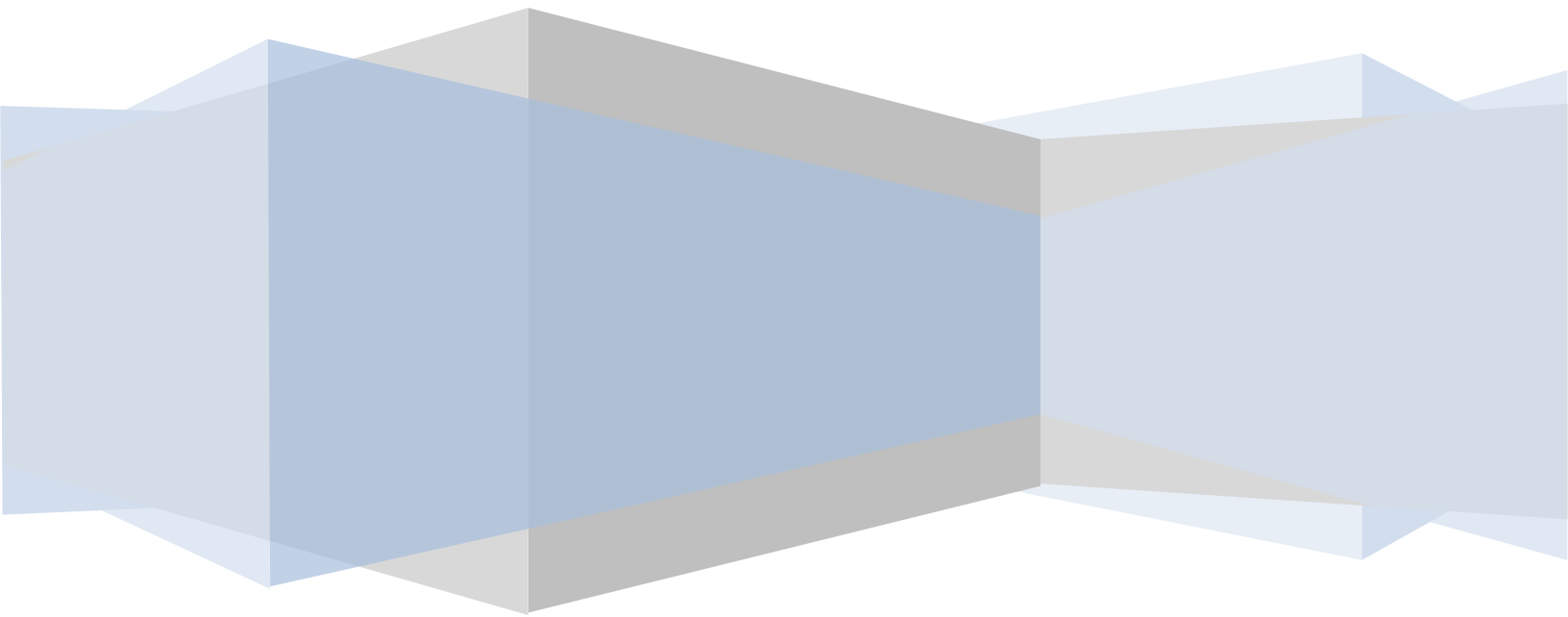


PRAC Report

**Department of Tourism, Conventions,
and Event Management**

2011-2012



1. What general outcome are you seeking?

A. IUPUI Principles of Undergraduate Learning

B. TCEM Program Goals for Undergraduates. These were developed by the Department based on literature review and the Department's own extensive study that involved interviewing students, alumni, and industry professionals. The seven Program Goals are:

1. Define, apply, analyze, and execute operational principles of tourism and event management.
2. Perform effective oral and written communication skills.
3. Address and analyze tourism sustainability and trends critically and reflectively.
4. Work efficiently and productively with persons from different cultures and backgrounds.
5. Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.
6. Advance best practices in the tourism and event profession.
7. 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 TCEM curriculum which is embedded with PULs and TCEM Program Goals
- Students successfully complete required internship program and receive positive evaluation from internship supervisors
- 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 which is embedded with PULs and TCEM Program Goals
- Class assignments and projects
- Required TCEM Internship
- TCEM student organizations (THS, PCMA, Eta Sigma Delta). These student organizations offer many presentations and workshops that help students to develop skills and knowledge
- 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. They also help students develop a sense of community and civic engagement.

- 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.
- Efroymsen 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?

- Class projects and assignments
- Rubrics developed for measuring student performance
- Internship evaluation conducted by students' supervisors
- Senior exit survey
- Students' reflections on their learning process ad outcomes
- Interview with students, alumni, and industry professionals
- Faculty discussion at department meetings about how PULs, TCEM Program Goals, and industry specific competency are taught, assessed, and the assessment results

5. What are the assessment findings?

The information below presents assessment data that the Department collected from various methods/sources during the 2011-2012 academic year. The information is shown in sections A, B, and C by types of assessment source/method.

A. Assessment of TCEM Program Goals in TCEM Courses

In order to assist faculty with assessing the program goals, in the summer of 2011, rubrics were developed for assessing the first six program goals by adapting the VAULE rubrics provided by Association of American Colleges and Universities. Rubric developed by the IUPUI Center for Service and Learning was adopted for the last Program Goal regarding civic engagement.

A plan was developed to assess the program goals in selected courses first during 2011-2012 academic year. Methodology and results of the assessment from this year were gathered at the end of the academic year. The results were shared at the School's and the Department's retreat meetings in the summer of 2012 for faculty's discussions. These discussions will help all TCEM faculty learn more about assessment methods, process, and benefits of assessing the program goals. Beginning Fall of 2012, all TCEM courses will be required to participate in the assessment.

Information below presents the assessment results collected from four TCEM courses that were selected for the assessment.

Program Goal #1: Define, apply, analyze, and execute operational principles of tourism and event management

This program goal was assessed in TCEM 499 Operational Tourism Analysis which is a capstone course. The main project of this course is development of a business plan which students get to integrate skills and knowledge they acquire from the entire TCEM curriculum. Those skills and knowledge include marketing, human resources management, accounting, problem-solving skills, communication skills, ability to integrate and apply knowledge..., etc. The instructor adopted the entire rubric (shown below) that was developed for this program goal. The rubric is used with a four-point measurement scale. The instructor rated students' performance on the business project with the rubric. Assessment data found that students in TCEM 499 received 3.21 as on average for this program goal.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without

	synthesis. Viewpoints of experts are questioned thoroughly.		Viewpoints of experts are taken as mostly fact, with little questioning.	question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes)</i>	Independently creates wholes out of multiple parts	Independently connects examples, facts, or theories from more than	When prompted, connects examples, facts, or theories	When prompted, presents examples, facts, or theories

<i>connections across disciplines, perspectives</i>	(synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	one field of study or perspective.	from more than one field of study or perspective.	from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Program Goal #2: Perform effective oral and written communication skills.

This program goal was assessed by three courses: TCEM 231 Tourism Marketing, TCEM 401 Industry Internship, and TCEM 499 Operational Tourism Analysis. Instructors of the three courses used the rubric developed for this program goal (shown below).

Students in TCEM 231 were required to deliver an oral presentation for a service learning project they participated. The instructor adopted the rubric to assess students’ oral and visual skills. The result of the assessment is an average score of 2.96 based on a four-point scale.

Students in TCEM 401 were required to write a leadership project that they initiated and completed during their internship program. This assignment was evaluated with the rubric that assesses written skills. The result of the assessment is an average score of 3.33 based on a four-point scale.

Students in TCEM 499 were required to turn a written business plan and deliver several oral presentations. Their communication skills were assessed with the rubric. The result of the assessment is an average score of 3.18 based on a four-point scale.

	Not Effective (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)
Content	Does not have a grasp of information. Cannot distinguish the difference between summarizing and paraphrasing information. No evidence of student's own interpretation and analysis of information.	Able to summarize information and evaluate the validity or accuracy of information within assigned sources. Little evidence of analysis of information. Evidence of student's own ideas is weak.	Able to interpret and synthesize information. Some, but not very thorough, analysis of information. Demonstrate student's own ideas which still need to be expanded.	Able to interpret, compare, combine, or contrast information from different sources. Demonstrates understanding of complexities of issues. Demonstrates careful analysis of the information collected and thorough, inventive results supported by evidence.
Context	Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience)	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Central Message	Does not explicitly state the central message, but it can be deduced from the	Explicitly states the central message with some clarity.	States central message clearly and is consistent with the supporting material.	States central message precisely, repeats is appropriately and

	content.			strongly supports it with evidence.
Organization	Does not demonstrate an observable organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions).	Demonstrates an intermittently observable organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions).	Demonstrates a clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions).	Demonstrates an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable, is skillful, and makes the content of the writing cohesive.
Mechanics	Uses awkward sentences, consistent wordiness, ambiguity, awkwardness, lack of clarity. Little or no evidence of editing for errors (e.g., spelling, grammar, punctuation, word choice, etc.).	Sometimes uses inappropriate sentence structures that contribute to difficulty reading. Some evidence of editing for errors (e.g., spelling, grammar, punctuation, word choice, etc.).	Uses generally competent sentences, though limited variation across documents. Generally effective editing that has eliminated almost all errors.	Uses appropriately varied sentence structures for excellent clarity, with fluent and unambiguous sentences. Consistently correct editing that has eliminated almost all errors.
APA Citation	Does not use citations.	Attempts to use APA citation format, but with multiple errors.	Uses APA citation format with some errors.	Consistently uses APA citation format with only occasional minor errors.
Oral Skills (Content, Context, Central Message, Organization, and Mechanics will also apply to presentations unless separate rubric takes precedence.)	Cannot articulate ideas clearly and concisely. Unable to relate to audience effectively. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation; speaker appears uncomfortable.	Generally articulates ideas clearly and responds to audience appropriately. Employs delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation understandable, but speaker appears tentative.	Consistently articulates ideas clearly and engages audience. Uses delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation interesting; speaker appears comfortable.	Effectively and enthusiastically articulates ideas with clarity and actively engages audience. Employs delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling; speaker appears polished and confident.
Visual Skills	Uses no visuals (e.g. images, charts, tables, etc.).	Uses visuals that are distracting, unrecognizable, too small or large, and do not support the content of the work.	Uses some appropriate visuals that support the content of the work, but many are simply decorative and may be distracting to the audience.	Uses effective visuals that illustrate a concept being described, strengthen a point of persuasion, or represent data being described in a written work or presentation.

Program Goal #4: Work efficiently and productively with persons from different cultures and backgrounds.

This program goal was assessed in TCEM 334 Cultural Tourism. The instructor of TCEM 334 developed a new instrument that measures students' improvement of working efficiently and productively with persons from different cultures and backgrounds. At the end of the semester, students were asked to rate their knowledge and skill levels before and after taking the class with four measurement items. A paired t -test was conducted to analyze the data. The results show that students had a significant improvement regarding this program goal. The instrument for this assessment is attached as a separate document for this report submission.

Program Goal #5: Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.

This program goal was assessed in TCEM 499 Operational Tourism Analysis which is a capstone course. The main project of this course is development of a business plan which students get to integrate skills and knowledge they acquire from the entire TCEM curriculum. Those skills and knowledge include marketing, human resources management, accounting, problem-solving skills, communication skills, ability to integrate and apply knowledge..., etc. The instructor adopted the entire rubric (shown below) that was developed for this program goal. The rubric is used with a four-point measurement scale. The instructor rated students' performance on the business project with the rubric. Assessment data found that students in TCEM 499 received 3.21 as an average for this program goal.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes	Having selected from among alternatives, develops a logical, consistent plan to	Considers and rejects less acceptable approaches to	Only a single approach is considered and is used to solve the

	consequences of solution and can articulate reason for choosing a solution.	solve the problem.	solving problem.	problem.
	Capstone	Milestones		Benchmark
Evaluate Potential Solving Problems	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.

Program Goal #6: Advance best practices in the tourism and event profession.

This program goal was assessed in TCEM 499 Operational Tourism Analysis which is a capstone course. The main project of this course is development of a business plan which students get to integrate skills and knowledge they acquire from the entire TCEM curriculum. Those skills and knowledge include marketing, human resources management, accounting, problem-solving skills, communication skills, ability to integrate and apply knowledge..., etc. The instructor adopted the entire rubric (shown below) that was developed for this program goal. The rubric is used with a four-point measurement scale. The instructor rated students' performance on the business project with the rubric. Assessment data found that students in TCEM 499 received 3.21 as on average for this program goal.

	Capstone	Milestones		Benchmark
	4	3	2	1
Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.

	complex issues in original ways.		issues.	
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.

	well as all of the following: ethical, logical, and cultural dimensions of the problem.	the following: ethical, logical, or cultural dimensions of the problem.		
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

Program Goal #7: Practice a sense of community and civic mindedness.

This program goal was assessed in TCEM 231 Tourism Marketing which is a service learning course. Students assisted the Indiana National Road Association with developing marketing efforts for the Indiana Byways Program. The program attempts to create a distinctive travel experience for people to learn and enjoy American culture, history, archeology, and hospitality in Indiana.

After completing the project, students were asked to submit a reflection assignment. This assignment includes several items that measure students' sense of community and civic

engagement as a result of completing the service learning project for the Indiana Byway Program. The items listed in the table below were measured on a five-point scale ranging from (1) Strongly Disagree to (5) Strongly Agree. The results are quite positive ranging from 3.26 to 4.13.

Measurement Item	Mean
The service learning project has helped me to gain a clearer idea of my professional goals.	3.26
I have a strong sense of civic responsibility to become involved in my community.	3.70
I am confident that I can contribute to improving life in my community.	4.00
I have a responsibility to use the knowledge that I have gained to serve others.	4.04
I feel confident that I will be able to apply what I have learned in my classes to solve real problems in society.	4.13

**B. Faculty Ratings of Student Performance on Principles of Undergraduate Learning—
Results for School of Physical Education and Tourism Management (Combining Spring 2010, Fall 2010, Spring 2011, Fall 2011, and Spring 2012 Evaluations)**

This section presents faculty’s ratings of student performance on PULs. The information shown below was released by a report generated by the Office of Information Management and Institutional Research. The data combine faculty ratings from Spring 2010 to Spring 2012. The report from the office only provides combined data from the two Departments in the school of PETM.

Faculty Ratings of Physical Education & Tourism Management Student Performance on PULs with Major Emphasis

	100-level courses	200-level courses	300-level courses	400-level courses
1A. Written, Oral, & Visual Communication Skills	3.09	2.97	3.09	2.92
1B. Quantitative Skills			3.90	3.16
1C. Information Resource Skills	2.89	3.52	4.00	
2. Critical Thinking	3.80	3.23	3.39	3.07
3. Integration and Application of Knowledge	3.18	2.99	3.80	3.68
4. Intellectual Depth, Breadth, and Adaptiveness	3.24	3.23	3.44	
5. Understanding Society and Culture		3.70	2.93	
6. Values and Ethics				3.67

Scale 1= “Not Effective”, 2=“Somewhat Effective”, 3=“Effective”, 4=“Very Effective”

The table above shows means of the PULs ratings for different levels of courses with major emphasis. Among the six PULs, “Written, Oral, & Visual Communication Skills” seems to be the weakest one for all levels of courses.

Faculty Ratings of Physical Education & Tourism Management Student Performance on PULs with Moderate Emphasis

	100-level courses	200-level courses	300-level courses	400-level courses
1A. Written, Oral, & Visual Communication Skills	3.02	2.99	2.38	3.10
1B. Quantitative Skills			4.00	3.00
1C. Information Resource Skills				
2. Critical Thinking	3.24	3.02	3.50	3.33
3. Integration and Application of Knowledge		3.65	3.24	2.96
4. Intellectual Depth, Breadth, and Adaptiveness	2.94	3.17	3.89	4.00
5. Understanding Society and Culture	2.88	2.60	3.11	3.29
6. Values and Ethics		3.80	2.90	

Scale 1= “Not Effective”, 2=“Somewhat Effective”, 3=“Effective”, 4=“Very Effective”

The table above shows means of the PULs ratings for different levels of courses with moderate emphasis. Similar to the results for courses with major emphasis, among the six PULs, “Written, Oral, & Visual Communication Skills” seems to be the weakest one for all levels of courses. “Intellectual Depth, Breadth, and Adaptiveness” is the only PUL that shows a pattern of improvement from lower courses to higher level courses.

C. Senior Exit Survey

An exit survey was administered to all seniors in the last week of the capstone course (TCEM 499 Operational Tourism Analysis) every semester. This section presents results of how senior students perceived their achievement of PULs and the seven TCEM Program Goals.

Principles of Undergraduate Learning

The table below show how senior students perceived their effectiveness level of PULs as a result of completing the TCEM curriculum. The results show that “Language Skills” was ranked as the highest by the survey participants and “Quantitative Skills” was ranked as the lowest among all PULs. Survey items were measured on a four-point scale ranging from (1) Not Effective to (4) Very Effective.

	Mean
<i>1A - Language Skills</i>	
Reading and understanding books, articles, and instruction manuals	3.17
Delivering a prepared presentation to a group	3.54
Writing a final report on a project or other work assignment	3.47
Contributing to a team to solve problems	3.43
	3.40
<i>1B - Quantitative Skills</i>	
Solving mathematical problems	2.71
Using mathematics in everyday life	2.55
Understanding a statistical report	2.74
Preparing a report using quantitative data	2.83
	2.70
<i>1C - Information Resource Skills</i>	
Identifying the sources of information that are most appropriate for a project	3.30
Using computer software for work (word processing, spreadsheet, graphics, etc.)	3.40
Evaluating the quality and accuracy of information found on a web site	3.28
Recognizing which ideas or material need to be fully acknowledged to avoid plagiarizing	3.42
	3.35
<i>2 - Critical Thinking</i>	
Analyzing other people's ideas and proposed solutions	3.29
Systematically reviewing your own ideas about how to approach an issue	3.26
Creatively thinking about new ideas or ways to improve things	3.35
Discussing complex problems with co-workers to develop a better solution	3.27
	3.29
<i>3 - Integration and Application of Knowledge</i>	
Applying what you learned in college to issues and problems you face every day	3.22
Gather information from a variety of sources when deciding what action to take	3.26
Finding new ways to use what you have learned as you encounter new situations/problems	3.23
Putting ideas together in new ways	3.27
	3.25
<i>4 - Intellectual Depth, Breadth and Adaptiveness</i>	
Learning new approaches to work or to advanced studies	3.12
Having an in-depth understanding of your major field of study	3.27
Having a general understanding of subjects other than the one in which you majored	2.96

Being able to modify how you approach a problem based on the requirements of the situation	3.12
	3.12
<i>5 - Understanding Society and Culture</i>	
Dealing with conflict among co-workers and friends	3.17
Seeing the relationships between local, national, and global issues and problems	3.12
Working effectively with people of different races, ethnicities, and religions	3.34
Communicating effectively with people who see things differently than I do	3.30
	3.23
<i>6 - Values and Ethics</i>	
Exercising my responsibilities as a citizen (voting, staying current with community and political issues, etc.)	2.90
Making informed judgments when faced with ethical dilemmas	3.08
Recognizing the consequences of my actions when facing a conflict	3.18
Understanding and appreciating the arts	2.94
	3.03

Note. Items were measured based on a four-point scale ranging from Not Effective (1), Somewhat Effective (2), Effective (3), to Very Effective (4)

TCEM Program Goals

Senior students 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 3.93 to 4.17 based on a five-point scale. The program goal that received the highest mean scores are “Perform effective oral and written communication skills” and “Work efficiently and productively with persons from different cultures and backgrounds.”

Table 2

	Mean Score
Define, apply, analyze, and execute operational principles of tourism and event management.	3.93
Perform effective oral and written communication skills	4.17
Address and analyze tourism sustainability and trends critically and reflectively	3.99
Work efficiently and productively with persons from different cultures and backgrounds	4.17
Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment	4.16
Advance best practices in the tourism and event profession	4.03
Practice a sense of community and civic mindedness	3.93

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

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

The Department is undertaking a major curriculum revision. The new curriculum will emphasize more on Event Tourism than general tourism which will make the Department more unique than other tourism programs in the country. The Event Tourism will also offer meet the increasing demand for students with training in this field.

Two faculty members who received a PRAC grant earlier had done extensive research about core competency for the tourism industry. They conducted in-depth interviews with TCEM students, alumni, and industry professionals. Based on the interviews, their study identified a set of core competency that is essential for working in the area of event tourism. They later on proposed a new curriculum that incorporates these competences. The entire TCEM faculty met several times during Spring of 2012 to discuss the new proposed curriculum. The proposal was approved by the faculty with some minor revisions that needed to be done. Currently, the faculty is working on linking the new curriculum with tourism competency, PULs, and TCEM Program Goals.

This work of revising the curriculum provides a great opportunity to infuse assessment of teaching and learning in the curriculum. As mentioned above, new rubrics and assessment tools have been developed by several faculty members during 2011-2012 academic year. At the Department's retreat meeting in August, 2012, the rubrics and other assessment tools and methods were shared and discussed. Beginning Fall of 2012, all faculty will be expected to assess student learning outcomes on the regular basis. The School of PETM developed a website where each faculty member will submit assessment data. This new technology will assist the Department to collect assessment data in a more timely and systematic way.

The assessment findings presented above show that even though communication skills received high rating from senior students, this PUL received lower rating by the faculty. There are many reasons that caused the gap between two different assessments. One possible reason might be that faculty's expectations are different from those of students. Faculty's expectations may not be clearly communicated with students. By encouraging more faculty members to use rubrics will be helpful. The instructor of TCEM 231 who participated in the assessment of TCEM Program Goals mentioned that after she put her grading rubric on the syllabus and discussed the rubric with students in class, quality of her students' oral presentations were better than previous students of hers. She felt the rubric helped her students better understand what is expected by her. In addition, if more faculty members use the same rubric for assessing student learning, the Department will be able to better track if students improve their skills and knowledge as they move to higher level courses. Finally, it will also help the Department better identify students' strengths and weaknesses when same standards are shared across the curriculum. Therefore, workshop

will be organized and planned for the TCEM faculty in the Fall of 2012 to discuss assessing student learning outcomes.

TCEM Program Goal alignment with IUPUI PULs

This survey is to assess TCEM Program Goal #4 - Work efficiently and productively with persons from different cultures and backgrounds. **Please rate your knowledge/skill level for each statement.**

- 1) This class has helped me recognize and negotiate cultural differences in verbal and nonverbal communication

Before the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

After the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

Comment [CK1]: Q1 pre-post mean score was +1.05, which means that students rated their post score higher by at least one category higher.

Comment [CK2]: Survey code 4

Comment [CK3]: Survey code 3

Comment [CK4]: Survey code 2

Comment [CK5]: Survey code 1

- 2) This class will help me begin to initiate/develop interactions with culturally different others and to suspend judgment when interacting/working with those who are culturally different.

Before the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

After the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

Comment [CK6]: Q2 pre-post mean score was +0.71, which was the least differential observed.

- 3) This class has helped me recognize new perspectives about my own cultural rules and biases when interacting/working with culturally different others

Before the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

After the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

Comment [CK7]: Q3 pre-post mean score was +1.29, which was the highest differential observed.

- 4) This class will help me to understand the complexity of elements important to members of another culture who may be future co-workers or teammates

Before the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

After the readings/class discussion

- Great amount
 Moderate amount
 Slight amount
 None

Comment [CK8]: Q4 pre-post mean score was +1.19.

- 5) Any other comments: _____

Program Review and Assessment Committee report:

Department of Kinesiology

Fall ' 11 – Spring '12

The Department of 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. The table below indicates the schedule for SLO assessment:

Program	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
ExcSci	B & D	A & F	C & E	G & H
PETE	B & E	A & C	D & F	B & E
SM	A & D	B & C	E & F	A & D

NOTE- when all programs have assessed their SLOs once the rotation will be evaluated to match current market and academic conditions and adjustments, to the rotation, will be made accordingly.

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 Kinesiology 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). It is important to note the faculty have also actively worked on the curriculums to meet the upcoming state mandate of 120 credit hours; with a possible 30 credit hour GenEd expectation.

- 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 (i.e. ACSM, ICC)
 - ii. International (International study abroad with Moi University partnership and Cultural Immersion Project (international student teaching), and South Korea Study Abroad Program)
 - iii. Service Learning (i.e., Motor Activity Clinic, PACE, Legacy Center, Campus-Community Partnerships with K-12 schools)
 - iv. Experiential Learning (It is important to note that all 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 program emphasis SLOs (yet independent of the particular tract) the faculty utilize the following measures as evidence of success:

Direct

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
6. End of Course Assessments
7. Unit Tests
8. Performance Rubrics

For the direct measures, the Department of Kinesiology has adopted a 5 point performance rating scale to standardize scores across programs and assessments. The levels of performance are defined below:

Level 5 (E): Exceptional (A)

Student performance in learning outcome consistently exceeded expectations due to exceptionally high quality of work performed, resulting in an overall quality of work that was superior.

Level 4 (EE): Exceeds expectations (B)

Student performance in learning outcome often exceeded expectations and the quality of work overall was above average.

Level 3 (ME): Meets expectations (C)

Student performance in learning outcome met expectations and was considered average.

Level 2 (I): Improvement needed (D)

Student performance in learning outcome often did not meet minimum expectations and was considered below average.

Level 1 (U): Unsatisfactory (F)

Student performance in learning outcome was always below expectations and was considered unacceptable.

Indirect

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

B. With regard to the general outcomes we offer the following as evidence:

1. Passing rates on select national examinations.
2. Campus PUL report: 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. Faculty Annual Reports / Report from the Center for Service and Learning: as it relates to mentoring undergraduates exclusive to the RISE initiative.
4. Admission rates 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 (i) Demonstrate an understanding of general principles of exercise science concepts (ii) Demonstrate an understanding of basic human behavior and counseling as it applies to strategies of enhancing exercise and health behaviors.

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

The assignment used to assess the SLO 'B' listed as *Demonstrate an understanding of general principles of exercise science concepts* was an end-of-course assessment. This SLO was assessed in two courses < see table below >.

The SLO 'D' listed as Demonstrate an understanding of basic human behavior and counseling as it applies to strategies of enhancing exercise and health behaviors was also assessed using an end of course assessment; and was done so using three courses < see table below>.

Learning Outcome	Total Students Assessed	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
B	N = 145	48	42	36	14	5	87%
D	N = 265	72	91	71	22	9	88%

GPA - Regarding internships, the cohort of recent interns (>150 students) had a collective GPA of 3.35; **and** for those on the pre-PT / pre-OT track their GPA exceeded 3.7. As reference, the minimum GPA needed for internships is 2.5.

Capstone mentor observation – Similar to last year, 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 more than 95% of students were highly satisfied with their training and find a positive “fit” with their intended field. The remaining 5% find alternative career opportunities in generally connected fields.

As review, last AY the two themes that emerged after evaluating the exit interviews were: (a) HIPAA (Health Insurance Portability and Accountability Act) and (b) Blood-borne disease control. Later in this document we will address how those two themes were addressed this past AY. For this AY, two issues have emerged via the exit interviews as areas of need: (a) Business writing (media release) and (b) Non-profit fund raising.

Physical Education Teacher Preparation

As noted earlier, the two SLOs to be reported on here are (i) Apply discipline specific and theoretical concepts when developing physically educated individuals and (ii) Implement developmentally appropriate learning experiences to address the diverse needs of all students .

Direct Measures

National Exam - Teacher preparation does require a national examination (PRAXIS II); for the 2011 AY our program had a **100%** passing rate; significantly above the national average of **~85%**.

Course assignment / evaluation – The assignments used to assess the aforementioned SLO 'B' - apply discipline specific and theoretical concepts when developing physically educated individuals were primarily performance-based rubrics while the teacher-candidates were teaching K-12 students in either a service-learning course or an experiential learning course. These occurred in two courses and are reflected in the table below.

The assignments used to assess the aforementioned SLO - E implement developmentally appropriate learning experiences to address the diverse needs of all students were (a) homework assignments (b) in-class laboratory assignments (c) quizzes and (d) performance rubrics based on teaching experiences. These occurred across four courses and are, also, reflected in the table below.

Learning Outcome	Total Students Assessed	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
B	N = 36	11	18	3	--	2	94%
E	N = 72	28	31	4	2	7	87.5%

Capstone mentor observation - The 16 week student teaching capstone experience allows for a thorough mentor observation. These supervisors rated our students, collectively, a **2.94/3.00** 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. A recurring theme from the mentor teachers is that pre-service teachers could always use more work on the skills of “classroom management”.

Indirect Measures

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

- ~85% of the student teachers offered exemplary (integrating) evidence of their impact on student learning. With 10% at the developing level and 5% at the emerging 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 10% at the developing level and 10% at the emerging 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 (i) Summarize the potential risks associated with managing an event, organization, stadium or other sports venue and recommend solutions to avoid the risk and (ii) Integrate and apply knowledge to analyze an industry issue and recommend solutions and/or strategies.

Direct Measures

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

Course assignment / evaluation – For the SLO listed as ‘B’ - summarize the potential risks associated with managing an event, organization, stadium or other sports venue and recommend solutions to avoid the risk the assessments used were (a) a performance rubric and (b) a test; < see the table below>. This assessment occurred over three courses.

For SLO ‘C’, listed as integrate and apply knowledge to analyze an industry issue and recommend solutions and/or strategies the assessments used were (a) a term paper and (b) unit tests < see also the table below>. This assessment occurred over four courses.

Learning Outcome	Total Students Assessed	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
B	N = 197	135	30	15	3	14	91%
E	N = 224	128	57	22	7	10	92%

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:*

Pivot Table Data (IMIR): Using pivot tables, the Department of Kinesiology was able to tease out data (again, separate from the aggregated School of PETM data which contains TCEM, Military Science, and Food and Nutrition) 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	4.48%	20.62%	41.14%	33.76%	3.04**
1C Information Resources and Technology Skills	9.84%	4.92%	8.2%	77.05%	3.52
2 Critical Thinking	3.27%	13.67%	51.02%	32.04%	3.12**
3 Integration and Application of Knowledge	3.92%	8.62%	27.12%	60.34%	3.44
4 Intellectual Depth Breadth and Adaptiveness	8.73%	7.23%	17.71%	66.33%	3.42
5 Understanding Society and Culture	17.06%	2.73%	11.60%	68.60%	3.32**
6 Values and Ethics	1.18%	4.71%	31.76%	62.35%	3.55
TOTAL	6.07%	12.4%	32.25%	49.29%	3.25

PUL MODERATE Emphasis

PUL	Not Effective	Somewhat Effective	Effective	Very Effective	Average
1A Written Oral & Visual Communication Skills	3.13%	16.25%	49.38%	31.25%	3.09**
1B Quantitative Skills	0.0%	0.0%	0.0%	100.0%	4.00
2 Critical Thinking	4.95%	12.33%	30.76%	51.96%	3.30**
3 Integration and Application of Knowledge	5.02%	12.83%	37.66%	44.49%	3.22**
4 Intellectual Depth Breadth and Adaptiveness	9.04%	8.75%	20.12%	62.10%	3.35
5 Understanding Society and Culture	5.81%	10.97%	40.0%	43.23%	3.21**
6 Values and Ethics	29.37%	1.59%	19.05%	50.00%	2.90**
TOTAL	6.37%	11.64%	29.8%	48.5%	3.26

* It is important to note that the IUPUI Undergraduate Student Self Rating of Effectiveness on the PUL scales aggregates the Department of Kinesiology and the Department of Tourism Management. Therefore, use of the report as a baseline is not helpful. The Department of Kinesiology Assessment Committee Chair requested, and was granted via IMIR, a Pivot Table to disaggregate data – by department.

**Area where our DEPARTMENTAL majors underperform their campus counterparts.

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

- (a) It is clear an area of concern for us is regarding the PUL centering on *Communication Skills* as the campus average is 3.41 and our departmental composite was 3.04. The department curriculum council will be addressing this data in the fall 2012 semester.
 - (b) Another area of concern is in regard to *Critical Thinking*; the campus collective outperforms our majors (3.34 vs. 3.12). We are currently looking at this gap and trying to ascertain the underlying causes and ways to address this difference.
 - (c) Surprisingly, this semester our students were outperformed by the campus collective as it related to *Understanding Society and Culture* (3.43 v 3.32). We will wait to see if this trend continues beyond this year as, typically, our students possess strength in this PUL.
 - (d) Our department outperforms the campus (3.52 vs 3.40) as it relates to *Information Resource Skills*. Tellingly, we believe we have a strong advocate and technology-centered librarian in Kathleen Hanna; and that these skills are introduced early (L135) and often in our course sequence.
 - (e) In relation to the PULs with *moderate* emphasis, there are three areas where our department majors significantly underperform as opposed to their campus counterparts. They are PUL #1a, #5, and #6. Similar to the notes above, we will focus first on the *Major Emphasis PULs* for this academic year and keep an eye on any trends the emerge.
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) Internal Service-Learning mapping project.*
- (a) **Faculty Annual Reports** of 2011-2012 indicate the following:
 - a. Over 39 undergraduate students were actively engaged in faculty sponsored research / scholarship; resulting in 3 publications, 8 abstracts, 2 honors projects, and 5 presentations.

- b. One of our students (A. Gutierrez) won the 2012 Chancellor's Award for Outstanding Research.
- c. Nearly 70% of our Faculty teaches a 'major' course that fully utilizes a RISE initiative element.

** Again, it is important to note that each student of our department, irrespective of major, will take a service-learning course prior to graduating. And these courses are offered all the way from 100-level courses through to 400-level courses.

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

At a glance:

- (i) Established minimum grade as a "C" in professional core coursework.
- (ii) Refined orientation to address concerns found from previous year assessments.
- (iii) Continue reviewing formative findings against summative findings at both the program and course level.
- (iv) Revamp TLC course to address issues early in student's matriculation.
- (v) Target adjustments made at the course level.

In particular:

- (a) The Department of Kinesiology faculty have voted to mandate the grade of C as the minimum grade for all professional (in-house) courses in the major; no exception. This was done with the intent to elevate student expectation across all courses. This may also have an indirect, yet positive, impact on the PUL student performance assessment this academic year as the PULs are embedded tightly in each course.
- (b) The information based on the exit interviews from last AY yielded two significant actions; as stated earlier in this document. Therefore, we will identify two changes to address these concerns. First, the orientation sessions prior to the internship offer workshop like reminders on key and current topics (i.e. HIPPA and blood borne pathogens) prior to them starting on-site. Second, the course H160 (First Aid) has embedded these topics as learning objectives. So we feel we have successfully addressed 2 major areas of concern from last AY.

Regarding the issues brought up this year (media-release writing and non-profit fundraising) – these issues will be introduced at the Fall departmental curriculum council.

- (c) Each program area faculty continues to meet informally and formally to talk specifically as it relates to the appropriate SLOs and how the aggregated scores from using the new standardized performance scale can inform our work. Additionally, these meetings typically focus on the multiple forms of formative assessments we as faculty utilize in assessing our students and the subsequent student performance. The intent of utilizing formative assessments in such a manner helps to guide success toward the summative assessments for each program area. The formative assessments used by faculty include, but are not limited to: (a) daily quizzes (b) daily one-minute writing papers (c) daily / weekly homework and laboratory assignments and (d) various on-line assessments.
- (d) The Department's TLC course has been fully renovated to introduce and continually foster *critical thinking* skills. Assignments occur with semester-long themed and problem-based strategies and are assessed as key elements of the course. This is done so with the intent that addressing concerns early and introducing students to key academic skills will compress they need for remediation later on in their academic career.
- (e) Targeted courses, in part or in sum, have done the following to address the findings:
- a. Re-focus course assignments;
 - b. Offer various / expanded examples or case studies to convey a concept;
 - c. Utilize technology to reinforce a concept;
 - d. Scaffold concepts more formally;
 - e. Increase the number of written assignments;
 - f. Use guiding questions throughout a course and revisit those questions systematically until enduring understanding.