Planning for Learning and Assessment

Department of Physical Education

1. **What general outcome are you seeking**?
   a. For our students to be prepared for entry- and advanced-level positions within the profession by meeting the published standards provided by our respective professional organizations (NASPE, ACSM, NSCA, etc.) and/or being able to deliver programming as directed by industry expectations (i.e. K-12 teaching – building Principals, IDOE).

   b. For the students to be exposed to and achieve proficiency in the Principles of Undergraduate Learning (PULs).

   c. For our students, to be prepared for admission into a graduate or professional school to obtain the necessary terminal degree in their chosen field of study.

2. **How would you know it if you saw it**?
   a. The students will be able to successfully pass the pertinent professional organizations' exams, both written and practical as relevant.

   b. The students will have demonstrated, either within course work or at the completion of the capstone experience (via assignments, documents, artifacts, exit interviews, placement site evaluation, etc.), the skills and knowledge reflective of the PULs.

   c. The students, if not employed in a related job, are admitted to related graduate or professional programs.

3. **What opportunities do students have to learn it?**
   a. The respective departmental curriculums.

   b. Curricular experiences that meet the IUPUI **RISE** initiative:
      a. *Research* (School FROG grants (faculty) which require undergraduate research opportunities, Campus MURI, UROP, and, DSRP initiatives, and external professional foundation grants (ie. ACSM))
      b. *International* (International study abroad with Moi University partnership and Cultural Immersion Project (international student teaching – fall 2010. Submitted application for "Summer Study Abroad Program Seoul, Daegu, and Busan, S. Korea". This proposal will provide our students with a unique opportunity to study and explore the sport and cultural study abroad of international sport organizations and systems and the at the same time introducing them to historical and

memorable sport facilities that been host to Olympic Games, FIFA World Cup, Asian Games, and IAAF World Track & Field Championships.

    c. *Service Learning* (i.e., Fit for Life, PARC, Motor Activity Clinic, Lumen Christi)

    d. *Experiential Learning* (Capstone experiences, off-campus: internships and student teaching).

  c. Departmental student academic and activity clubs (Phi Epsilon Kappa, PESO, PE student council, and the Sport Management Club).

  d. Participation in state, regional, and national conferences as advised and mentored by faculty.

  e. Each of our courses addresses selected PULs; these are also listed on the instructors' syllabi. Each course ensures that various assignments and in-class learning address the selected PUL(s). Student-generated artifacts/ assignments/documents are assessed. Full departmental compliance is in line with campus directives.

4. **How are you measuring each of the desired behaviors**?

  a. Passing rates on the professional exams and graduating G.P.A.'s for students in the professional program tracts.

  b. The following assessments reflect our RISE efforts:
    a. Faculty reports / presentations; faculty and student reflections; student exit interviews.
    b. Student reflections / Faculty reflections.
    c. Student reflections; Community partner comments/summaries, etc.
    d. Internship site coordinator evaluations and student teaching mentor teacher evaluations.

  c. Faculty advisor comments.

  d. Faculty annual reports.

  e. PUL matrix; per campus initiatives.

5. **What are the assessment findings**?

  a. Exercise Science professional exams (ACSM and NSCA) passing rates are NOT made public. Yet, internship site supervisors rate our majors as 'high performers' and would welcome continued involvement with our program. This is furthered evidenced by the fact that 30% of interns were hired on by their internship placement site, with the remaining 70% pursuing graduate / professional degrees.

The 2009-2010 passing rate on the PRAXIS II for IUPUI PE teacher candidates was 100%; well above the national and state average (~mid 80%). Additionally, student teaching supervisors rated our students strongly and at a 2.87/3.00 on site ending surveys across all knowledge, skills, and dispositions. A more detailed report for each category and sub-set of skills is used internally by the faculty for more critical reflection and analysis of teacher candidate training.

b. The RISE effort is still relatively new; while assessments are available any summary would be preliminary. That said, we have had students actively participate in all elements of RISE to the extent that for 2009-2010:

   a. Over 15 undergraduate students were actively engaged in faculty sponsored research; with student presentations and publications occurring at the state, regional, and national level.
   b. The International element is occurring summer 2010 and fall 2010.
   c. ALL majors take a service-learning course; prior to graduation.
   d. ALL majors participate in a capstone experience; prior to graduation.

c. Faculty advisor reports indicate favorable student engagement and outcomes based on mission statement of the respective organizations.

d. Faculty reports suggest there were students from all PE tracks who attended and presented at professional conferences over the last AY; yet, exact numbers were difficult obtain. We will pursue a more focused effort to increase participation and document outcomes for subsequent AYs.

e. Full reporting will commence Fall 2010; anecdotal information suggests strong involvement by faculty and subsequent student mastery of selected PULs; per course.

6. **What improvements have been made based on assessment findings**?
   a. All departmental curricular tracks are undergoing review (mapping, etc.) to ensure they are aligned with campus goals (RISE, PULs, etc) and professional and industry expectations (based on standards and research). Presentation of proposed curricular changes / enhancements will occur Fall 2010.

   b. An intentional focus on informing all faculty (full-time, part-time, adjunct, etc) concerning the PULs and the correlated assessment commenced during the Spring of 2010 and will continue through the summer 2010 as the official debut of PUL assessment occurs Fall 2010.

      This included meetings with a representative to PRAC with the department chairs and the school Dean. Documents will be available online as well.

Indiana University School of Physical Education and Tourism Management
Department of Tourism, Conventions, and Event Management
2009-10 Annual Report

PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?

   - IUPUI Principles of Undergraduate Learning
   - Competency for professionals in the tourism industry

2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)

   - Students successfully complete required internship program and receive positive evaluation from internship supervisors
   - Students successfully complete TCEM capstone course
   - Students receive scholarships
   - Students receive awards from IUPUI or the industry
   - Students demonstrate IUPUI Principles of Undergraduate Learning
   - Students demonstrate core competency required by the tourism industry
   - Students pass certification exams offered by industry associations such as Meeting Professionals International and American Hotel and Lodging Association

3. What opportunities do students have to learn it? (in class or out of class)

   - TCEM curriculum
   - Class projects
   - Service learning projects. Those projects provide a variety of hands-on experience for students to work with community partners which they get to connect classroom learning with the real world situations. Those projects also help students gain better understand of needs and challenges that many organizations are facing.
   - Required TCEM Internship
   - TCEM student organizations (THS, PCMA, Eta Sigma Delta). These student organizations offer many workshops that help students to develop skills and knowledge
   - Efroymson Lecture Series that is hosted annually by the department. The speeches provide opportunities for students to broaden their understanding of culture and the travel industry.

- Indiana Cultural Tourism Conference that is hosted by the department annually provides opportunities for students to network with professionals in the industry and to work for the event that helps them to apply their knowledge.

4. How are you measuring each of the desired behaviors listed in #2?

- Senior exit survey
- Internship evaluation conducted by students' supervisors
- Service learning reflections
- Interview with industry professionals
- Faculty discussion at department meetings about how PULs and industry specific competency are taught and assessment results

5. What are the assessment findings?

This section presents assessment data that the department collected recently.

Senior Exit Survey

An exit survey instrument was designed to measure students' perceptions of the TCEM academic program and student services. It included a total of 64 questions covering a wide-scope of content, including students' demographic profile, overall academic experience, skills obtained by students through learning experience, services provided by TCEM faculty and staff, and TCEM's extracurricular activities. In addition, a specific set of questions addressing whether students believe they could demonstrate proficiency in the IUPUI's PULs was included.

The instrument was designed using a standard PUL questionnaire provided by the university, in order, to compare program progress with other academic disciplines across campus. In addition, other schools' exit survey instruments were also evaluated as a guide. The instrument was administered to all seniors in the last week of the capstone course every semester.

TCEM seniors were asked to evaluate their overall academic and learning experiences. The results are shown in Table 1. The respondents were fairly satisfied with the curriculum and his/her academic experience. The results also show that students felt they improved their presentation (4.34), teamwork (4.25), professional (4.18), communication (4.14), and analytical skills (4.02).

Table 1
Overall Academic and Learning Experience – Student Exit Survey

	Mean Score	Standard Deviation

Effective presentations - preparation, visuals and delivery	4.34	.740
Teamwork and contributing to a successful team environment and results	4.25	.776
My professional skills improved.	4.18	.709
I learned to communicate more effectively.	4.14	.727
Demonstrated professional competency in my major(s)	4.14	.715
I learned to work effectively in teams.	4.08	.750
My internship was a valuable learning experience.	4.08	.879
My ability to analyze and interpret information improved.	4.02	.610
Leadership and managing others	3.92	.898
Managing conflict and negotiations	3.88	.855
Enhancing use of inclusive and respectful language during problem-solving activities	3.88	.855
I was satisfied with my academic experience in the TCEM program.	3.87	.920
Persuasive professional writing - letters, projects, resumes, case analysis, etc	3.86	.914
I was satisfied with the departmental academic requirements.	3.69	.871
I was satisfied with the general education courses required for the TCEM major.	3.40	.994
I was satisfied with the TCEM courses that were required in the major.	3.35	.979
Overall, TCEM courses were more challenging than others at IUPUI.	2.78	.971

Note: Items were measured on a 5-point, Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The senior exit survey also assessed the six PULs which are considered as core competencies for IUPUI students. The results are shown in Table 2. The PULs were measured based on a 5-point Likert scale. Core communication and quantitative skills received the highest mean score (3.72), followed by integration and application of knowledge and understanding society and culture (3.66 and 3.62 respectively). The PUL that received the lowest mean score was critical thinking (3.47).

Table 2
Principles of Undergraduate Learning – Student Perspective – Exit Survey

	Mean Score	Standard Deviation
Core Communication and Quantitative Skills	3.72	.615
Integration and Application of Knowledge	3.66	.715
Understanding Society and Culture	3.62	.671
Intellectual Depth, Breadth, and Adaptiveness	3.59	.755

Values and Ethics	3.53	.863
Critical Thinking	3.47	.799

Note: Items were measured on a 5-point, Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Internship Reflection Paper

TCEM students were asked to submit a reflection paper at the conclusion of his/her internship experience. This paper gives our faculty insight on how student valued the experience and seeks evidence of learning through practice in the field. The assignment provides ten guiding questions in which the student frames his/her responses. A sample of questions include: (a) list the skills and knowledge areas that you planned to develop or expand upon during this internship, (b) ways the student was "stretched" to learn new things or change his/her approach or perspective, (c) make recommendation to enhance the TCEM curriculum, and (d) did you have the chance to do any "reverse mentoring" (student's ability to train or share knowledge with supervisor or co-workers) during the experience.

In end-of-internship reflective essays, many students noted they wanted to focus on life skills, such as self-confidence, empowerment, assertiveness; time management, especially prioritization; delegation; supervising and organizing volunteers; negotiation, sales; dealing with conflict and not 'taking things personally' and working effectively on team and individual projects. Some reported a desire to become more proficient using integrated software for email, meeting scheduling and file sharing. Interns identified several communication skills needing improvement, notably providing adequate and accurate initial information so as to prevent follow-up confusion and issues; writing, proofreading and editing; and developing professional telephone skills, particularly with vendors and executives. Students did feel they could immediately contribute to the organization by training supervisors or co-workers in social networking technology applications. Some used the internship to explore career options while others were striving to build their resumes to include worthwhile work experience. Almost universally interns recommended a greater programmatic emphasis on hands-on, practical learning experiences throughout the curriculum and in co-curricular settings.

Industry Professionals – Focus Groups and Intern Supervisor Survey

Two faculty members conducted several focus groups in Fall 2009: two for TCEM alumni and two for industry professionals. Seeking information-rich participants in these focus groups was the primary goal in subject selection, and subjects were purposefully selected to represent a variety of interests. Twenty TCEM graduate and twenty industry professionals representing the hotel, meeting management, catering, attractions, faculty management, and non-profit sectors were invited to participate.

The faculty members developed a standardized, in-depth, open-ended interview guide. The questions were specific, direct, and structured, prompting "spontaneous, rich, specific and relevant responses." A series of probes and specific questions were identified to ensure the

richness of the data. The interview guide consisted of five primary research questions and nine probing questions. The primary open-ended questions consisted of: (a) give examples knowledge areas that pertain to your tourism field, (b) give examples skills that are necessary to ensure success in a tourism-related profession, (c) give examples of the types of abilities students graduating with our degree need to possess, (d) list any competencies that you consider critical and unique to your individual tourism segment that were not listed above, and (e) list any unique challenges that tourism professionals may encounter in their daily work. Both researchers took detailed notes during the focus groups and then met to code and theme the feedback.

The industry professionals identified the competency areas critical for success in tourism-related careers. Business management principles, problem solving, communication, and critical thinking skills were the knowledge and skill areas they noted as most important. Those unique to the field that students should focus on include fundraising, relationship building, negotiation, cultural sensitivity, and volunteer management skills. Consistently, employers comment professional business communication skills are lacking in graduates entering the field.

Internship Supervisor Evaluation

Additionally, all internship supervisors starting in 2009 were asked to provide an 'overall rating of intern's performance' as it relates to each of the six PUL categories. The results of the 27 collected surveys are reported in Table 3. Interestingly, core communication (4.63) and understanding society and culture (4.62) were rated the highest, with critical thinking (4.32) the lowest rated category.

Table 3
Principles of Undergraduate Learning– Internship Supervisor Perspective – Final Intern Performance Evaluation

	Mean Score	Standard Deviation
Core Communication and Quantitative Skills	4.63	0.72
Understanding Society and Culture	4.62	0.68
Intellectual Depth, Breadth, and Adaptiveness	4.51	0.65
Values and Ethics	4.48	0.62
Integration and Application of Knowledge	4.40	0.58
Critical Thinking	4.32	0.57

Note: Items were measured on a 5-point, Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Notably, different stakeholder groups may have similar or conflicting perspectives on the importance and student's progress in the core competencies; furthermore, the qualitative and quantitative research results of the same group may agree or disagree. For example, critical

thinking was ranked lowest by both students and industry professionals on the survey. On the other hand, industry professionals in the focus group clearly identified business communication skills as an area that students were not meeting their supervisor's expectations; however, in the internship supervisors' survey, it was the highest ranked PUL for student performance.

6. What improvements have been made based on assessment findings?

    The TCEM Department received the Integrated Department Grant in 2008 which encourages assessing PULs with IUPUI's ePortfolio system. During the past two years, the department's ePort project team interviewed TCEM faculty and the program regarding the implementation and assessment of PULs. In addition, several special department meetings were conducted to discuss PUL-related issues, including an inventory of which PULs were emphasized in which courses. Those discussions helped to identify that TCEM students lack strong communication skills that are needed for many TCEM courses.

    As a result, the ePort project team decided to develop focus on PUL #1 – Core Communication and Quantitative Skills for its work during the second year of the project work. The team reviewed literature and sample rubrics and developed rubrics for assessing PUL#1 in fall 2009, relying heavily on the American Association of Colleges & Universities VALUE Rubrics. The team developed an ePort matrix with assistance from the Center for Teaching and Learning. The team is currently pilot testing the rubrics with student assignments from two courses: TCEM 231 (Tourism and Hospitality Marketing) and TCEM 401 (Industry Internship) and will then review outcomes to determine if the PUL #1 rubrics need to be revised.

    After the pilot-test is completed, the department plans to continue thoroughly assessing PULs#1 and develop rubrics for the rest of PULs. The department believes that these efforts will help its faculty better communicate expectations of learning outcomes with students and improve assessment of PULs.

    In addition, the TCEM Department received an Engagement Department Grant in Spring 2010 which the department will conduct a thorough review and assessment of its service learning program. This grant project will also assess how service learning helps TCEM students in achieving PULs and core TCEM competency.