**Program Review and Assessment Committee report:**

**Department of Physical Education**

**Fall ' 10 – Spring '11**

The Department of Physical Education (soon to be Kinesiology) has three program emphases; (a) Exercise Science (b) Teacher Preparation and (c) Sport Management. Across these individual areas there are 20 respective student learning outcomes (SLOs) and 2 general student outcomes. Given the scope of these SLOs and the various direct and indirect measures to be used, this report will initially identify all the SLOs for *each* program tract yet will formally report on two*, each.

1. **Identifiable *Student Learning Outcomes.***

   *The* **Exercise Science** *(pre-Med, pre-Occupational Therapy, pre-Physical Therapy) and* **Fitness Management and Personal Training** *majors in the Department align its curricular student learning outcomes with the framework of the American College of Sport Medicine (ACSM) Health Fitness Specialist (HFS) certification. The HFS is a degreed health and fitness professional qualified to pursue a career in university, corporate, commercial, hospital and community settings.*

   Therefore the particular SLOs are as follows:

   a. Demonstrate an understanding of general principles of exercise science concepts.
   b. Demonstrate the ability to conduct health and fitness appraisals and clinical exercise testing*.
   c. Demonstrate an understanding of electrocardiography, diagnostics, patient management, medications, pathophysiology and risk factors associated with exercise and clinical exercise testing.
   d. Demonstrate the ability to conduct exercise prescription and programming*.
   e. Student should demonstrate an understanding of basic nutrition and weight management.
   f. Demonstrate an understanding of basic human behavior and counseling as it applies to strategies of enhancing exercise and health behaviors.
   g. Demonstrate an understanding of safety, injury prevention and emergency procedures.
   h. Demonstrate an understanding of program administration and outcomes assessment.

*The* **Physical Education Teacher Preparation** *program in the Department aligns its curricular student learning outcomes with the framework of the National Association for Sport and Physical Education (NASPE); as such, the students will be able to:*

a. Apply discipline specific and theoretical concepts when developing physically educated individuals.
b. Demonstrate competent movement and health enhancing fitness skills*.
c. Implement developmentally appropriate learning experiences to address the diverse needs of all students.
d. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
e. Utilize assessments and reflection to foster student learning and make informed instructional decisions*.
f. Demonstrate dispositions essential to becoming effective professionals.

*The* **Sport Management program** *in the Department deals with the business side of the multibillion dollar sports industry. Upon completion of this degree, students will be able to*:

a. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries*.
b. Summarize the potential risks associated with managing an event, organization, stadium or other sports venue and recommend solutions to avoid the risk.
c. Integrate and apply knowledge to analyze an industry issue and recommend solutions and/or strategies.
d. Present a persuasive argument both in writing and orally*.
e. Describe the governance associated with the various sport management industries.
f. Discuss the unique impact of sport on society.

Outside of the professional organization-centric SLOs, the Department of Physical Education Faculty also endorses the following **general outcomes:**

1. For the students to be exposed to and achieve proficiency in the Principles of Undergraduate Learning (PULs).
2. For our students to adhere to the campus expectation of student participation and completion within the RISE initiative prior to graduation.

**2. What opportunities do students have to learn it?**

a. The respective departmental curriculums; all of which underwent a detailed mapping project to ensure linkage to the aforementioned SLOs and PULs (this occurred in 2010).

b. Curricular experiences that meet the IUPUI **RISE** initiative:

i. *Research* (School FROG grants (faculty) which require undergraduate research opportunities, Campus MURI, UROP, and, DSRP grants, and external professional foundation grants (ie. ACSM))
ii. *International* (International study abroad with Moi University partnership and Cultural Immersion Project (international student teaching)
iii. *Service Learning* (i.e., PARCS, Motor Activity Clinic, Campus-Community Partnerships with K-12 schools)
iv. *Experiential Learning* (It is important to note that <u>all</u> departmental majors participate in a 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.

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

A. With regard to the <u>program emphasis SLOs</u> (yet independent of the particular tract) the faculty utilize the following measures as evidence of success:

**<u>Direct</u>**

1. Course grades; per selected assignments and/or overall
2. Capstone mentor observation / evaluation
3. GPA
4. Passing of national / standardized tests
5. Formal student presentations

**<u>Indirect</u>**

1. Exit Interviews
2. Surveys
3. Student-based focus group interviews

B. With regard to the <u>general outcomes</u> we offer the following as evidence:
1. <u>Passing rates on select national examinations.</u>
2. <u>Campus PUL report</u>: 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.
3. <u>Faculty Annual Reports / Report from the Center for Service and Learning;</u> as it relates to mentoring undergraduates exclusive to the RISE initiative.
4. <u>Admission rates</u> to graduate or professional programs.

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

**Exercise Science**

As noted earlier, the two SLOs to be reported on here are (a) Student will demonstrate the ability to conduct health and fitness appraisals and clinical exercise testing and (b) Student will demonstrate the ability to conduct exercise prescription and programming.

*Direct Measures*

National Examinations - While there are national examinations for Exercise Science students, the governing associations do not release aggregated test scores. Therefore, we rely on the following measures:

Course assignment / evaluation

Based on an in-class assignment, focusing on both the SLOs listed above (a) again, student will demonstrate the ability to conduct health and fitness appraisals and clinical exercise testing and (b) Student will demonstrate the ability to conduct exercise prescription and programming, results indicate that **89%** of students earned an "A" for the assignments; with the remaining 11% of students earning a "B".

GPA - Regarding internships, the cohort of recent interns had GPAs of 3.7 **and** higher for those on the pre-PT / pre-OT track; greatly exceeding the minimum GPA need for internships of 2.5.

Capstone mentor observation – 98% of supervisors classified our interns as "excellent" and rate them substantially higher than those affiliated with other institutes of higher education they collaborate with. The ratings come from evaluation of their knowledge, skills, and abilities (KSAs) during their 400 hour internship.

*Indirect Measures*

Exit interviews - The internship coordinator (host of the interview) found that ~98% of students are highly satisfied with their training and find a positive "fit" with their intended field. The remaining 2% find alternative career opportunities in generally connected fields.

** Both mentor observations and exit interviews have indicated over the last year that two distinct topics are emerging in the industry that will need to be more formally reviewed, these are: HIPAA (Health Insurance Portability and Accountability Act) and Blood-borne disease control.

## Physical Education Teacher Preparation

As noted earlier, the two SLOs to be reported on here are (a) Demonstrate competent movement and health enhancing fitness skills and (b) Utilize assessments and reflection to foster student learning and make informed decisions.

*Direct Measures*

National Exam - Teacher preparation does require a national examination (PRAXIS II); for the 2010-2011 year our program had a ***98%*** passing rate; significantly above the national average of ***87%***.

Course assignment / evaluation – The in-class assignment of SLO (a) [Demonstrate competent movement and health enhancing fitness skills] above found that **75%** of students earned "proficient", 12% earned "acceptable", and 13% earned "unacceptable". The in-class assignment of SLO (b) [Utilize assessments and reflection to foster student learning and make informed decisions] above found that **91%** of students earned "proficient, 7% earned "acceptable", and ~2% earned "unacceptable".

Capstone mentor observation - The 16 week student teaching capstone experience allows for a thorough mentor observation. These supervisors rated our students, collectively, a ***2.91/3.00*** on site ending surveys. These surveys are structured to capture the knowledge, skills, and dispositions of our student teachers. 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 and the linked curriculum.

*Indirect Measures*

Exit interviews – A small cadre of faculty host interviews with each student teacher at the conclusion of student teaching; findings:

- ~90% of the student teachers offered exemplary (integrating) evidence of their impact on student learning. With the remaining 10% at the developing level.
- 100% of the student teachers accurately indicated their learning from employing an assessment process. And 80% of the student teachers utilized both formative and summative assessment in an exemplary nature; with the remaining 20% at the emerging or developing level.
- ~90% of the student teachers demonstrated high levels of Pedagogical Content Knowledge and how that is connected to effective teaching. The remaining 10% demonstrated this at the developing level.

## Sport Management

As noted earlier, the two SLOs to be reported on here are (a) Demonstrate an understanding of the various revenue streams and expenses in the sport management industries and (b) Present persuasive argument in both writing and orally.

*Direct Measures*

National Exam - There are no national examinations for those majoring in Sports Management.

Course assignment / evaluation - We will lean heavily on two selected student learning outcomes and assignment grades for the evaluation. It is important to note, the assignments are generated in core courses of the program.

More particularly, for the the SLO that allows students to *Demonstrate an understanding of the various revenue streams and expenses in the sport management industries* – this was measured via a short answer question on the final exam, and **96% of the 51** students were successful on this question.

Following, for the SLO that allows students the chance to *Present persuasive argument in both writing and orally* – similarly, this was measured by an in-class final presentation. In total, **79.0%** of the presentation elements met or exceeded expectations.

GPA - Regarding internships, the lowest GPA of the cohort of Sport Management interns was 3.0; this greatly exceeds the minimum GPA need for internships of 2.5.

Capstone mentor observation - Similar to the Exercise Science internships, 100% of the SM mentors rated our interns as "excellent" – also substantially higher than those interns affiliated with other institutes. The ratings come from evaluation of the professional competencies of SM during their 350 hour off-campus internship.

*Indirect Measures*

Exit Interviews – As these interviews were conducted by the internship coordinator; please see page 4 "Exit Interviews".

## General Outcomes

1. *For the students to be exposed to and achieve proficiency in the Principles of Undergraduate Learning (PULs). Evidence is found in the following*:

   (a) Pivot Table Data (IMIR).
   Using pivot tables, the department of Physical Education was able to tease out data (again, separate from the aggregated School of PETM data) to

determine student effectiveness toward mastery of PULs with major emphasis and then with moderate emphasis.

**PUL MAJOR Emphasis**

| PUL | Not Effective | Somewhat Effective | Effective | Very Effective | **Average** |
|---|---|---|---|---|---|
| 1A Written Oral & Visual Communication Skills | 4.8% | 28.7% | 40.4% | 26.1% | 2.88 |
| 1C Information Resources and Technology Skills | 9.8% | 4.9% | 8.2% | 77.0% | 3.52 |
| 2 Critical Thinking | 2.3% | 11.3% | 44.6% | 41.8% | 3.26 |
| 3 Integration and Application of Knowledge | 5.5% | 10.9% | 25.9% | 57.6% | 3.36 |
| 4 Intellectual Depth Breadth and Adaptiveness | 7.3% | 7.9% | 20.6% | 64.2% | 3.42 |
| 5 Understanding Society and Culture | 34.2% | 0.9% | 13.5% | 51.4% | 2.82 |
| 6 Values and Ethics | 1.2% | 4.7% | 31.8% | 62.4% | 3.55 |
| **TOTAL** | **7.1%** | **15.0%** | **30.3%** | **47.5%** | **3.18** |

**PUL MODERATE Emphasis**

| PUL | Not Effective | Somewhat Effective | Effective | Very Effective | **Average** |
|---|---|---|---|---|---|
| 1A Written Oral & Visual Communication Skills | 4.3% | 16.4% | 40.5% | 38.8% | 3.14 |
| 1B Quantitative Skills | 0.0% | 0.0% | 0.0% | 100.0% | 4.00 |
| 2 Critical Thinking | 4.1% | 17.2% | 28.0% | 50.7% | 3.25 |
| 3 Integration and Application of Knowledge | 2.8% | 17.1% | 34.2% | 45.9% | 3.23 |
| 4 Intellectual Depth Breadth and Adaptiveness | 11.0% | 10.6% | 23.7% | 54.8% | 3.22 |
| 5 Understanding Society and Culture | 6.1% | 11.6% | 41.5% | 40.8% | 3.17 |
| 6 Values and Ethics | 47.4% | 1.3% | 22.4% | 28.9% | 2.33 |
| **TOTAL** | **7.2%** | **14.5%** | **29.8%** | **48.5%** | **3.19** |

** It is important to note that the IUPUI Undergraduate student self-rating of effectiveness on the PUL scales aggregates the Department of Physical Education and the Department of Tourism Management. Therefore, use of the report as a baseline is not helpful. The Department of Physical Education Assessment Committee Chair requested, and was granted via IMIR, a Pivot Table to disaggregate data – by department.

** Consequently, when comparing the PE data to the collective academic units overall of IUPUI (as distributed by IMIR) a few conclusions can be drawn:

(a) It is clear an area of concern for us is the PUL centering on *Quantitative Reasoning* as the campus average is 2.98 and our school composite was 2.81 which equates to a demonstrable effect size between the scores. Additionally, when looking at the table above this is unsurprising as *Quantitative Reasoning* was <u>not</u> highlighted by any of our identified classes as a MAJOR emphasis.

(b) Another area of concern is in regard to C*ommunication Skills*; the campus collective greatly outperforms our majors (3.41 vs. 2.88) in regard to the language arts. We are currently looking at this gap and trying to ascertain the underlying causes.

(c) Our department outperforms the campus (3.55 vs 3.42) when it comes to V*alues and Ethics*. Considering many of our major's work in industry that serves clients, students, and patients, this is unsurprising.

(d) Our department outperforms the campus (3.52 vs 3.40) as it relates to *Information Resource Skills*. Again, with many of our students using technologies and software programs as it relates to programming and evaluation this is a rather predictable result.

2. *For our students to adhere to the campus expectation of student participation and completion within the RISE initiative prior to graduation. We use the following as evidence: (a) Faculty Annual Reports and (b) The CSL annual report*.

(a) **<u>Faculty Annual Reports</u>** of 2010-2011 indicate the following:

a. Over 20 PE undergraduate students were actively engaged in faculty sponsored research; resulting in 1 publication and 5 presentations (many are either under review or still in progress).
b. Nearly 60% of our Faculty teaches a 'major' course that fully utilizes service-learning or experiential learning.
c. We had a service-learning liaison that coordinated efforts that resulted in student-based focus group interviews in gauging student understanding and perspectives on service-learning as pedagogy. Results are being compiled currently.

** Again, it is important to note that <u>each</u> student of our department, irrespective of major, will take a service-learning course prior to graduating.

(b) **<u>The CSL annual report</u>** . Important back story from the *2002 Holland Survey on Civic Engagement at IUPUI* predicted that the School of PETM would rank 7th across campus in regard to prioritizing and utilizing Civic Engagement in the form of unit mission, promotion and tenure, organizational structure, student

involvement, faculty involvement, and publicity. Yet, findings from the most recent CSL (Center for Service and Learning) report make known that PETM ranked1st in engaging Seniors in Civic Engagement, 2nd in engaging Juniors, 1st in engaging Sophomores, and 3rd (with three other units) in engaging Freshmen (again this is in comparison to the then 17 academic units on campus).

It appears we, as an academic unit, has exceeded earlier predictions of our involvement in CE and is firmly situated as a campus leader of Civic Engagement and Service Learning.

5. **What improvements have been made based on assessment findings**?

To address both our assessment strengths and weaknesses moving forward the Department of Physical Education has taken the following steps:

(a) Each program area faculty meets collectively, relatively regularly, to talk specifically as it relates to the appropriate SLOs. This has not occurred previously in such a focused manner; and is worthy to mention.

(b) One program area faculty applied for and received a CEG (Curriculum Enhancement Grant) in an attempt to fully coalesce the assessment process from the time a student is admitted to the time they graduate.

(c) Faculty from each track has attended professional development to gain proficiency in the ePDP as sponsored by the campus – again in hopes of being able to better document student learning and attainment of the SLOs.

(d) Dialogue has begun on the topics of HIPAA and Blood-borne pathogens so they will be more evidently introduced and touched upon in multiple courses in the curriculum; prior to the capstone.

(e) We have started to address the apparent deficiency in *Quantitative Reasoning* by adding the STATS 119 course (*Statistics and Society)* in one of our program tracks with continued enforcement of STATS 305 in the other tracks. Additionally, between the tracts the Math/Science requirement (implies some level of quantitative reasoning) ranges from 11 credit hours to 27 credit hours). This will be a talking point moving forward.

(f) The language arts deficiency is still under review and will be a talking point at a future departmental meeting.

(g) Instituted fitness and movement testing in one of our pre-professional programs (as a pilot) – to address the apparent lack of proficiency in "modeled behavior" of our pre-professionals.

**TCEM 2010-2011 PRAC REPORT**
**PLANNING FOR LEARNING AND ASSESSMENT**

1. What general outcome are you seeking?

    1. IUPUI Principles of Undergraduate Learning

    2. TCEM Program Goals:

- Define, apply, analyze, and execute operational principles of tourism and event management.
- Perform effective oral and written communication skills.
- Address and analyze tourism sustainability and trends critically and reflectively.
- Work efficiently and productively with persons from different cultures and backgrounds.
- Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.
- Advance best practices in the tourism and event profession.
- Practice a sense of community and civic mindedness.

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 499 which is a capstone course
- Students receive scholarships
- Students receive awards from IUPUI or the professional associations
- 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 assignments and 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
- TCEM Industry Trends Workshops. The Department hosts industry trends workshop for students to listen to presentations given by high-level managers from the tourism industry regarding current trends in the industry. Students also gain advices from the workshops about career development.

- 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
- Class assignments
- Internship evaluation conducted by students' supervisors
- Service learning reflections
- Interview with alumni and 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 during the past academic year.

**A. 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 TCEM program goals were also measured by the survey. The instrument was administered to all seniors in the last week of the capstone course every semester.

*TCEM Skills*

TCEM seniors were asked to evaluate the skills they gained through their learning experiences in TCEM. The results are presented in Table 1. Students' ratings were fairly high for all the skills that were evaluated. Presentations skills received the highest mean score.

**Table 1.**

| | Mean |
|---|---|
| Leadership and managing others | 4.16 |
| Teamwork and contributing to a successful team environment and results | 4.35 |
| Managing conflict and negotiations | 4.16 |
| Persuasive professional writing - letters, projects, resumes, case analysis, etc | 4.32 |

| | |
|---|---|
| Effective presentations - preparation, visuals and delivery | 4.55 |
| Demonstrated professional competency in my major(s) | 4.45 |
| Enhancing use of inclusive and respectful language during problem-solving activities | 4.10 |

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

*Principles of Undergraduate Learning*

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 4-point scale. Results from the survey conducted in Fall 2010 show that critical thinking receives the highest mean score, flowed by integration and application of knowledge and language skills. The survey conducted in Spring 2011 shows different results. Language skills received the highest rating, flowed by information resource skills, critical thinking, and integration and application of knowledge.

**Table 2**

| | Fall 2010 Mean | Spring 2011 Mean |
|---|---|---|
| ***1A - Language Skills*** | | |
| Reading and understanding books, articles, and instruction manuals | 2.14 | 2.00 |
| Delivering a prepared presentation to a group | 2.36 | 2.42 |
| Writing a final report on a project or other work assignment | 2.39 | 2.42 |
| Contributing to a team to solve problems | 2.32 | 2.17 |
| | **2.30** | **2.25** |
| ***1B - Quantitative Skills*** | | |
| Solving mathematical problems | 2.89 | 1.46 |
| Using mathematics in everyday life | 1.86 | 1.33 |
| Understanding a statistical report | 1.86 | 1.62 |
| Preparing a report using quantitative data | 1.75 | 1.75 |
| | **2.09** | **1.54** |
| ***1C - Information Resource Skills*** | | |
| Identifying the sources of information that are most appropriate for a project | 2.14 | 2.22 |
| Using computer software for work (word processing, spreadsheet, graphics, etc.) | 2.39 | 2.25 |
| Evaluating the quality and accuracy of information found on a web site | 2.36 | 2.25 |

| | | |
|---|---|---|
| Recognizing which ideas or material need to be fully acknowledged to avoid plagiarizing | 2.25 | 2.25 |
| | **2.29** | **2.24** |
| ***2 - Critical Thinking*** | | |
| Analyzing other people's ideas and proposed solutions | 2.39 | 2.04 |
| Systematically reviewing your own ideas about how to approach an issue | 2.25 | 2.04 |
| Creatively thinking about new ideas or ways to improve things | 2.36 | 2.21 |
| Discussing complex problems with co-workers to develop a better solution | 2.36 | 2.13 |
| | **2.34** | **2.09** |
| ***3 - Integration and Application of Knowledge*** | | |
| Applying what you learned in college to issues and problems you face every day | 2.29 | 2.08 |
| Gather information from a variety of sources when deciding what action to take | 2.32 | 2.17 |
| Finding new ways to use what you have learned as you encounter new situations/problems | 2.29 | 2.08 |
| Putting ideas together in new ways | 2.33 | 2.04 |
| | **2.31** | **2.09** |
| ***4 - Intellectual Depth, Breadth and Adaptiveness*** | | |
| Learning new approaches to work or to advanced studies | 2.29 | 1.92 |
| Having an in-depth understanding of your major field of study | 2.36 | 2.04 |
| Having a general understanding of subjects other than the one in which you majored | 2.32 | 1.67 |
| Being able to modify how you approach a problem based on the requirements of the situation | 2.11 | 1.91 |
| | **2.27** | **1.89** |
| ***5 - Understanding Society and Culture*** | | |
| Dealing with conflict among co-workers and friends | 2.07 | 1.96 |
| Seeing the relationships between local, national, and global issues and problems | 2.18 | 2.00 |
| Working effectively with people of different races, ethnicities, and religions | 2.39 | 2.12 |
| Communicating effectively with people who see things differently than I do | 2.39 | 2.12 |
| | **2.26** | **2.05** |
| ***6 - Values and Ethics*** | | |

| | | |
|---|---|---|
| Exercising my responsibilities as a citizen (voting, staying current with community and political issues, etc.) | 2.07 | 1.83 |
| Making informed judgments when faced with ethical dilemmas | 2.21 | 2.04 |
| Recognizing the consequences of my actions when facing a conflict | 2.32 | 2.08 |
| Understanding and appreciating the arts | 2.04 | 1.83 |
| | **2.16** | **1.95** |

Note. Items were measured based on a four-point scale ranging from Not Effective (0), Somewhat Effective (1), Effective (2), to Very Effective (3)

*TCEM Program Goals*

The Department developed seven program goals in the Fall of 2010. Questions were added to the exit survey that was conducted in the Spring 2011. Respondents were asked to rate how the TCEM curriculum helped them achieved the program goals. The results are quite positive. All program goals received mean scores ranging from 3.61 to 4.04 based on a 5-point scale. The program goal that received the highest mean score is "Work efficiently and productively with persons from different cultures and backgrounds."

**Table 3**

| | Mean Score |
|---|---|
| Define, apply, analyze, and execute operational principles of tourism and event management. | 3.61 |
| Perform effective oral and written communication skills | 4.00 |
| Address and analyze tourism sustainability and trends critically and reflectively | 3.91 |
| Work efficiently and productively with persons from different cultures and backgrounds | 4.04 |
| Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment | 4.00 |
| Advance best practices in the tourism and event profession | 3.83 |
| Practice a sense of community and civic mindedness | 3.78 |

Note: Items were measured on a 5-point, Likert-type scale ranging from Very Low (1) to Very High (5).

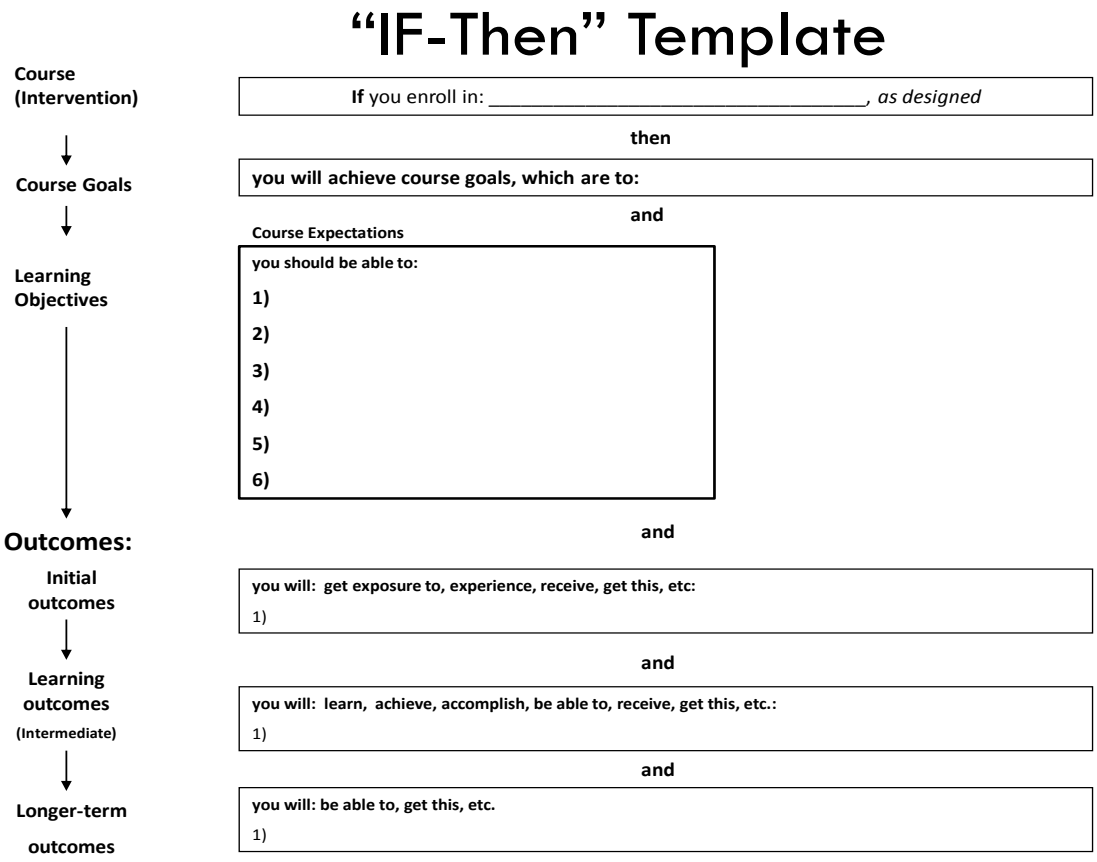
**B. Review of TCEM Service Learning Program**

The TCEM Department received an Engagement Department Grant in Spring 2010. The grant project provided an opportunity for the Department to conduct a thorough review and assessment of its service learning program. This grant project assessed how service learning helps TCEM students in achieving PULs and core TCEM competency. The grant project was completed in Spring 2011.

**Conceptual Framework (YF)**

Drs. Amanda Cecil and Yao-Yi Fu who were in change of the project met with Dr. Jackie Singh, who is an assessment specialist for the Center for Teaching and Learning in order to learn about theoretical frameworks that would help with the needs of the project. Dr. Singh introduced several frameworks such as the Program Theory, Theory of Change, and Logic Model that they adopted for the assessment.

These conceptual frameworks can be used for course planning and assessment. Every course can be reviewed as a "program" that includes interventions (e.g. lectures, exams, projects, case studies, reflective papers) that help students achieve the course learning outcomes. Service learning activities are viewed as "interventions" that bring about changes in the way students approach, react and adapt to tourism marketing situations. The learning opportunities are assessed through a series of reflective activities. Dr. Singh suggested that we use a flow chart, or "If-Then Template," that shows connections of components within a course (see the Figure shown below). This approach helps to identify logic of a design of a course and clearly articulates course objectives. Therefore, it helps instructors connect the course outcomes to the course components such as assignments, projects, exams, and other class activities.




Faculty members leading service learning courses and projects tend to have a specific purpose for assigning students assignments; however, often times an instructor assumes that students understand their intent and projected impact of the experience. Without clearly communicating the outcomes and anticipated results, students may not know the significance of

doing this type of project besides meeting a course requirement and getting a grade. Therefore, the conceptual frameworks make transparent the faculty member's goals for a service learning project or experience. This approach helps the faculty instructor make the connection between the service learning activities and results, which ultimately serves to gain "buy-in" from administrators, faculty, students, and other relevant stakeholders.

Drs. Amanda Cecil and Yao-Yi Fu's interviews with the TCEM faculty for this grant project were guided by the "In-Then' Template. The conceptual frameworks have helped them examined connections between the TCEM's definition of civic engagement service learning experiences that the Department has offered, and student learning outcomes.

During the interview process, Drs. Amanda Cecil and Yao-Yi Fu also collected faculty's comments regarding all RISE courses that the Department offers. Their interviews identified some gaps in the curriculum and also allowed some instructors to change, add or drop RISE designations. Two major items emerged from these interviews: (1) We have no 100-level RISE courses, and (2) two categories of our definition of civic engagement are not well covered in our curriculum: values/ethics and lobbying for change.

*Impact of Service Learning*

Given recent efforts on enhancing the Department's service learning program, new questions were also added to the exit survey in Spring 2011 which concern impacts of service learning. The results indicate that service learning had fairly positive impact on students. The mean scores are all between 3 and 4 which imply there is room for more efforts on the Department's service learning program.

**Table 4**

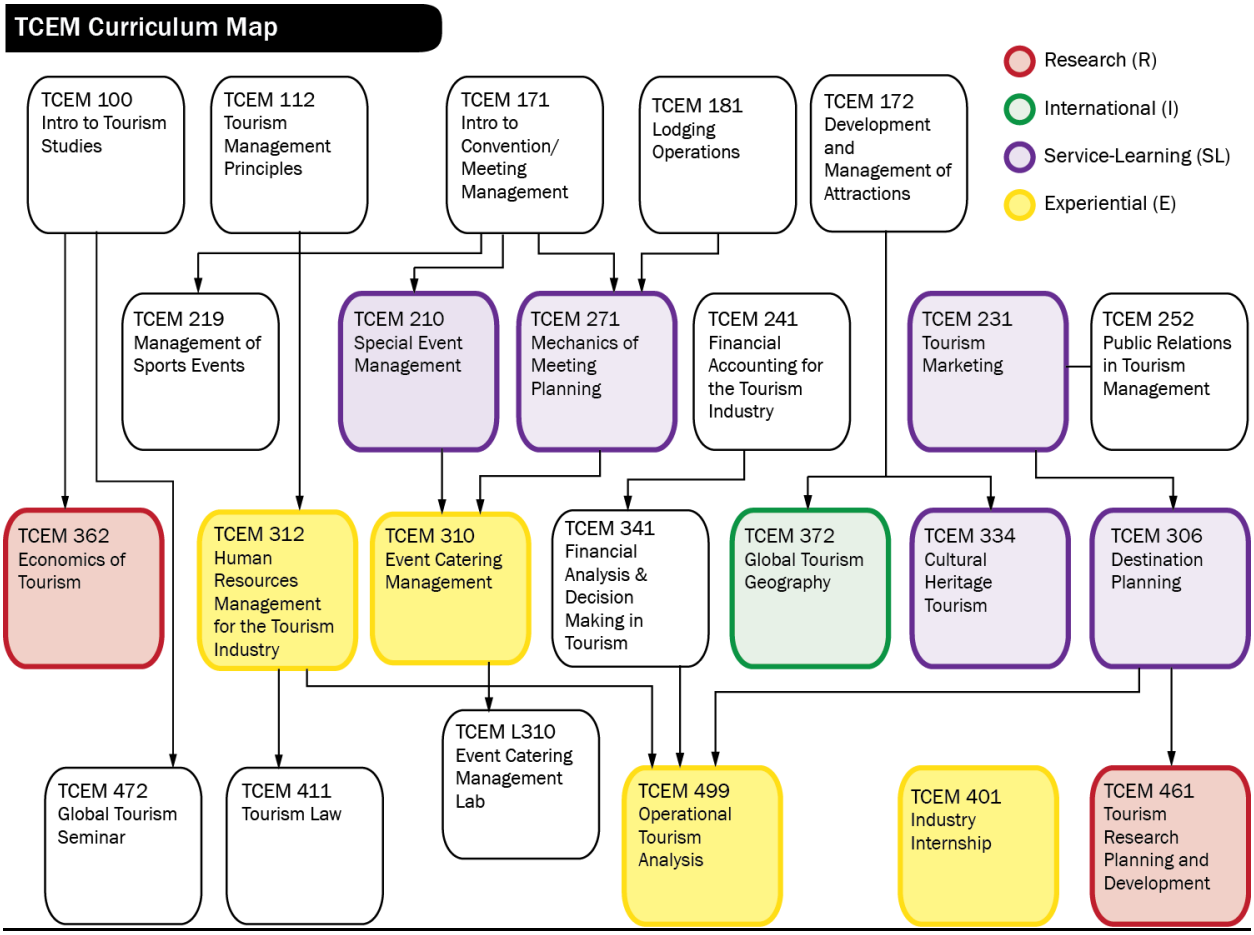
| | Mean |
|---|---|
| The service learning project(s) helped me to gain a clearer idea of my professional goals. | 3.13 |
| The service learning project(s) strengthened my sense of sense of civic responsibility to become involved in my community. | 3.12 |
| I am confident that I can contribute to improving life in my community. | 3.46 |
| I have a responsibility to use knowledge and skills I have gained to serve others | 3.75 |
| I feel confident that I will be able to apply what I have learned in my classes to solve challenges in society. | 3.46 |

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

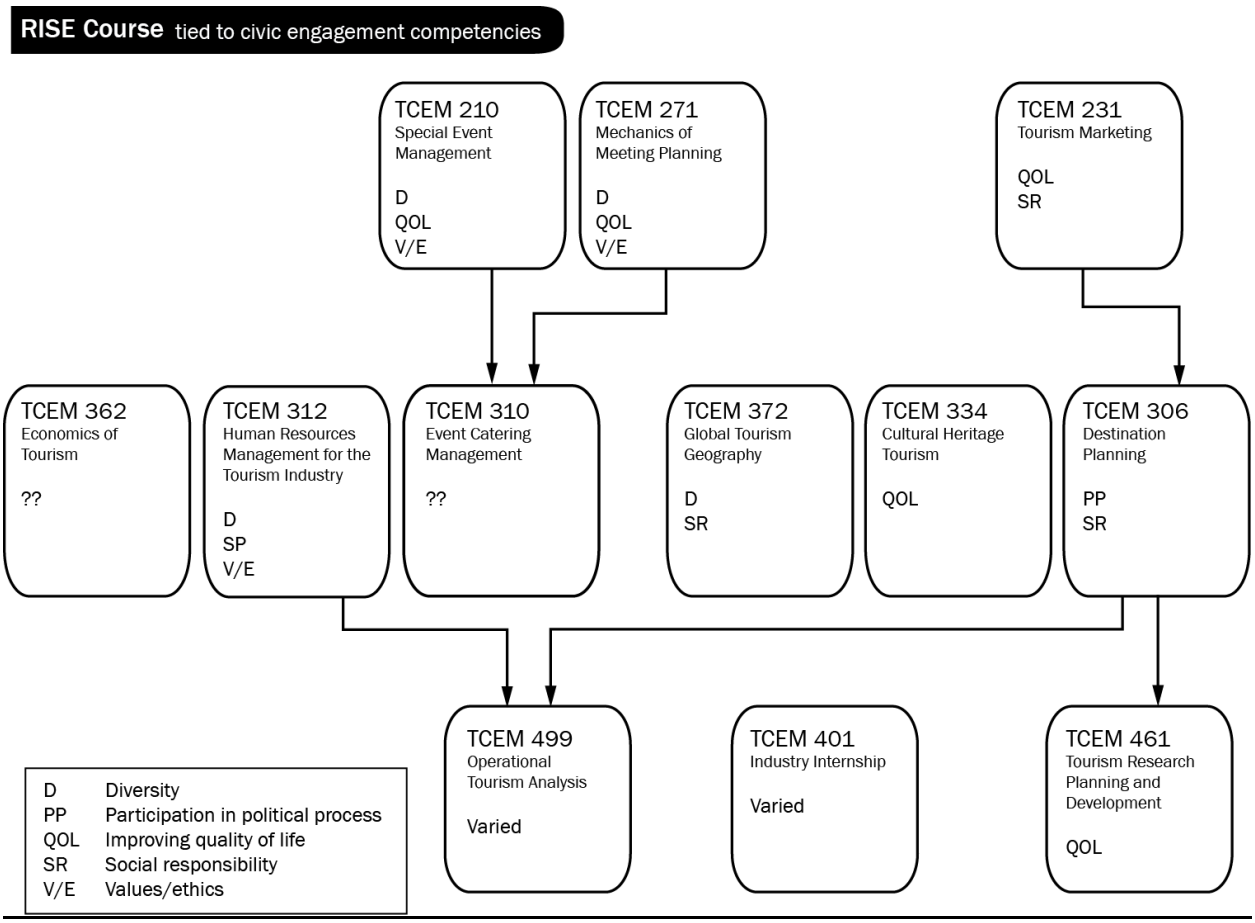
6. What improvements have been made based on assessment findings?

## Revised Curriculum Map

Based on Drs. Amanda Cecil and Yao-Yi Fu's interviews with the TCEM faculty, changes were made to the Department's designation of RISE courses. In addition, The TCEM Curriculum Committee has been reviewing and revising the Bachelor of Science curriculum map this year. Below is the new map with the RISE courses highlighted. We are now reviewing the "flow" of the RISE courses and the civic outcomes for each course.




The second graphic is the RISE courses with their civic competencies noted. The department will now begin to evaluate how this specific courses "flow" into each other and how the civic outcomes are assessed.




## Development of a New Assessment Plan

The Department has drafted a new assessment plan that several TCEM courses will begin assessing TCEM program goals in the Fall 2011. The Department has developed rubrics for assessing the program goals. Instructors of these courses have been interviewed regarding how they will tie program goals to their class activities and assignments and how they plan to use the rubrics.

| | | |
|---|---|---|
| **Program Goal #1** | Define, apply, analyze, and execute operational principles of tourism and event management. | 210 310 401 499 |
| **Program Goal #2** | Perform effective oral and written communication skills. | 112 252 334 401 499 |
| **Program Goal #3** | Address and analyze tourism sustainability and trends critically and reflectively. | 100 334 401 499 |
| **Program Goal #4** | Work efficiently and productively with persons from different cultures and backgrounds. | 210 L310 334 401 |
| **Program Goal #5** | Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment. | 112 312 401 499 |
| **Program Goal #6** | Advance best practices in the tourism and event profession. | 271 401 499 |
| **Program Goal #7** | Practice a sense of community and civic mindedness. | 231 334 |

Note. Courses that will begin assessing program goals in the Fall, 2011 are 112, 231, 334, 401, 499