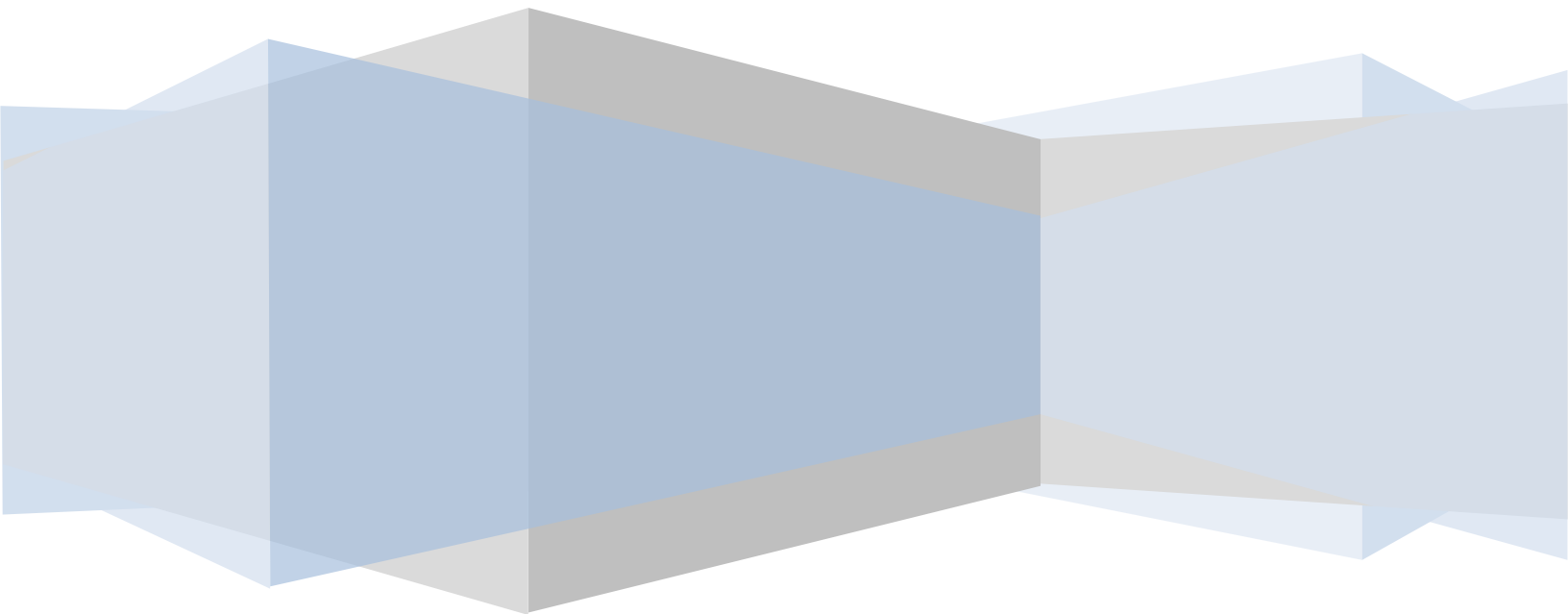# PRAC Report

Department of Tourism, Conventions, and Event Management
2012-2013

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.
- 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
- Interviews with students, alumni, and industry professionals
- Faculty discussions at department meetings about how PULs, TCEM 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 2012-2013 academic year. The information is shown in sections A, B, and C by type of assessment source/method.

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.
100	112	100	210	172	112	231
112	171	219	231	210	219	271
171	181	231	252	231	271	
172	210	271	271	241	306	
181	241	306	306	252	341	
210	252	310	310	312	372	
219	306	L310	L310	334	401	
241	301	312	312	341	411	
252	L310	334	334	362	461	
271	312	362	401	372	472	
306	341	372	411	401	499	
310	401	401		411		
L310	461	461		461		
312	499	499		472		
334				499		
341						
362						
401						
411						
472						
499						

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	9.50%	10.56%	29.58%	**32.39%**	17.96%
200-Level Courses	12.15%	27.07%	**32.60%**	17.68%	10.50%
300-Level Courses	2.44%	10.73%	27.31%	**42.44%**	17.07%
400-Level Courses	3%	5.50%	13%	30%	**48.50%**

	SLO #2 Perform effective oral and written communication skills.				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
100-Level Courses	2.79%	16.73%	**36.65%**	22.71%	21.12%
200-Level Courses	9.26%	16.67%	**33.33%**	**33.33%**	7.41%
300-Level Courses	6.59%	17.58%	20.38%	**36.81%**	18.13%
400-Level Courses	0%	4.51%	14.29%	**40.60%**	**40.60%**

	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	11.01%	12.84%	34.86%	**38.53%**	2.75%
200-Level Courses	16.49%	20.62%	20.62%	**28.87%**	13.40%
300-Level Courses	2.27%	8.33%	21.21%	**44.70%**	23.48%
400-Level Courses	0%	3.90%	17.53%	33.12%	**45.45%**

	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	7.09%	14.17%	30.71%	**35.43%**	12.60%
300-Level Courses	**33.73%**	9.64%	12.05%	28.92%	15.66%
400-Level Courses	0%	3.95%	15.79%	**43.42%**	36.84%

	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	1.82%	0%	0%	25.45%	**72.73%**
200-Level Courses	7.09%	14.17%	30.71%	**35.43%**	12.60%
300-Level Courses	**87.50%**	12.50%	0%	0%	0%
400-Level Courses	3.55%	4.73%	10.06%	26.04%	**55.62%**

	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	25%	**43.33%**	23.33%	3.33%	5%
300-Level Courses	15.38%	12.31%	27.69%	**44.62%**	13.85%
400-Level Courses	3.02%	4.02%	13.57%	27.14%	**52.26%**

Note: No data from 100-level courses for this student learning outcome are available.

	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	8.74%	11.65%	24.27%	**36.89%**	18.45%
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

B. Faculty Ratings of Student Performance on Principles of Undergraduate Learning— Combining data from Spring 2010 to Spring 2013 Evaluations

This section presents faculty's ratings of student performance on PULs. The information shown below is based on data collected by the IUPUI Office of Information Management and Institutional Research. The data combine faculty ratings from Spring 2010 to Spring 2013. PULs were measured on a four-point scale ranging from Not Effective (1), Somewhat Effective (2), Effective (3), to Very Effective (4).

The table right below shows PULs data collected from 100-level TCEM courses. There were five PULs evaluated in these courses. Critical thinking received the highest average score while information resource skills received the lowest average score.

Faculty Ratings of TCEM Student Performance on PULs with Major Emphasis 100-level Courses

	Not Effective	Somewhat Effective	Effective	Very Effective	**Total Average**
1A. Written, Oral, & Visual Communication Skills	15.56%	4.44%	64.44%	15.56%	2.80
1C. Information Resource Skills	15.86%	17.24%	45.52%	21.38%	2.72
2. Critical Thinking	8.29%	3.87%	5.52%	82.32%	3.62
3.Integration and Application of Knowledge	15.90%	11.87%	48.89%	23.34%	2.80
4.Intellectual Depth, Breadth, and Adaptiveness	7.89%	5.26%	18.42%	68.42%	3.47
Grand Total	14.02%	10.49%	39.18%	36.31%	2.98

Scale 1= "Not Effective", 2="Somewhat Effective", 3="Effective", 4="Very Effective"

For 200-level courses, PULs were evaluated for critical thinking and integration and application of knowledge. Results are shown in the table below.

Faculty Ratings of TCEM Student Performance on PULs with Major Emphasis 200-level Courses

	Not Effective	Somewhat Effective	Effective	Very Effective	**Total Average**
2. Critical Thinking	13.57%	19.29%	42.14%	25.00%	2.79
3.Integration and Application of Knowledge	8.96%	27.06%	33.46%	30.53%	2.86
Grand Total	9.90%	25.47%	35.23%	29.40%	2.84

Scale 1= "Not Effective", 2="Somewhat Effective", 3="Effective", 4="Very Effective"

The table below shows PULs data collected from 300-level TCEM courses. There were six PULs evaluated in these courses. Information resource skills received the highest average score while written, oral, & visual communication skills received the lowest average score.

Faculty Ratings of TCEM Student Performance on PULs with Major Emphasis
300-level Courses

	Not Effective	Somewhat Effective	Effective	Very Effective	**Total Average**
1A. Written, Oral, & Visual Communication Skills	5.54%	13.15%	41.18%	40.14%	3.16
1B.Quantitative Skills	5.05%	16.51%	16.97%	61.47%	3.35
1C. Information Resource Skills	0.00%	0.00%	0.00%	100.00%	4.00
2. Critical Thinking	1.98%	3.11%	33.05%	61.86%	3.55
3.Integration and Application of Knowledge	0.91%	7.27%	14.55%	77.27%	3.68
5. Understanding Society and Culture	4.35%	13.04%	21.74%	60.87%	3.39
Grand Total	3.61%	9.62%	29.46%	57.31%	3.40

Scale 1= "Not Effective", 2="Somewhat Effective", 3="Effective", 4="Very Effective"

The table below shows PULs data collected from 400-level TCEM courses. There were six PULs evaluated in these courses. Intellectual depth, breadth, and adaptiveness received the highest average score while quantitative skills received the lowest average score.

Faculty Ratings of TCEM Student Performance on PULs with Major Emphasis
400-level Courses

	Not Effective	Somewhat Effective	Effective	Very Effective	**Total Average**
1A. Written, Oral, & Visual Communication Skills	14.29%	4.17%	26.79%	54.76%	3.22
1B.Quantitative Skills	0.96%	3.85%	72.12%	23.08%	3.17
2. Critical Thinking	0.00%	0.00%	43.48%	56.52%	3.57
4.Intellectual Depth, Breadth, and Adaptiveness	0.00%	0.00%	4.35%	95.65%	3.96
5. Understanding Society and Culture	17.65%	0.00%	11.76%	70.59%	3.35
6.Values and Ethics	0.00%	12.00%	8.00%	80.00%	3.68
Grand Total	9.40%	4.34%	32.91%	53.35%	3.30

Scale 1= "Not Effective", 2="Somewhat Effective", 3="Effective", 4="Very Effective"

The table right below shows combined PULs data collected from all levels of TCEM courses. Values and ethics received the highest average score while information resource skills received the lowest average score.

Faculty Ratings of TCEM Student Performance on PULs with Major Emphasis

	Not Effective	Somewhat Effective	Effective	Very Effective	**Total Average**
1A. Written, Oral, & Visual Communication Skills	10.60%	8.06%	35.52%	45.82%	3.17
1B.Quantitative Skills	3.73%	12.42%	34.78%	49.07%	3.29
1C. Information Resource Skills	15.44%	16.78%	44.30%	23.49%	2.76
2. Critical Thinking	5.87%	6.45%	28.08%	59.60%	3.41
3.Integration and Application of Knowledge	11.18%	18.63%	38.30%	31.89%	2.91
4.Intellectual Depth, Breadth, and Adaptiveness	4.92%	3.28%	13.11%	78.69%	3.66
5. Understanding Society and Culture	10.00%	7.50%	17.50%	65.00%	3.38
6.Values and Ethics	0.00%	12.00%	8.00%	80.00%	3.68
Grand Total	9.00%	12.40%	34.13%	44.47%	3.14

Scale 1= "Not Effective", 2="Somewhat Effective", 3="Effective", 4="Very Effective"

The table below breaks down PULs data by course level based on total average scores. The results show a general pattern that students in 300 and 400-level courses received higher evaluation scores than those in 100 and 200-level courses. The results indicate that TCEM students improved their PULs as they progressed to higher level courses.

Faculty Ratings of TCEM Student Performance on PULs with Major Emphasis

	100-level	200-level	300-level	400-level
1A. Written, Oral, & Visual Communication Skills	2.80	N/A	3.16	3.22
1B.Quantitative Skills	N/A	N/A	3.35	3.17
1C. Information Resource Skills	2.72	N/A	4.00	N/A
2. Critical Thinking	3.62	2.79	3.55	3.57
3.Integration and Application of Knowledge	2.80	2.86	3.68	N/A
4.Intellectual Depth, Breadth, and Adaptiveness	3.47	N/A	N/A	3.96
5. Understanding Society and Culture	N/A	N/A	3.39	3.35
6.Values and Ethics	N/A	N/A	N/A	3.68

Scale 1= "Not Effective", 2="Somewhat Effective", 3="Effective", 4="Very Effective"

C. Senior Exit Survey

Exit surveys were administered to senior students in TCEM 499 Operational Tourism Analysis in Fall of 2012 and in TCM Global Tourism in Spring of 2013. This section presents results of how senior students perceived their achievement of PULs and the seven TCEM student learning outcomes.

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 "Intellectual Depth, Breadth, and Adaptiveness" 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 Not Effective (1), Somewhat Effective (2), Effective (3), to Very Effective (4).

	Mean
1A - Language Skills	
Reading and understanding books, articles, and instruction manuals	2.22
Delivering a prepared presentation to a group	2.58
Writing a final report on a project or other work assignment	2.48
Contributing to a team to solve problems	2.45
	2.43
1B - Quantitative Skills	
Solving mathematical problems	1.74
Using mathematics in everyday life	1.57
Understanding a statistical report	1.73
Preparing a report using quantitative data	1.85
	1.72
1C - Information Resource Skills	
Identifying the sources of information that are most appropriate for a project	2.37
Using computer software for work (word processing, spreadsheet, graphics, etc.)	2.41
Evaluating the quality and accuracy of information found on a web site	2.32
Recognizing which ideas or material need to be fully acknowledged to avoid plagiarizing	2.40
	2.38
2 - Critical Thinking	
Analyzing other people's ideas and proposed solutions	2.34

Systematically reviewing your own ideas about how to approach an issue	2.30
Creatively thinking about new ideas or ways to improve things	2.36
Discussing complex problems with co-workers to develop a better solution	2.31
	2.33
3 - Integration and Application of Knowledge	
Applying what you learned in college to issues and problems you face every day	2.27
Gather information from a variety of sources when deciding what action to take	2.29
Finding new ways to use what you have learned as you encounter new situations/problems	2.27
Putting ideas together in new ways	2.30
	2.28
4 - Intellectual Depth, Breadth and Adaptiveness	2.16
Learning new approaches to work or to advanced studies	2.31
Having an in-depth understanding of your major field of study	2.02
Having a general understanding of subjects other than the one in which you majored	2.18
Being able to modify how you approach a problem based on the requirements of the situation	2.16
	2.71
5 - Understanding Society and Culture	
Dealing with conflict among co-workers and friends	2.19
Seeing the relationships between local, national, and global issues and problems	2.12
Working effectively with people of different races, ethnicities, and religions	2.32
Communicating effectively with people who see things differently than I do	2.32
	2.24
6 - Values and Ethics	
Exercising my responsibilities as a citizen (voting, staying current with community and political issues, etc.)	1.92
Making informed judgments when faced with ethical dilemmas	2.13
Recognizing the consequences of my actions when facing a conflict	2.20
Understanding and appreciating the arts	1.88
	2.03

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 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 3.95 to 4.20 based on a five-point scale. The learning outcome that received the highest mean scores is "demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment." The learning outcome that received the lowest mean score is "define, apply, analyze, and execute operational principles of tourism and event management."

	Mean Score
Define, apply, analyze, and execute operational principles of tourism and event management.	3.95
Perform effective oral and written communication skills	4.16
Address and analyze tourism sustainability and trends critically and reflectively	4.01
Work efficiently and productively with persons from different cultures and backgrounds	4.15
Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment	4.20
Advance best practices in the tourism and event profession	4.05
Practice a sense of community and civic mindedness	3.96

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.

So far, the Department has rolled out 100 and 200 levels courses of the new curriculum. During the 2012 - 2013 academic year, all faculty were required to attend several advising

training sessions. The purpose of the training is to help faculty to monitor more closely regarding students' progress and performance level and provide advising recommendations that will help them achieve higher levels of learning outcomes as they progress through the curriculum.

The results from the assessment data collected during the 2012 - 2013 academic year were mostly positive. The results will be presented and a faculty meeting in the Fall 2013 for discussion for the Department's ongoing work on the new curriculum.

Program Review and Assessment Committee report:

Department of Kinesiology

Fall ' 12 – Spring '13

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 <u>all</u> 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 **<u>Exercise Science</u>** *(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 recently approved (for Fall 2013) plans of study for each major that complies with both the 120 credit hour state mandate and 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, 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 <u>all</u> departmental majors participate in a capstone experiences; off-campus: internships and student teaching).

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

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

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

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

     <u>Direct</u>
      1. Course grades; per selected assignments and/or overall
      2. Capstone mentor observation / evaluation
      3. GPA
      4. Passing of national / standardized tests
      5. Formal student presentations
      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. It is important to note we a score of 4 as the threshold for expectation 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 <u>general outcomes</u> we offer the following as evidence:
   1. <u>Passing rates on select national examinations.</u>
   2. <u>Campus PUL report</u>: the students will have demonstrated, either within course work or at the completion of the capstone experience (via assignments, documents, artifacts, exit interviews, placement site evaluation, etc.), the skills and knowledge reflective of the PULs.
   3. <u>Faculty Annual Reports / Report from the Center for Service and Learning</u>; as it relates to mentoring undergraduates exclusive to the RISE initiative.
   4. <u>Admission rates</u> to graduate or professional programs.

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

Exercise Science

As noted earlier, the two SLOs to be reported on here are (i) *Demonstrate an understanding of electrocardiography, diagnostics, patient management, medications, pathophysiology and risk factors associated with exercise and clinical exercise testing* and (ii) *Student should demonstrate an understanding of basic nutrition and weight management.*

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: Two courses assessed *SLO C* during the last academic year (AY) P374 and P419. Additionally, two other courses (P409 and P443) were used to assess *SLO E*; for a total of 4 courses. Within those courses the bundle of assignments used to assess these SLOs ranged from Daily Assignments (quizzes, homework) to End of Term

Assessments (project, final exam). See the table below for a summary of student achievement.

Learning Outcome	Total Students Assessed	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
C	N = 85	54	21	8	0	2	88%
E	N = 68	39	14	6	5	4	78%

GPA - Regarding internships, the cohort of recent interns shared very similar characteristics to the previous academic year (>155 students) had a collective GPA of ~3.25; in particular, for those on the pre-PT / pre-OT track their GPA ranged between 3.5 & 3.7; for those on the Exercise Science track their GPA was at 3.5; and for those in Fitness Management 3.3. As reference, the minimum GPA needed for internships is 2.5.

Capstone mentor observation – Similar to last year, over 95% of internship supervisors classified our interns as "outstanding" 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.

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

Physical Education Teacher Preparation

As noted earlier, the two SLOs to be reported on here are (i) *Use effective communication and pedagogical skills and strategies to enhance student engagement and learning* and (ii) *Demonstrate dispositions essential to becoming effective professionals*.

Direct Measures

National Exam - Teacher preparation does require a national examination (PRAXIS II); for the 2012 AY our program had a **100%** passing rate; significantly above the national average of ~**87%**.

Course assignment / evaluation – One course, P290 (with a service-learning component) was used to assess *SLO D*. As such the tool used was a performance rubric based on direct observation of enrolled students teaching K-12 youth. Three courses (P290, P495, and P497) and the Student Teaching Exit Interviews were used to assess *SLO F*. The assignments among those courses ranged from Direct Observation to End of Semester Assessment. See the table below for a summary of student achievement.

Learning Outcome	Total Students Assessed	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
D	N = 28	15	10	2	1	1	89%
F	N = 50	36	8	3	2	1	88%

Capstone mentor observation – Sadly, during winter break, the student teaching supervisor passed away. This is important to note as this person participated in exit interviews and made direct observation of the student teachers during the fall 2012. So the observation notes here are based on recall, partial submissions, and last minute adjustments to the paperwork and assessment process. If you have questions or concerns about this section please contact the Director of Undergraduate Programs for the Department of Kinesiology – currently this is Dr. Mark Urtel *317.278.2015*)

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. 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:

- ~75% of the student teachers offered <u>exemplary</u> (integrating) evidence of their impact on student learning. With 15% at the developing level and 10% at the emerging level.
- 90% of the student teachers accurately indicated their learning from employing an assessment process. And 75% of the student teachers utilized both formative and summative assessment in an <u>exemplary</u> nature; with 15% at the developing level and 10% at the emerging level.
- ~90% of the student teachers demonstrated <u>high levels</u> of Pedagogical Content Knowledge and how that is connected to effective teaching. The remaining 10% demonstrated this at the developing level with no candidates at the emerging level.

Sport Management

As noted earlier, the two SLOs to be reported on here are (i) *Describe the governance associated with the various sport management industries* and (ii) *Discuss the unique impact of sport on society*.

Direct Measures

<u>National Exam</u> - There are <u>no</u> national examinations for those majoring in Sports Management.

<u>Course assignment / evaluation</u> – One course, P211, assess *SLO E.* The assignment used as a Unit Test (bank of questions). Additionally, one course (P392) assessed *SLO F;* and this course used daily homework assignments as the assessment tool. See the table below for a summary of student achievement.

Learning Outcome	Total Students Assessed	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
E	N = 99	86	0	0	0	13	87%
F	N = 50	32	5	6	1	6	74%

<u>GPA</u> - Regarding internships, the range of GPAs of the cohort of Sport Management interns is from 2.6.3.3; typically, this exceeds the minimum GPA need for internships of 2.5.

<u>Capstone mentor observation</u> - Similar to the Exercise Science internships, 90% of the SM mentors rated our interns as "outstanding" – also substantially higher than those interns affiliated with other institutes. The ratings come from evaluation of the professional competencies of SM during their 450 hour off-campus internship.

 Indirect Measures

Exit Interviews – As these interviews were conducted by the internship coordinator; please see page 5 "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 <u>major </u>emphasis and then with <u>moderate </u>emphasis.

Table 1 - PUL Major Emphasis						
	1 Not effective	**2 Somewhat effective**	**3 Effective**	**4 Very effective**	**KINES Mean**	**CAMP Mean**
1A Written Oral & Visual Communication Skills	4.30%	17.76%	40.51%	37.43%	3.11	3.26
1C Information Resources and Technology Skills	9.09%	9.09%	10.05%	71.77%	3.44	3.09
2 Critical Thinking	3.94%	14.16%	51.79%	30.11%	3.08	3.21
3 Integration and Application of Knowledge	4.31%	9.69%	30.01%	55.99%	3.38	3.43
4 Intellectual Depth Breadth and Adaptiveness	7.83%	8.36%	15.84%	67.97%	3.44	3.39
5 Understanding Society and Culture	17.06%	2.73%	11.60%	68.60%	3.32	3.28
6 Values and Ethics	0.68%	6.16%	27.40%	65.75%	3.58	3.51
Grand Total	**5.88%**	**12.20%**	**32.08%**	**49.84%**	**3.26**	**3.33**

Table 2 – PUL Moderate Emphasis						
	1 Not effective	**2 Somewhat effective**	**3 Effective**	**4 Very effective**	**KINES Mean**	**CAMP Mean**
1A Written Oral & Visual Communication Skills	3.45%	16.26%	54.68%	25.62%	3.02	n/a
1B Quantitative Skills	0.00%	0.00%	0.00%	100.00%	4.00	n/a
2 Critical Thinking	4.71%	11.89%	29.99%	53.41%	3.32	n/a
3 Integration and Application of Knowledge	5.22%	12.99%	39.87%	41.91%	3.18	n/a
4 Intellectual Depth Breadth and Adaptiveness	9.04%	8.75%	20.12%	62.10%	3.35	n/a
5 Understanding Society and Culture	6.32%	10.63%	26.72%	56.32%	3.33	n/a
6 Values and Ethics	29.37%	1.59%	19.05%	50.00%	2.90	n/a
Grand Total	**6.09%**	**11.54%**	**31.65%**	**50.72%**	**3.27**	**n/a**

* 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 and then compare to the campus average.

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 3.26 and our departmental composite was 3.11. We anticipate with the implementation of a common core of 30 credit hours in general education across the campus this will mitigate much significant difference moving forward. Plus, there is no true standard assessment of this, so while the discrepancy is noted, a lack of consistent assessment across units on-campus suggests at this point in there could be many reasons a gap exists only one of which is that our students are truly below the campus average (i.e., different assessments, assessed at different times of the semester, difference in frequency of assessment(s), not controlling for type of student).

(b) Another area of concern is in regard to *Critical Thinking*; the campus collective outperforms our majors (3.21 vs. 3.08). Similar to the above, while it is good to know this is an opportunity for improvement, understanding there is no consistency across units regarding how and when this is assessed, this does not warrant significant attention at this moment in time.

(c) Our students slightly outperformed the campus collective as it related to *Understanding Society and Culture* (3.32 v 3.28). We will wait to see if this trend continues beyond this year as, typically, our students possess strength in this PUL. But, again this is a preliminary assertion as the assessment process is not uniform or standard across campus.

(d) Our department outperforms the campus (3.44 vs. 3.09) 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. Moreover, we have recently renovated our technology course to utilize mobile technologies and have many faculty who infuse technology into their coursework, obtain education grants on technology, and publish and present regularly on technology and learning, so this finding is not surprising. Yet, at the same time, perhaps we assess this differently than our peers' on-campus.

(e) The other PUL scores were close and demonstrated no significant difference; and factoring in the various possible assessment techniques it is hard to draw any firm conclusions.

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 2012-2013 indicate the following:
   a. Over 40 undergraduate students were actively engaged in faculty sponsored research / scholarship; resulting in multiple publications, abstracts, honors projects, and presentations.

   b. Nearly 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.

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

At-a-glance:
(i)   Updated curriculum and plans of study to address the 120 credit hour requirement combined with the 30 credit hours of General Education coursework.
(ii)   Maintained the recently established minimum grade of "C" in all professional core coursework (and some select out of program coursework).
(iii)   Refined orientation to address concerns found from previous year assessments.
(iv)   Continue reviewing, annually, formative findings against summative findings at both the program and course level. And now we do this at the major faculty level. To be clear, our department hosts 4 majors, traditionally we would meet and talk about curricular issues as a large collective, but noted that at times relevance and interest waned if it only impact one major. Recently, we have morphed into meeting by major area to really drill down to granular level trends and metrics that reflect success in the teaching and learning process.
(v)   Expand TLC and in particular the BRIDGE course offerings, as this has yielded positive enrollment and student satisfaction results.
(vi)   Target adjustments made at the course level.

In particular:

(a) The major-area faculty, in consultation with the Director of Undergraduate Programs along with the Director of Student Success met early and often throughout the 12-13AY to finalize plans of study to accommodate students and allow them a "map" to degree completion in 4 years......factoring in both the 120 ceiling and the 30 credit hour general education component. This was a time intensive yet worthwhile endeavor that should positively impact most metrics linked with this report.

(b) Similar to last AY, the Department of Kinesiology faculty have voted to mandate the grade of C as the <u>minimum</u> 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.

(c) 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. The topics revealed via the exit interviews with all completing internships suggested that (a) Business writing (media release) and (b) Non-profit fund raising be topics somehow addressed in the curriculum. As of this report, the Sport Management program area faculty will be looking for ways to free up one course to assign to cover media-release writing and non-profit fund raising.

(d) Similar to last year, 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. What is new this year is that we have added 4 faculty to our ranks and now these conversations serve as formal and informal peer mentoring opportunities to foster a culture of assessment into the new hires of our department. This is a terrific impetus for that!

(e) The Department's TLC (BRIDGE) courses has been renovated to include a service-learning component (much media attention on and off campus) and this has helped to not only foster an understanding of <u>*critical thinking*</u> skills in our students, but more broadly and importantly, a sense of civic responsibility, cultural competence, and respect for diversity

(f) Targeted courses, in part or in sum, have done the following to address the findings:
   a. Obtained CEG grant to completely renovate the KINES technology course to utilize NEXUS 7 tablets and PASCO scientific software to

offer students a change to use mobile technology in a way that fosters competence in data collection, analysis, and presentation, but to also work in teams;

b. Expand RISE offerings;
c. Utilize class-wide peer mentoring;
d. Formalize assessments across courses;
e. And like last year, use guiding questions throughout a course and revisit those questions systematically until enduring understanding is evident;
f. Finally, lean heavily on in-person exit interviews to offer a voice to students to verify and affirm what we do well and what we can do better.