Program Review and Assessment Committee Grant Proposal 2009

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Project Title: Evaluation of a competency-based curriculum tied to effective
                   assessment measurement

Project Dates: January-August 2010

Project Checklist

Letter of support: Submitted via email by Dr. Sotiris Hji-Avgoustis, department chair

Proposed Budget:

Project Manager Stipend	$1,250
Faculty Member Assistance	$1,250
TOTAL	$2,500

IRB: IRB exempt status approval submitted on Oct. 23.

Abstract

The department of Tourism, Conventions and Event management (TCEM) has a competency-based curriculum that is driven by the IUPUI Principles of Undergraduate Learning (PULs) and a set of core knowledge, ability and skill sets necessary to be successful in tourism-related professions. To date, the unit has not investigated how these competencies are tied to effective assessment measurement. The intent of this effort is to connect these competencies to student learning outcomes and assessment measurement, identify strengths and weaknesses in the program's overall curriculum, and provide recommendations for curriculum and/or assessment methodology changes.

Purpose of the Project

The TCEM faculty has embarked in a number of individual efforts to review and improve our curriculum and assessment methods. The purpose of this project is to use this data to create a curriculum map connecting the competencies to assessment measures and identify the competency and assessment gaps in the curriculum that need continued improvement.

This will be carried out in four phases:

1. Re-evaluate the core competencies (knowledge, abilities, and skills) of tourism professionals identified by faculty and stakeholders
   o Focus groups with alumni and industry professionals will be conducted to review departmental competencies
   o A variety of sources will be used to further investigate the discipline's core competencies to include: internship supervisor reports of student performance, industry body of knowledge documents, and other best practice documents and examples
2. List the discipline and university core competencies (Principles of Undergraduate Learning) in a matrix and record the required TCEM course(s) that assess each competency
   o Use course syllabi to identify course objectives that emphasize and support PULs and discipline competencies
   o Detail how the competency is measured by the course instructor
3. Categorize the assessment methods that measure discipline competency at the foundation, application and execution level and PULS taught at the beginning, intermediate, and advanced levels to show progressive student learning

4. Develop a curriculum map that documents TCEM student learning and identifies the gaps and overlaps in content delivery, as it relates to competency assessment
   o Determine if general education requirements fill in discipline or PUL competency assessment "gaps"
   o Review the capstone course objectives to ensure all competencies required for success in senior project are addressed in prior courses and assessed

Intended Outcomes of the Project

The intended outcomes of this project are:

- the creation of curriculum map of the TCEM required courses that identify the competency addressed and assessment measurement to document student learning outcomes
- a listing of the gaps and overlaps of course content as it relates to competencies and assessment
- a proposed plan for curriculum changes submitted to departmental curriculum committee
- a foundation for our next departmental review to access program effectiveness
- the groundwork for our school's NAC program assessment report
- the creation of a best practice document for other tourism, hospitality and event management programs and other IUPUI departments

Assessment Methods & Data Analysis

To complete the first of the four phases, the research team will conduct a series of focus groups with TCEM alumni and industry experts to review and update the department's competencies. Unlike other professional schools or departments, tourism academic programs do not have an accrediting body. Therefore, this step is necessary to ensuring that our program's strategic direction matches expectations of tourism industry professionals. Qualitative data will be recorded, coded, themed, and reflected in the updated TCEM core competency matrix.

A variety of examples used by other IUPUI departments and information distributed by the Center of Teaching and Learning will serve as a guide throughout this process. Review of other competency documents and body of knowledge documents will also be infused in our methodology.

Evaluation & Dissemination of the Results

The research team will seek campus and conference presentation opportunities to share the model, findings and recommendations; such as the Moore Symposium and the symposium track for the International Council on Hotel, Restaurant, and Institutional Educators (ICHRIE).

In addition, the results will be submitted for publication to the *Journal of the Scholarship of Teaching and Learning (SoTL)* and/or *Journal for Teaching in Travel and Tourism.*

Use of Project for Program Improvement

A written report of the project's conclusions will be given to the TCEM department chair, Dr. Hji-Avgoustis and Dean Jay Gladden of the School of Physical Education and Tourism Management.

This document can be used in a variety of ways:

- serve as our unit's student learning outcome report for IUPUI´s 2012 reaccreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools.
- offer a foundation for our department's five-year review in 2012-2013,
- provide a fluid document that faculty could review, update and track continued improvement each semester or year

A detailed list of recommendations will be included that could be used to create action steps for curriculum and assessment measure improvement.

References

Banta, T.W. (2002). *Building the scholarship of assessment.* San Francisco: Jossey-Bass.

Runshe, D. (October, 2009). *A guide to the learning outcome assessment process at the program level.* Received from "Using the Program PUL Matix: What's Next?" presentation on Oct. 9, 2009 at IUPUI, Indianapolis, IN.

Walvoord, B.E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

Re-Evaluate TCEM's Core Competencies

Faculty, industry, alumni and internship supervisor's input

Develop a Competency Matrix (PULs and Discipline)

Attach each course's learning outcomes and assessments

Track progression of each PUL (B,I, A) and Discipline Competency (F, AP, AA, AS, E)

Identify gaps and overlaps in curriculum content and assessment

Evaluate if general education courses fill gaps

Prepare recommendations for curriculum changes

Develop a plan of action prior to upcoming departmental and university reviews