

Executive Summary – 2010 PRAC Grant Report

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As outlined in our grant proposal, there were several phases of our PRAC project and intended outcomes. This report summarizes and discusses our findings.

Creation of a competency grid {Attachment #1}

- Four focus groups were held to discuss the TCEM curriculum and competencies with alumni, internship coordinators, current students, and industry professionals. The competency matrix was then updated and presented to the TCEM faculty for input. A variety of other resources were reviewed to ensure all relevant competencies were included.
- After the discipline core competencies were identified, the current instructor for each required course was asked to identify the competencies that were *assessed* in their course. After the exercise, the faculty member was asked to verify the information and submit their course syllabus. All course descriptions and student learner outcomes were compiled for review.

List of strengths and weaknesses in relation to competency grid {see below}

- Based on the competency grid, a list of strengths and weaknesses {gaps} were reported. A series of themes were identified and used when recommending proposed curriculum changes.
- These observations included well-covered competency areas, those that had too much overlap between courses, and areas that were not being covered in our required, major courses.

Curriculum map (current and suggested changes) and proposed changes {Attachment #2}

- A series of curriculum maps were created: (a) current curriculum map, (b) curriculum map with recommended changes to pre-requisites and course sequencing, and (c) curriculum map with recommended changes and tracks identified.

Report Dissemination

- The information was presented to the TCEM Faculty Curriculum Committee on May 3. The information can be used in future research grant or faculty projects, as groundwork for our 2012 departmental review, and other university/school reports.
- Information will be shared with colleagues in the discipline through conference presentations, symposiums or journal publication.

Future Research

- Evaluate the general education and electives to explore competencies and if these courses fill gaps.
- Review all competencies as they relate to course assessments.
- Explore PUL and RISE courses and how these initiatives fit into our competency-based curriculum map.

STRENGTHS {Competency Areas Assessed}

Management: Organizational vision/mission/goals/objectives, human and financial resources, and strategic planning are assessed at all three learning domains.

Marketing: Learning Domains I, II, and III are assessed. Review for overlap and flow of content.

Accounting/Finance: Other than taxation, the two accounting courses assess competencies.

Human Resources: Learning Domains I and II are assessed in this area.

Research, Feedback and Evaluation: Learning Domains I and II are assessed in this area.

Legal/Ethical Issues: Learning Domains I and II are assessed in this area. Ethical and social responsibility and industry laws, regulations and procedures are heavily accessed at levels I and II. Review for overlap in content.

Information Technology: The Domain I is strong in this area, particularly in the use of information technology.

Principles of Tourism and Event Management: Tourism impacts and sustainable of tourism is assessed at all levels. Multiple courses address current events, trends and the global economy at Domain I. Many courses should consider shifting assessment from Domain II to III.

Career Management and Social Life Skills: Domains I and II are assessed for networking, sharing best practices, teamwork, cultural issues/problems, conflict resolution, time management, and qualities of a professional.

WEAKNESSES {Competency Areas Assessed}

Management: The competencies in Learning Domain III are weak, specifically in the areas of leadership, organizational theory, management styles, and management policy development. There appears to be a need to create a 300 or 400-level business simulation/case study course. Re-evaluate professional business communication.

Marketing: It appears we need more course content focusing on customer service, sales/negotiation, and sponsorship/fundraising. The course should contain some type of role playing or simulated sales, negotiation, and/or fundraising element.

Accounting/Finance: The issue of taxation needs to be addressed in additional courses. The Domain III is weak and is only addressed by TCEM 341. Recommended business case/simulation course could address these topics.

Human Resources: Volunteer management needs attention {Domain II and III}.

Research, Feedback and Evaluation: Domain III is weak in addressing influence and application of research.

Legal/Ethical Issues: Risk management policy development and implementation needs attention {Domain III}.

Information Technology: The Domain III in this area is weak in addressing management of information.

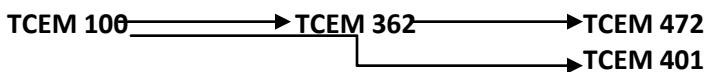
Principles of Tourism and Event Management: Need a 300 or 400-level experiential course in event management to address planning and project management {very weak at Domains II and III }. Multiple courses address current events, trends and the global economy at Domain I, but very few require that students apply and evaluate them.

Career Management and Social Life Skills: There is a need to have an upper-level course in leadership. This would address stress management, working in diverse environments, time management, etc. We need a separate effort for student to career path. How can we use the IUPUI Professional Development Plan?

The following recommendations are based on the course sequence, competency progression, and reported course description/student learning outcomes. The courses are grouped in the following categories:

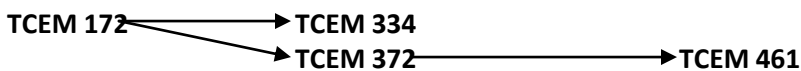
<i>Tourism Foundation</i>	<i>Tourism Planning</i>	<i>Management</i>	<i>Marketing</i>	<i>Accounting</i>	<i>Event Management</i>	<i>Hospitality</i>
TCEM 100	TCEM 172	TCEM 112	TCEM 231	TCEM 241	TCEM 171	TCEM 181
TCEM 362	TCEM 334	TCEM 312	TCEM 252	TCEM 341	TCEM 219	TCEM 310/L310
TCEM 472	TCEM 372	TCEM XXX	TCEM 306		TCEM 210	TCEM 411
TCEM 401	TCEM 461	TCEM 411			TCEM 271	TCEM 499
					TCEM XXX	

Tourism Foundation



- TCEM 100 should be a pre-requisite for the internship.
- Change TCEM 472 pre-requisite to TCEM 362 {currently TCEM 100}.
- Can TCEM 100 address stress management {Domain I and II}?
- Is there an opportunity to expand the internship experience to address areas in time management, stress management, and career management?

Tourism Planning



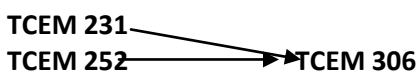
- Change title and focus of TCEM 172: Development and Management of Attractions to TCEM 172: Tourism Planning. This is an essential course for tourism programs and our current curriculum does not address this identified competency. Attractions management can be discussed in TCEM 100 or TCEM 334.
- TCEM 172 should be a pre-requisite for TCEM 334: Cultural Tourism and TCEM 372: Tourism Geography. TCEM 372 and 334 would need to address Domains II and III of the Tourism Planning competency.
- TCEM 461 needs to have a name change or change the student learner outcomes. The description lists it as a planning and development focused course, but all of the outcomes revolve around research. Our recommendation would be to expand the course to cover both tourism planning and development.

Management



- TCEM 312, not TCEM 112, should be the pre-req for TCEM 499.
- TCEM 112 should be a first semester course for all students, as it introduces many competencies needed in a variety of courses.
- TCEM 411 appears to only address Hospitality Law – what about Tourism laws?
- TCEM 411 has pre-requisite of TCEM 112 and TCEM 312. However, the competency flow does not match. Based on the competencies, TCEM 252 appears to be the course that would be the pre-requisite for TCEM 411.
- Create a 300-400 level course that addresses high-level management principles and leadership {area of weakness addressed in the competency grid}.

Marketing



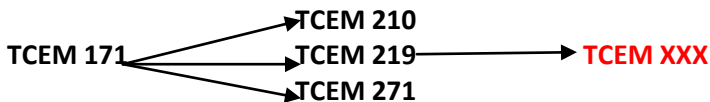
- Based on the course objectives, TCEM 252 course title needs to be changed to Public Relations. The course objectives to do not address advertising, direct mail, sales promotions, viral marketing, etc. – all areas of promotional communications. In looking at competencies, TCEM 252 may need to be a pre-requisite for TCEM 411.
- Currently, TCEM 252 is not tied into our required courses. We recommend it as the pre-requisite for TCEM 306.
- If TCEM 306 involves writing a marketing or business plan, it should be a pre-requisite for TCEM 499.

Accounting

TCEM 241 → TCEM 341

- TCEM 241 and 341 flow very well together. Both courses only identified competencies in the accounting and finance area. Should these courses address accounting and accountability? Should ethics and laws regarding good business accounting practices be introduced?
- Is there an opportunity to introduce the financing of events {fundraising} in TCEM 341? This was a noted gap in our curriculum.

Event Management



- What do you think about moving TCEM 171 to Introduction to Event Management {general approach to any type of event}? This would be a pre-requisite for TCEM 210, TCEM 219 and TCEM 271.
- Currently, TCEM 219 is not tied to any TCEM or general education course. We would like to see it brought under the Event Management umbrella.
- As we look to offer a Master’s degree in Event Tourism, we have to have a 300 or 400-level event course. Students need the experience of putting on an event – start to finish.
- Do we need additional competencies to our grid in this area? Currently, we only address project planning and current events.

Hospitality

TCEM 181 → TCEM 310/L310 TCEM 499

- To date, TCEM 181 and TCEM 301/L310 do not tie into the curriculum map. Is there an opportunity to connect these courses? There are also no competencies that address hotel or catering operations? Do we need to add competencies in this area? Do we need to re-evaluate these objectives of these courses?
- We recommend changing the pre-requisites for TCEM 499 to TCEM 312, 306, and 341.
- Should TCEM 371: Conventions Sales and Service be moved to a required course in this area?

Overall:

- (1) There needs to be a review of course objectives, as some courses do not have SMART objectives.
- (2) Not all instructors are using the course description posted in the registration information. It needs to be changed in the syllabus or updated with the registrar.
- (3) Need to consider having a set of program student learning outcomes that aligns with our departmental mission.

Overall Recommendations – Major Requirements {changed noted in RED}

TCEM 100	Introduction to Tourism Studies
TCEM 112	Tourism and Hospitality Management Principles
TCEM 171	Introduction to Event Management
TCEM 172	Tourism Planning
TCEM 181	Lodging Operations
TCEM 210	Special Event Management (P:171)
TCEM 219	Management of Sports Event (P: 171)
TCEM 231	Tourism and Hospitality Marketing
TCEM 241	Financial Accounting for the Service Industry
TCEM 252	Public Relations
TCEM 271	Mechanics of Meeting Planning (P: 171)
TCEM 306	Destination Marketing and Planning (P: 231)
TCEM 310	Event Catering Management (P: 181)
TCEM L310	Event Catering Management Lab (P: 310)
TCEM 312	Human Resources Management (P: 112)
TCEM 334	Cultural/Heritage Tourism (P: 172)
TCEM 341	Financial Accounting and Decision Making in Tourism & Hospitality (P: 241)
TCEM 362	Tourism Economics (P: 100)
TCEM 372	Tourism Geography (P: 172)
TCEM 401	Industry Internship (P:100)
TCEM 411	Tourism and Hospitality Law (P: 312 and 252)
TCEM 461	Tourism Research Plan and Development (P:372)
TCEM 472	Global Tourism Seminar (P: 362)
TCEM 499	Operational Tourism Analysis (P: 312, 306, 341)