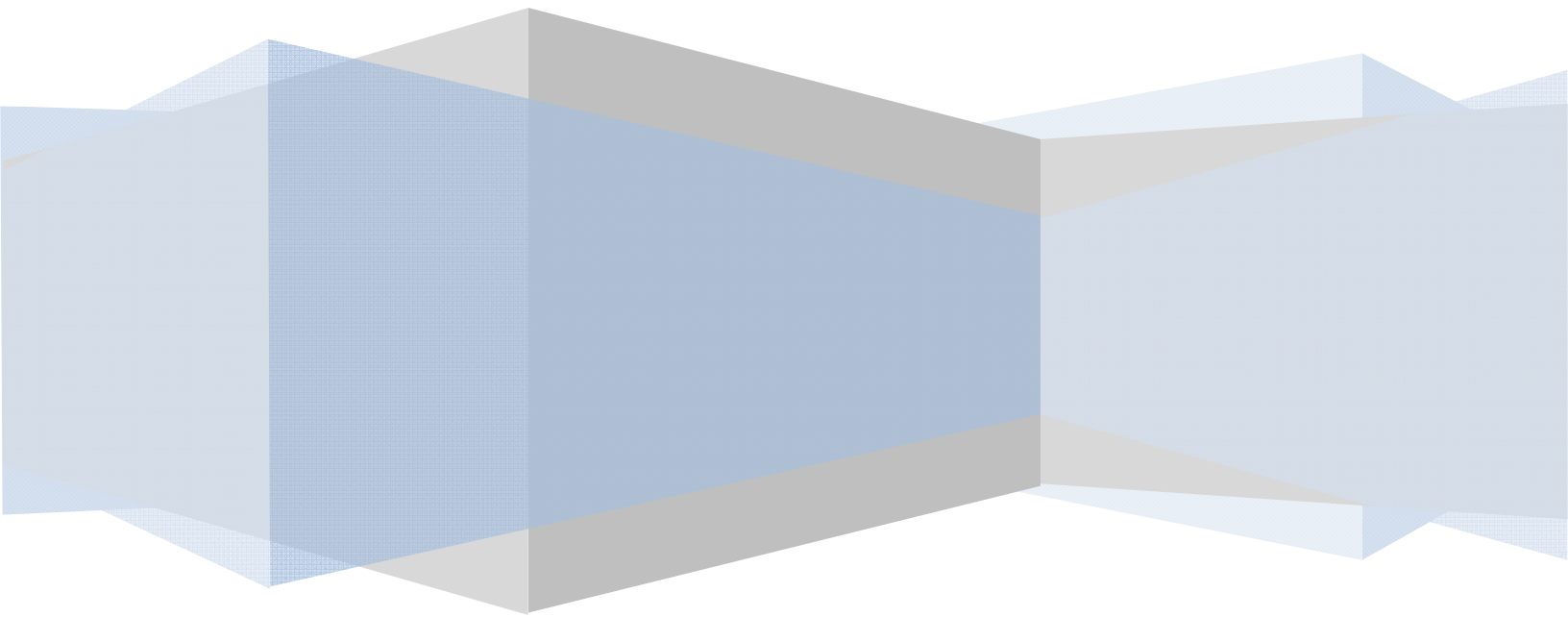# PRAC Report

Department of Tourism, Conventions, and Event Management
2014-2015

1. What general outcome are you seeking?

    A. IUPUI Principles of Undergraduate Learning

    B. TCEM Student Learning Outcomes 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 learning outcomes 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 Learning Outcomes
- 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 Learning Outcomes
- Class assignments and projects
- Required TCEM Internship
- TCEM student organizations. 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.

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
- Interviews with students, alumni, and industry professionals
- Faculty discussions at department meetings about how PULs, TCEM student learning outcomes, 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 2014-2015 academic year. The information is shown in sections A and B.

A. Assessment of Student Learning Outcomes (SLO) in TCEM Courses

The TCEM Department has seven student learning outcomes which were linked to TCEM courses as shown in the table below. All faculty were asked to measure SLO in their courses. Faculty can choose different measurement approaches that would fit their courses such as exams, projects, rubrics, etc. The School of Physical Education and Tourism Management has an Intranet website for faculty to submit their assessment data at the end of a semester. Regardless of measurement methods used by each individual faculty, all faculty members were required to submit assessment data based on a five-point scale ranging from (1) unsatisfactory to (5) Exceptional. Faculty submit data that indicate the number of students for each of the five levels. More detailed information of the scale is presented below.

Student Learning Outcomes Tied to Courses/Assessment

SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6	SLO #7
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.
G100 E104 H105 T107 G110 H205 T207 T208 E304 H305 T307 G315 C401 E404 G412 G499	G100 E104 H105 T107 G110 C301 E304 T307 G472 G499	H205 T207 T208 C301 G315 G410 G472 G499	H305 C401	C301 H305 C401 E404 G410 G499 International Experiences	C401 E404 G410 G412 G499	E304 T307

PERFORMANCE RATING SCALE FOR STUDENT LEARNING OUTCOMES

Level 1: Unsatisfactory
Student performance in learning outcome was always below expectations and was considered unacceptable.

Level 2: Improvement needed
Student performance in learning outcome often did not meet minimum expectations and was considered below average.

Level 3: Meets expectations
Student performance in learning outcome met expectations and was considered average.

Level 4: Exceeds expectations
Student performance in learning outcome often exceeded expectations and the quality of work overall was above average.

Level 5: Exceptional
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.

The seven tables below show assessment results for each student learning outcome separately. For each
learning outcome, percentages of students for each level of performance are presented for each course
level. The highest percentage for each course level is shown in bold in the tables.

The data show that there are higher percentages of students in 300 and 400 level courses were rated by
their faculty for achieving level 4 and level 5 of performance than students in 100 and 200 level courses.
Therefore, the data indicate a general pattern that students improved their learning outcomes as they
moved to higher level courses.

	SLO #1 **Define, apply, analyze, and execute operational principles of tourism and event management.**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	7.71%	8.64%	17.06%	28.97%	**37.62%**
200-Level Courses	7.79%	2.60%	19.48%	31.82%	**38.31%**
300-Level Courses	2.79%	2.72%	18.68%	**39.30%**	36.58%
400-Level Courses	5.50%	8.26%	13.76%	**40.37%**	32.11%

	SLO #2 **Perform effective oral and written communication skills.**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	N/A	N/A	N/A	N/A	N/A
200-Level Courses	N/A	N/A	N/A	N/A	N/A
300-Level Courses	5.00%	1.00%	7.00%	36.00%	**51.00%**
400-Level Courses	1.27%	2.53%	10.13%	35.44%	**50.63%**

	SLO #3 **Address and analyze tourism sustainability and trends critically and reflectively.**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	N/A	N/A	N/A	N/A	N/A
200-Level	4.00%	12.00%	13.33%	**40.00%**	30.67%

	Level 1	Level 2	Level 3	Level 4	Level 5
Courses					
300-Level Courses	0.00%	1.54%	4.62%	32.31%	**61.54%**
400-Level Courses	0.00%	20.00%	**80.00%**	0.00%	0.00%

	SLO #4 **Work efficiently and productively with persons from different cultures and backgrounds.**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	N/A	N/A	N/A	N/A	N/A
200-Level Courses	N/A	N/A	N/A	N/A	N/A
300-Level Courses	N/A	N/A	N/A	N/A	N/A
400-Level Courses	N/A	N/A	N/A	N/A	N/A

	SLO #5 **Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	N/A	N/A	N/A	N/A	N/A
200-Level Courses	N/A	N/A	N/A	N/A	N/A
300-Level Courses	0.00%	1.00%	3.00%	26.00%	**70.00%**
400-Level Courses	0.00%	4.23%	21.83%	24.65%	**49.30%**

	SLO #6 **Advance best practices in the tourism and event profession.**				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	N/A	N/A	N/A	N/A	N/A
200-Level Courses	N/A	N/A	N/A	N/A	N/A
300-Level Courses	N/A	N/A	N/A	N/A	N/A
400-Level Courses	5.17%	5.17%	11.21%	**46.55%**	31.90%

	SLO #7

	Practice a sense of community and civic mindedness.				
	Level 1	Level 2	Level 3	Level 4	Level 5
100-Level Courses	N/A	N/A	N/A	N/A	N/A
200-Level Courses	N/A	N/A	N/A	N/A	N/A
300-Level Courses	2.94%	2.21%	13.97%	38.24%	**42.65%**
400-Level Courses	N/A	N/A	N/A	N/A	N/A

B. Senior Exit Survey

Exit surveys were administered to senior students in TCEM G410 Tourism Research in the Fall of 2014 and in the Spring of 2014. This section presents results of how senior students perceived their achievement of PULs and the seven TCEM student learning outcomes.

TCEM seniors were asked to evaluate their overall academic and learning experiences. The results are shown in Table 1. The respondents were fairly satisfied with the curriculum and his/her academic experience.

Table 1. Overall Academic and Learning Experiences

	Mean
Overall, TCEM instructors were accessible and responsive.	4.25
Overall, TCEM instructors related concepts in class to real world scenarios.	4.17
I was satisfied with the TCEM courses that were required in the major.	3.88
I was satisfied with the general education courses required for the TCEM major.	3.71
Overall, TCEM courses were more challenging than others at IUPUI.	3.21
I was satisfied with my academic experience in the TCEM program.	4.42

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 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", "Understanding Society and Culture", "Critical Thinking" were 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 Not Effective (0), Somewhat Effective (1), Effective (2), to Very Effective (2).

	Mean
1A - Language Skills	
Reading and understanding books, articles, and instruction manuals	2.00
Delivering a prepared presentation to a group	2.65
Writing a final report on a project or other work assignment	2.61
Contributing to a team to solve problems	2.35
	2.40
1B - Quantitative Skills	
Solving mathematical problems	1.91
Using mathematics in everyday life	1.78
Understanding a statistical report	1.78
Preparing a report using quantitative data	1.83
	1.82
1C - Information Resource Skills	
Identifying the sources of information that are most appropriate for a project	2.35
Using computer software for work (word processing, spreadsheet, graphics, etc.)	2.52
Evaluating the quality and accuracy of information found on a web site	2.26
Recognizing which ideas or material need to be fully acknowledged to avoid plagiarizing	2.43
	2.39
2 - Critical Thinking	
Analyzing other people's ideas and proposed solutions	2.48
Systematically reviewing your own ideas about how to approach an issue	2.30
Creatively thinking about new ideas or ways to improve things	2.43
Discussing complex problems with co-workers to develop a better solution	2.39
	2.40
3 - Integration and Application of Knowledge	
Applying what you learned in college to issues and problems you face every day	2.30
Gather information from a variety of sources when deciding what action to take	2.39
Finding new ways to use what you have learned as you encounter new situations/problems	2.35
Putting ideas together in new ways	2.52
	2.39
4 - Intellectual Depth, Breadth and Adaptiveness	

Learning new approaches to work or to advanced studies	2.30
Having an in-depth understanding of your major field of study	2.43
Having a general understanding of subjects other than the one in which you majored	2.35
Being able to modify how you approach a problem based on the requirements of the situation	2.30
	2.35
5 - Understanding Society and Culture	
Dealing with conflict among co-workers and friends	2.26
Seeing the relationships between local, national, and global issues and problems	2.39
Working effectively with people of different races, ethnicities, and religions	2.48
Communicating effectively with people who see things differently than I do	2.48
	2.40
6 - Values and Ethics	
Exercising my responsibilities as a citizen (voting, staying current with community and political issues, etc.)	1.96
Making informed judgments when faced with ethical dilemmas	2.35
Recognizing the consequences of my actions when facing a conflict	2.39
Understanding and appreciating the arts	2.04
	2.19

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 Student Learning Outcomes

Senior students were asked to rate how the TCEM curriculum helped them achieved the seven TCEM student learning outcomes. The results are quite positive. All student learning outcomes received mean scores ranging from 4.04 to 4.57 based on a five-point scale.

	Mean Score
Define, apply, analyze, and execute operational principles of tourism and event management.	4.04
Perform effective oral and written communication skills	4.52
Address and analyze tourism sustainability and trends critically and reflectively	4.04
Work efficiently and productively with persons from different cultures and backgrounds	4.30
Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment	4.57
Advance best practices in the tourism and event profession	4.57
Practice a sense of community and civic mindedness	4.48

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?

During the past several years, the Department has invested significant time and efforts on revising its curriculum. The revision process involved extensive research of industry trends, feedback received from all stakeholders (students, faculty, alumni, and industry experts), program assessment data, and numerous faculty discussions. The new curriculum emphasizes more on Event Tourism than general tourism which will make the Department more unique than other tourism programs in the country. The focus on Event Tourism will also meet the increasing demand for students with training in this field. In addition, the new curriculum requires students to take a number of courses from Kelly School of Business which will grant them a business certificate. This Kelly business certificate will prepare students for managerial positions in the tourism industry.

This work of revising the curriculum provides a great opportunity to infuse assessment of teaching and learning in the curriculum. For every TCEM course in the new curriculum, course descriptions, PULs, students learning outcomes, and assessment methods for learning outcomes have been revised, discussed, and approved by all faculty.

The results from the assessment data collected during the 2014 - 2015 academic year were mostly positive. The results were presented and a faculty meeting in the Fall 2015 for discussion for the Department's ongoing work on the new curriculum.

Annual Program Review and Assessment Committee (PRAC) Report:

Department of Kinesiology

Fall ' 14 – Spring '15

Introduction

For the purposes of this PRAC report, the Department of Kinesiology assessed the following elements over the last academic year: (1) Student Learning Outcomes in Academic Programs (2) Student Learning Outcomes in their affiliated Military ROTC program (3) Academic Advising for Students and (4) One Campus-level General Learning Outcome.

1. *Student Learning Outcomes in Academic Programs.*

In sum, the Department of Kinesiology has two academic program emphases: (a) Exercise Science / Fitness Management and Personal Training and (b) Teacher Preparation. Across these individual areas there are 14 respective student learning outcomes (SLOs).   They are as follows:

> **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.   Identify the general principles of exercise science concepts.
> b.   Conduct health and fitness appraisals and clinical exercise testing.
> c.   Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology and risk factors associated with exercise and clinical exercise testing.
> d.   Perform exercise prescription and programming for clients.
> e.   Explain the essentials of nutrition and weight management.
> f.   Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.
> g.   Demonstrate safety, injury prevention and emergency procedures in various physical activity settings.
> h.   Be able to list key program administration and outcomes assessment for exercise testing.

> *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.

2. ***Student Learning Outcomes in Military Science ROTC Program.***

    The **Military Science ROTC program** *aligns its program outcomes to those of the United States Army Cadet Command/ U.S. Military Academy Learning Outcomes. These are broken down into the Army Learning Areas of: The Army Profession, Professional Competence, Adaptability, Teamwork, Lifelong Learning and Comprehensive Fitness. As such, cadets / participants will be able to:*

    a. Live honorably--with uncompromising integrity / build trust within the Army organization.
    b. Demonstrate intellectual, military and physical competence including skills required to succeed both in tactical and garrison environments.
    c. Verbally address ambiguous situations and solves complex problems.
    d. Make sound and timely decisions within the commander's guidance, and intent.
    e. Lead their units to accomplish the mission.
    f. Demonstrates respect for others and the ability to work effectively with people of different cultures.
    g. Communicate effectively with all audiences.
    h. Demonstrating a disposition that is open to new ideas and experiences
    i. Show resilience and mental toughness.

3. ***Academic Advising Objectives.***

    The Chair of the Department *initiated, for the first-time, a student-survey to assess the satisfaction of students from <u>faculty</u> advising sessions. While several elements were assessed, the key ones were:*

    a. The ease to which setting up an advising session occurred;
    b. The extent to which the advising session objectives were met;
    c. The accuracy / usefulness of the information offered.

4. ***General Learning Outcome***.

    Outside of the professional organization-centric SLOs, the Department of Kinesiology Faculty also endorses the following **Campus-level General Learning Outcome:**

1. For our students to adhere to the campus expectation of student participation and completion within the RISE initiative prior to graduation.

1. **What opportunities do students have to learn it?**
   a. The respective departmental curriculums; all of which are: (1) mapped to the aforementioned SLOs (2) adhere to the 120 credit hour state mandate and (3) are representative of the approved 30 credit hour General Education expectation.

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

      i. _Research_ (School FROG grants (faculty) which require undergraduate research opportunities, engagement in the Department's Center for Physical Activity, Wellness, and Disease Prevention, 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, Ability Fitness Clinic, INShape Fitness Programs, Legacy Center, multiple Campus-Community Partnerships with K-12 schools);
      iv. _Experiential Learning_ (It is important to note that all departmental majors participate in a capstone experience; this is in the form of either an (a) internship or (b) student teaching.

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

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

2. **How are you measuring each of the desired behaviors**?
A. With regard to the Academic Program emphasis SLOs (yet independent of the particular tract) and the Military Science ROTC SLOs the faculty/staff 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, Quizzes, sections of tests, etc.
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. ***It is important to note we define a score of 3 as the threshold expectation level for students***:

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.

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

Exercise Science

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: Within our professional course work we utilize a bundle of assignments to assess the SLOs; these, range from Daily Assignments (quizzes, homework) to End of Term Assessments (project, final exam). These assessments, for this report, were embedded in and reported out from 13 different courses. See the table below for a summary of student achievement in this select courses.

Student Learning Outcome	Total Students Assessed (N)	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
A	531	220	181	78	29	23	90.2
B	183	130	40	3	4	6	94.5
C	62	47	10	4	0	1	98.4
D	301	100	123	47	19	12	89.7
E	63	39	18	4	2	0	96.8
F	82	58	4	11	9	0	89.0
G	536	185	218	89	33	11	91.7
H	92	59	10	12	8	3	88.0

GPA - Regarding internships, the cohort of AY '15 interns shared very similar characteristics to the previous academic years' student cohort and had a collective GPA of ~3.25; in particular, for those on the Pre-Professional (pre-PT / pre-OT, etc.) track their GPA ranged between ~3.61 - ~3.944; for those on the Exercise Science track (non, pre-professional track) their GPA ranged from ~2.56 – ~3.48; and for those in Fitness Management, ranged ~2.9-~3.2. As reference, the minimum GPA needed for internships is 2.5.

Capstone mentor observation – Of the nearly 100 students in the capstone experience during the previous AY, slightly under 90% of the internship supervisors classified our interns as "*outstanding*", with the remaining students being rated as "*very good*", with no students being ranked as "*acceptable*" or "*unacceptable*". This puts our program slight higher than those students in the capstone experience, at the same sites, who are 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 90% of students were highly satisfied with their training and academic preparation via the course work, RISE opportunities, and the Capstone experience. The remaining ~10% offered particular comments that indicate to us some elements of our curriculum we will be tracking to determine significance and trending. This will be identified below.

For this AY, the two issues that have emerged via the exit interviews as areas of need are as follows:

> (1) Increasing their exposure to Sports Nutrition; not just the garden variety of general Nutrition principles.

> (2) For those pursuing Graduate / Professional school, while they enjoy engaging in Service Learning, they also seek more balance with undergraduate research opportunities.

Later in this document we will address how those topics have been / will be addressed in our program.

Physical Education Teacher Preparation

Direct Measures

National Exam - Teacher preparation does require a national examination (PRAXIS II); for the 2015 AY (similar to the previous 3 academic years) our program had a ***100%*** passing rate; significantly above the national average of ~***84%***.

Course assignment / evaluation – *The* assignments used to collect data ranged from Direct Observation to End of Semester Assessments. These assessments, for this report, were embedded in and reported out from 6 different courses during the last academic year. See the table below for a summary of student achievement.

Learning Outcome	Total Students Assessed (N)	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
A	77	37	25	4	7	3	87.0
B	20	13	6	0	0	1	95.0
C	54	8	21	22	2	1	94.4
D	16	10	2	2	0	2	87.5
E	52	21	18	6	5	2	86.5
F	44	14	22	3	2	3	88.6

Capstone mentor observation – The 16 week student teaching capstone experience allows for a thorough mentor observation.   These supervisors rated our students, collectively, a **2.87/3.00** 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.

2. ROTC

Direct Measures

The ROTC cites an aggregation of Tests, Quizzes, Field Observations and Practical Applications while the students are here at IUPUI, off-site and Cadet Summer Training, and the Cadet Initial Entry training. Please see the table below for the extrapolated results.

It is important to note the symmetrical data below results from the bundled activities (assignments) coupled with the cohort-type environment of the ROTC program. The accessible data, from the Lieutenant in charge, was fitted to the table below. Every attempt was made, with the highest fidelity, to report the data as received and understood.

Student Learning Outcome	Total Students Assessed (N)	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
A	42	10	22	10	-	-	100%
B	42	10	22	10	-	-	100%
C	42	10	22	10	-	-	100%
D	35	7	21	7	-	-	100%
E	35	7	21	7	-	-	100%
F	35	7	21	7	-	-	100%
G	41	30	11	-	-	-	100%
H	41	30	11	-	-	-	100%
I	41	30	11	-	-	-	100%

3. **Academic Advising**
   (1) **Departmental tool**

For the spring of 2015, the Director of Undergraduate Programs for the Department of Kinesiology initiated an electronic survey to be distributed to advisees after an advising session with their Faculty Advisor. The survey was scored on a Likert-Type scale from 1-6; *with 1 being very strongly disagree and 6 being very strongly agree*. The results are below:

Student Advising Survey (N = 39)	
It was easy to communicate with my advisor in setting up my most recent meeting.	5.93
My faculty advisor appropriately addressed my ideas and/or thoughts.	5.87
My advisor gave me accurate information about course pre-requisites, course scheduling, and/or other academic policies/procedures.	5.80

(2) **CARLI report as sponsored by Campus Career and Advising Services**

The limitation with the CARLI report is that it comingles the departments in PETM; so that KINES and TCEM results are indistinguishable. Yet, with the demographic break out it is revealed that 59 of the students completing the survey were affiliated with KINES and 43 were affiliated with TCEM. To some extent the overall findings, very generally, would be illustrative of us as a department (KINES). Key findings, as compared to the overall campus:

	PETM	IUPUI
Meet with my advisor regularly	5.02	5.32
Overall, I am satisfied with the academic advising in the school of my primary major.	5.21	5.13

4. **Campus-level General Learning Outcome**

1. *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) Center for Service Learning annual Report combined with an internal service-learning mapping project.*

   (a) **Faculty Annual Reports** of 2014-2015 indicate the following:
      a. Over 20 undergraduate students were actively engaged in faculty sponsored research / scholarship; resulting in multiple publications, abstracts, honors projects, and presentations.

b. Over 80% of our full-time, excellence in teaching, faculty teaches a 'major' course that fully utilizes a RISE initiative element.

** 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. And these courses are offered all the way from 100-level courses through to 400-level courses.

(b) <u>Center for Service Learning Annual Report</u>

The Department of Kinesiology contributes to a ranking for PETM of 4th on campus for engagement in service-learning (courses offered, students enrolled). Particularly, we had about 852 enrolled students constituting roughly 60, 846 hours that translated to about $1.3 million of economic impact to the community. Additionally, KINES had 1 faculty development grant and 24 Sam H. Jones Scholars (the most of the entire campus – equating to $43,200 student scholarship to students) for the '14-'15 AY.

5. **<u>What improvements have been made based on assessment findings</u>**?

At-a-glance:
(i)   Creation of a Research-based capstone experience, for students in our pre-professional programs;
(ii)   Addition of an Honor's program (in concert with IUPUI's Honors College).
(iii)   Continual highlighting the SLOs and high impact practices that foster learning, and relevant assessment practices.
(iv)   Continue reviewing, annually, formative findings against summative findings at both the program and course level.

In particular:

(i)   **<u>Creation of a Research-based capstone experience, for students in our pre-professional programs</u>**. This is important to note as prior to this past AY, our capstone experiences were exclusively focused on internships (external to the campus) in a skills development / entry-level job development sense. So to better address our pre-professional students who plan on entering graduate school, we created a research-based capstone experience. To be clear, this section of the capstone courses is by authorization only, and students need to demonstrate the proper GPA and aptitude for entering a graduate / professional program to be admitted. Our first cohort of this yielded 10 such students.

(ii)   **<u>Addition of an Honor's program (in concert with IUPUI's Honors College).</u>** After a collaborative meeting with the current Dean of the Honors College, the faculty (along with our Office of Student Success)

created an Honor's Program. While we have long offered Honor's assignments in various courses, as an H-option, we had not yet committed to a formal program within our unit. We have now. Additionally, we started dedicating some entire sections as H-sections with Honor's approval.   Over this past academic year we had 4 undergraduate majors admitted into our Honor's program with 33 students taking various Honor's sections or options.

(iii)   **Continual highlighting the SLOs and high impact practices that foster learning, and relevant assessment practices**.   In an ongoing attempt at socialization and habituation of faculty dialogues on assessment, I am happy to report that 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 results of such discussions yield follow-up action on the following:

    i.   Re-reading of course descriptions and recalibration of the scope and scale of course content;
    ii.   Mapping of course SLOs to program outcomes;
    iii.   Discussion among instructors in affected courses to clarify content being taught;

Additionally, the results from the advising surveys verify that another high impact practice is advising students. Both our internal survey and the campus-wide CARLI results indicate that interactions with faculty are valued by students and contribute to their success.

(iv)   **Continue reviewing, annually, formative findings against summative findings at both the program and course level.**   Each in-person or electronic KINES departmental meeting has opportunity for discussion and dialogue on program improvement, of course based on assessment findings. And these conversations either are driven by a formal report or the anecdotal thought is then linked to a data-inspired project. This departmental ethos is maintained.

Taken together, we believe the aforementioned (4) action items, from the previous AY, validates are data-informed and serve to better our program and the teaching and learning process for students.