

Indiana University School of Physical Education and Tourism Management
 Department of Tourism, Conventions, and Event Management
 2008-2009 Annual Report

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>TCEM learning domains— foundation knowledge and comprehension, application, and execution</p> <p>IUPUI Principles of Undergraduate Learning</p>	<p>Complete required internship successfully</p> <p>Complete capstone course (TCEM 499) successfully</p> <p>Complete experiential learning projects successfully</p> <p>Quality of student assignments/projects</p> <p>Awards/scholarships that students receive</p>	<p>Encourage students to participate in research opportunities such as IUPUI’s UROP and MURI programs</p> <p>Partner with the industry professionals for mentoring students</p> <p>Provide hands-on/experiential learning experience</p> <p>Using case studies/projects to encourage critical thinking and integration of knowledge</p>	<p>Conduct senior exit survey</p> <p>Evaluate quality of students’ work in the capstone course (TCEM 499)</p> <p>Industry professionals’ feedback on student interns</p> <p>Quality of students’ assignments/projects/exams</p>	<p>The senior exit survey results were positive. The TCEM curriculum helped students in gaining competency, communication skills, problem-solving skills, and leadership skills.</p>	<p>Revise internship program. Developed new evaluation instrument that incorporate student reflection, TCEM learning domains, and PULs</p> <p>Provide more courses that corresponds to the RISE Initiative</p> <p>Raise level of standards and expectations of student performance</p>

PHYSICAL EDUCATION PLANNING MATRIX 2008-2009

PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>1. For our students to be prepared for entry- and advanced-level positions within the profession by meeting the published standards provided by our respective professional organizations.</p> <p>2. For the students to be exposed to and achieve proficiency in the Principles of Undergraduate Learning (PULs).</p> <p>3. For our students, to be prepared for admission into a graduate or professional school to obtain the necessary terminal degree in their chosen field of study.</p>	<p>1. The students will be able to successfully pass the pertinent professional organizations' exams, both written and practical as relevant.</p> <p>2. 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.</p> <p>3. The students, if not employed in a related job, are admitted to related graduate or professional programs.</p>	<p>1. Our major courses are discipline competency-based. Therefore, we teach the knowledge, skills, and abilities needed to take and pass the related professional exams. This allows our graduates to be successful employees within their respective fields. In support of this, our students all have capstone experiences (either student teaching or an internship) that helps prepare them for this.</p> <p>Outside of class we will assist the students in the search for student teaching and internship sites. Additionally, we work with the placement sites and the on-site mentors so that the on-campus material is supported in the field.</p> <p>2. Each of our courses addresses selected PULs; these are also listed on the instructors' syllabi. Each course ensures that various assignments and in-class learning address the selected PUL(s). Student-generated artifacts/assignments/documents are assessed.</p> <p>3. We have, in our recent history, provided workshops (brownbag lunches) that focus on the graduate school admission process. Additionally, we actively advise our students on all options upon graduating from our program.</p>	<p>1a. Passing rates on the professional exams.</p> <p>1b. Recent graduate/alumni survey selected questions.</p> <p>1c. Exit interview; written survey.</p> <p>2a Course-based assessments.</p> <p>2b. Exit interviews upon completion of capstone experience.</p> <p>2c. Formative and summative written assessment from capstone experience placement site.</p> <p>3. Recent graduate/alumni survey.</p>	<p>1a. Above national average on PRAXIS 2 exam for Teacher Education (95% vs. ~75%). Passing rate for Exercise Science and related tests unknown at this point.</p> <p>1b. Current iteration of the recent alumni survey has not directly addressed this.</p> <p>1c. Preliminary findings based on last three semesters are favorable toward student readiness and comfort on examinations.</p> <p>2a. Equivocal based on varying level of instructor use and implementation.</p> <p>2b. Our students are moderately versed and skilled on most PULs.</p> <p>2c. Our students are well versed and skilled on the PULs.</p> <p>3. Return rates have not allowed for sufficient analyses.</p>	<p>1a&b. Curriculum council and the respective core faculty of each track meet and 'tweak' the curriculum to infuse best practices. (i.e. Exercise Science has revamped the internship process; course content/focus has changed. For Teacher Education, structured course sequencing has been initiated; technology grants have been awarded/used in core classes).</p> <p>2a. Starting a more focused department conversation on PUL implementation.</p> <p>2b. Continue assessing in exit interviews. See 2a.</p> <p>2c. Continue assessing on written survey of placement site mentor.</p> <p>3. Will revisit this in the Fall 2009.</p>