Committee (PRC) can be reviewed at [http://www3.uwstout.edu/provost/prcproc.cfm](http://www3.uwstout.edu/provost/prcproc.cfm).

- The HTRM participates in a very structured university process that pertains to oversight and review of internship and cooperative (Coop) experience programs. This is a process that monitors and ensures that experiential learning outcomes are being met for participating undergraduate programs of which HRTM is one of the largest participants in that process. Resources that outline the Coop and Internship process can be found on the following sites: [http://www3.uwstout.edu/careers/upload/cooprpt.pdf](http://www3.uwstout.edu/careers/upload/cooprpt.pdf) & [http://www3.uwstout.edu/careers/student_coop.cfm](http://www3.uwstout.edu/careers/student_coop.cfm)

- The combination of the Assessment in the Major, Program Review Process and Coop/Internship quality assurance processes ensure that the HRTM candidates have working knowledge, are competent in their assigned duties and tasks, and are therefore adequately prepared for the hospitality position being pursued.

**Weaknesses**

1. There are individual courses in the HRTM elective offerings that require cross-referencing with university, school, and program learning objectives.

2. Because the School of Hospitality Leadership is a relatively a new entity (approval July 2010) the School’s mission and objectives are currently not uploaded onto university websites.
VI. 2011 – 2012 OBJECTIVES:

- Incorporate the concept of student learning outcomes into student orientation programs for our hospitality majors via web and print materials.

- An annual review of student learning outcome alignment will be incorporated into the annual program reporting process. This process will ensure consistent alignment with missions of the university, school and HRTM program.

- Increase enrollment of underserved and underrepresented minority students as outlined in Inclusive Excellence: UW-Stout Diversity. The current ethnic student population enrolled in the program is not a reflection of the industry.
  - Target specific recruiting efforts to traditionally high areas of minority students in IL, MN, & WI.
  - Collaborate with the Multicultural Foodservice and Hospitality Alliance (MFHA) to develop on campus programs that create an inclusive and supportive community.
  - Faculty involvement in summer 2012 pre-college program administered by Multicultural student services.
  - Create a diversity specific link on the HRTM homepage.

- Increase enrollment of international students.
  - Work with UW-System Colleges to facilitate partnership with two year colleges.
  - Create a marketing plan with University Alumni and International Office.