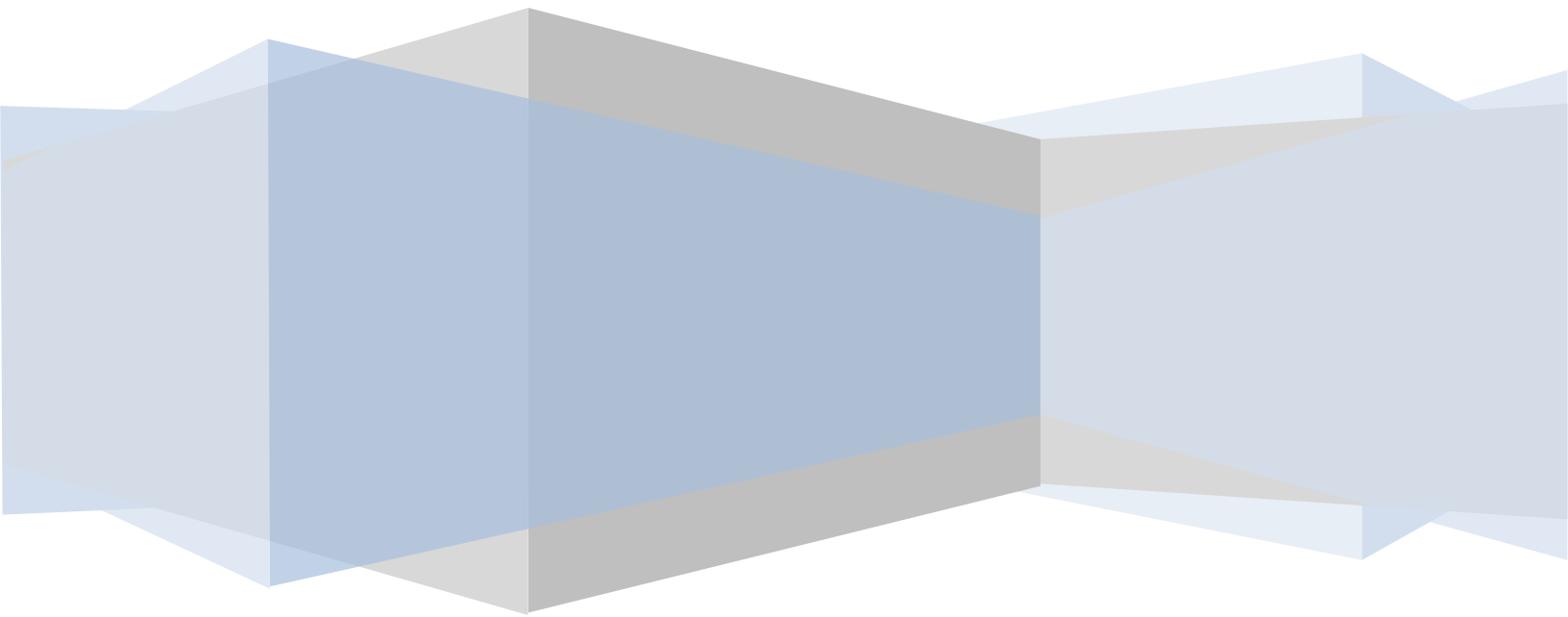


PRAC Report

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

2013-2014



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 and 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 2013-2014 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.
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 student learning outcomes. For each learning outcome, percentages of students for each level of performance are presented. The highest percentage for each course level is shown in bold in the tables. The data show that except SLO#6, larger percentages were found for level 4 and level 5 than the lower levels of performance.

Student Learning Outcomes	Level 1	Level 2	Level 3	Level 4	Level 5
SLO#1: Define, apply, analyze, and execute operational principles of tourism and event management.	0.39%	6.15%	16.64%	33.43%	35.39%
SLO#2: Perform effective oral and written communication skills	7.05%	2.35%	6.69%	29.66%	54.25%
SLO#3: Address and analyze tourism sustainability and trends critically and reflectively	9.45%	6.84%	13.36%	30.94%	39.41%
SLO#4: Work efficiently and productively with persons from different cultures and backgrounds	17.89%	1.05%	3.16%	59.38%	17.89%
SLO#5: Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment	15.08%	14.29%	24.06%	31.75%	14.29%
SLO#6: Advance best practices in the tourism and event profession	10.96%	15.07%	38.36%	9.59%	26.03%
SLO#7: Practice a sense of community and civic mindedness	26.53%	4.08%	14.29%	40.82%	14.29%

**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. 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 three PULs evaluated in 100-level courses. Integration and Application of Knowledge received the highest 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	11.67%	6.11%	21.11%	61.11%	3.32
3.Integration and Application of Knowledge	8.43%	12.05%	8.43%	71.08%	3.42
Grand Total	10.65%	7.98%	17.11%	64.26%	3.35

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

Four PULs were evaluated for 200-level courses. 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
1A Written Oral & Visual Communication Skills	4.00%	4.00%	24.00%	68.00%	3.56
2. Critical Thinking	7.22%	27.78%	43.33%	21.67%	2.79
3.Integration and Application of Knowledge	0.00%	0.00%	0.00%	100.00%	4.00
4 Intellectual Depth Breadth and Adaptiveness	6.38%	0.00%	0.00%	93.62%	3.81
Grand Total	6.27%	18.12%	31.36%	44.25%	3.14

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 four PULs evaluated in these courses.

**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	4.00%	25.33%	38.67%	32.00%	2.99
1B.Quantitative Skills	0.00%	0.00%	0.00%	100.00%	4.00
2. Critical Thinking	5.80%	26.09%	28.99%	39.13%	3.01

3.Integration and Application of Knowledge	4.12%	6.19%	18.56%	71.13%	3.57
Grand Total	3.94%	15.41%	24.01%	56.63%	3.33

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 three PULs evaluated in these courses. Values and Ethics 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	0.00%	22.81%	52.63%	24.56%	3.02
1B.Quantitative Skills	2.63%	17.11%	61.84%	18.42%	2.96
6.Values and Ethics	6.78%	18.64%	28.81%	45.76%	3.14
Grand Total	3.13%	19.27%	48.96%	28.65%	3.03

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. Integration and Application of Knowledge received the highest average score while information resource skills received the lowest average score. With the exception of Information Resource Skills, significant percentages of students received the "Very Effective" rating from faculty for the rest of the PULs.

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	7.18%	12.43%	30.11%	50.28%	3.23
1B.Quantitative Skills	1.75%	11.40%	41.23%	45.61%	3.31
1C. Information Resource Skills	6.83%	27.31%	39.36%	26.51%	2.86
2. Critical Thinking	5.79%	8.42%	13.16%	72.63%	3.53
3.Integration and Application of Knowledge	6.38%	0.00%	0.00%	93.62%	3.81
4.Intellectual Depth, Breadth, and Adaptiveness	6.78%	18.64%	28.81%	45.76%	3.14
6.Values and Ethics	6.17%	14.99%	28.99%	49.85%	3.23
Grand Total	7.18%	12.43%	30.11%	50.28%	3.23

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 G410 Tourism Research in the Fall of 2013 and in TCEM G472 Global Tourism Seminar 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.

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 “Critical Thinking” 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 (0), Somewhat Effective (1), Effective (2), to Very Effective (2).

	Mean
<i>1A - Language Skills</i>	
Reading and understanding books, articles, and instruction manuals	2.00
Delivering a prepared presentation to a group	2.40
Writing a final report on a project or other work assignment	2.30
Contributing to a team to solve problems	2.37
	2.27
<i>1B - Quantitative Skills</i>	
Solving mathematical problems	1.61
Using mathematics in everyday life	1.49
Understanding a statistical report	1.49
Preparing a report using quantitative data	1.53
	1.53
<i>1C - Information Resource Skills</i>	
Identifying the sources of information that are most appropriate for a project	2.12
Using computer software for work (word processing, spreadsheet, graphics, etc.)	2.04
Evaluating the quality and accuracy of information found on a web site	2.11
Recognizing which ideas or material need to be fully acknowledged to avoid plagiarizing	2.21
	2.12
<i>2 - Critical Thinking</i>	
Analyzing other people’s ideas and proposed solutions	2.26
Systematically reviewing your own ideas about how to approach an issue	2.24
Creatively thinking about new ideas or ways to improve things	2.42

Discussing complex problems with co-workers to develop a better solution	2.32
	2.31
<i>3 - Integration and Application of Knowledge</i>	
Applying what you learned in college to issues and problems you face every day	2.15
Gather information from a variety of sources when deciding what action to take	2.25
Finding new ways to use what you have learned as you encounter new situations/problems	2.21
Putting ideas together in new ways	2.25
	2.22
<i>4 - Intellectual Depth, Breadth and Adaptiveness</i>	
Learning new approaches to work or to advanced studies	2.03
Having an in-depth understanding of your major field of study	2.13
Having a general understanding of subjects other than the one in which you majored	1.89
Being able to modify how you approach a problem based on the requirements of the situation	2.07
	2.03
<i>5 - Understanding Society and Culture</i>	
Dealing with conflict among co-workers and friends	2.03
Seeing the relationships between local, national, and global issues and problems	2.15
Working effectively with people of different races, ethnicities, and religions	2.25
Communicating effectively with people who see things differently than I do	2.25
	2.17
<i>6 - Values and Ethics</i>	
Exercising my responsibilities as a citizen (voting, staying current with community and political issues, etc.)	1.81
Making informed judgments when faced with ethical dilemmas	2.08
Recognizing the consequences of my actions when facing a conflict	2.17
Understanding and appreciating the arts	1.96
	2.01

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 3.74 to 4.03 based on a five-point scale. The learning outcome that received the highest mean scores is “perform effective oral and written

communication skills.” 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.	3.74
Perform effective oral and written communication skills	4.03
Address and analyze tourism sustainability and trends critically and reflectively	3.89
Work efficiently and productively with persons from different cultures and backgrounds	4.01
Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment	3.96
Advance best practices in the tourism and event profession	3.79
Practice a sense of community and civic mindedness	3.83

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 2013 - 2014 academic year were mostly positive. The results were presented and a faculty meeting in the Fall 2014 for discussion for the Department’s ongoing work on the new curriculum. In addition, the Department is undergoing a program review during this academic year. The Department is awaiting for comments from the reviewers regarding its curriculum.

Program Review and Assessment Committee report:

Department of Kinesiology

Fall ' 13 – Spring '14

Preamble

It is important to note the following as it relates to the Department of Kinesiology and the assessment activities for the '13/'14 AY.

- (1) We will be undergoing a Program Review during the spring 2016; therefore, in anticipation of this we re-selected our SLO's to be assessed to focus on the Program Review to better align with our tentative guiding questions and to meet the content area-specific faculty members. We typically follow a rotation (see below, table 1) to better manage our data, but for this AY we, again, deviated from this.
- (2) Initiation has occurred that will lead to our Sport Management major to be shifted over to TCEM; while this does not impact much on this report, it will certainly impact future action items. For example, SM developed and assessed (in part) and new industry specific set of SLOs.
- (3) Our Teacher Preparation major (PETE) recently underwent a National Special Program Assessment (SPA); we earned a *Nationally Recognized with Conditions* status from our parent association.

Introduction

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. The table below indicates the typical schedule for SLO assessment; yet, has been adjusted based on the aforementioned unique and upcoming events for the programs in KINES:

Table 1.

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

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 unique interrelationship between sport and society
- b. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries
- c. Demonstrate an ability to generate revenue in the sport industry
- d. Identify, classify, and treat the potential risks associated with managing an event, organization, stadium, or other sport venue
- e. Demonstrate an understanding of how sport organizations are structured and governed and how policy can influence organizational strategy
- f. Integrate and apply knowledge to analyze an industry issue and recommend solutions and/or strategies
- g. Present a persuasive argument both in writing and orally
- h. Demonstrate the professional behaviors necessary to successfully enter the sport industry

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 are: (1) mapped to the aforementioned SLOs and PULs (this occurred in 2010) (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, 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, 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) off-campus internships or (b) 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. It is important to note we use 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 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 SLOs to be reported on here are:

- 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.

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.

Learning Outcome	Total Students Assessed (N)	Level 5	Level 4	Level 3	Level 2	Level 1	% at or above meeting expectations
A	262	129	63	40	23	7	73%
B	132	150	71	5	5	1	93%
C	163	122	30	6	3	2	93%
D	273	129	73	41	23	7	74%

GPA - Regarding internships, the cohort of AY '14 interns shared very similar characteristics to the previous academic year (114 students) had a collective GPA of ~3.31; in particular, for those on the pre-PT / pre-OT track their GPA ranged between 3.57 - 3.963; for those on the Exercise Science track (non, pre-professional track) their GPA ranged from 2.6 – 3.41; and for those in Fitness Management, ranged 2.8-3.18. As reference, the minimum GPA needed for internships is 2.5.

Capstone mentor observation – Similar to prior years, well over 90% of the 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 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) Both EXSCI & FMPT students indicated that the two courses P417 and P420 should be reviewed in how they are delivered as there seems to be considerable ‘overlap’.
- (2) Service Learning opportunities are great but be sure there are consistently meaningful opportunities for each site visit;

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

Physical Education Teacher Preparation

As noted earlier, the SLOs to be reported here are:

- 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.

Direct Measures

National Exam - Teacher preparation does require a national examination (PRAXIS II); for the 2014 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	27	14	11	1	-	1	93%
B	6	5	1	-	-	-	100%*
C	30	10	11	6	2	1	70%
D	36	19	6	7	4	1	70%
E	35	14	13	5	2	1	77%
F	30	11	6	6	6	1	57%

*N is too small for evaluation

Capstone mentor observation – The 16 week student teaching capstone experience allows for a thorough mentor observation. These supervisors rated our students, collectively, a **2.76/3.00** on site ending surveys. These surveys are structured to capture the knowledge, skills, and dispositions of our student teachers. A more detailed report for each category and sub-set of skills is used internally by the faculty for more critical reflection and analysis of teacher candidate training and the linked curriculum.

Indirect Measures

Exit interviews – A small cadre of faculty either host interviews with the student-teachers at the conclusion of student teaching or review their Capstone ending written (and anonymous) survey; findings:

- ~75% of the student teachers offered exemplary (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 exemplary nature; with 15% 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 with no candidates at the emerging level.

Sport Management

As noted earlier, the SLOs to be reported on here are:

- a. Demonstrate an understanding of the unique interrelationship between sport and society
- b. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries
- c. Demonstrate an ability to generate revenue in the sport industry
- d. Identify, classify, and treat the potential risks associated with managing an event, organization, stadium, or other sport venue
- e. Integrate and apply knowledge to analyze an industry issue and recommend solutions and/or strategies
- f. Present a persuasive argument both in writing and orally

Direct Measures

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

Course assignment / evaluation – Professional courses served as the assessment vehicle. In particular, Unit Test (bank of questions), Final Exams, and daily homework assignments were the primary tools. These assessments, for this report, were embedded in and reported out from 4 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	13	7	4	1	1	-	85%
B	83	36	33	14	-	-	83%
C	75	24	20	27	4	-	59%
D	20	3	13	4	-	-	80%
F	66	29	20	12	5	-	74%
G	91	33	28	21	9	-	67%

GPA - Regarding internships, the range of GPAs of the cohort of Sport Management interns ranges from 2.7 - 3.6; this exceeds the minimum GPA need for internships of 2.5.

Capstone mentor observation - 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 – A pronounced and common theme from SM majors can be summed up by the following:

- (1) Should only take the BUS K201 computer class to fulfill the computer/technology expectation and not the HPER P200 course.

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.

	1 Not effective	2 Somewhat effective	3 Effective	4 Very effective	KINES Mean	IUPUI Mean
1A Written Oral & Visual Communication Skills	4.5%	15.7%	37.1%	42.7	3.18*	3.28
1C Information Resources and Technology Skills	9.1%	9.1%	10%	71.8%	3.44	3.04
2 Critical Thinking	3.5%	14.2%	52.6%	29.7%	3.08*	3.12
3 Integration and Application of Knowledge	4.6%	9.3%	28.7%	57.4%	3.39	3.24
4 Intellectual Depth Breadth and Adaptiveness	7%	7.7%	20.0%	65.4%	3.44	3.43
5 Understanding Society and Culture	16.6%	4.7%	11.4%	67.3%	3.54	3.39
6 Values and Ethics	1%	6%	30.7%	62.3%	3.5	3.29
Grand Total	5.88%	11.4%	31.4%	51.5%	3.29	3.44

	1 Not effective	2 Somewhat effective	3 Effective	4 Very effective	KINES Mean	IUPUI Mean
1A Written Oral & Visual Communication Skills	9%	16.9%	45.3%	28.8%	2.94	n/a
1B Quantitative Skills	0.00%	0.00%	47.9%	52.1%	3.52	n/a
2 Critical Thinking	9.8%	9.8%	9.8%	70.6%	3.41	n/a
3 Integration and Application of Knowledge	5.3%	15%	32.1%	47.6%	3.22	n/a
4 Intellectual Depth Breadth and Adaptiveness	6.2%	8%	37.7%	48.1%	3.28	n/a
5 Understanding Society and Culture	11.8%	11%	33.5%	43.7%	3.09	n/a
6 Values and Ethics	5.8%	12.9%	33.8%	47.5%	3.23	n/a
Grand Total	7%	12.7%	34.7	45.6%	3.19	n/a

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) Similar to last year, an area of consideration for us is regarding the PUL centering on *Communication Skills*. As evidenced by table 1 above, the campus average is 3.28 and our departmental composite was 3.18; as a point of context, these ratings were 3.26 & 3.11, respectively, for last year's report. While we made progress in closing the gap, there still is a gap. While the implementation of a common core of 30 credit hours in general education across the campus has occurred it is far too early to tell if this alone will mitigate the difference. Moreover, while it appears we closed the gap, four-one-hundredths of an improvement can be easily explained away by many things, one of which may be a concerted effort to focus on *Communication Skills* in our curriculum. I hesitate in even suggesting such, however. It is important to note,

there remains no true standard assessment of the PULs, so while the discrepancy is noted, a lack of consistent assessment across units on-campus suggests at this point in time that there could be many reasons a gap exists and 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 (3.12 vs. 3.08 and 3.21 vs. 3.08 last year). As a result, the compression in difference between KINES majors and the IUPUI campus appears to result purely from the IUPUI campus mean being lowered while the KINES mean stayed the same. Again, 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. Plus, the difference is fairly small with it being at four-one-hundredths of a point.
- (c) Somewhat worthy to note, our students outperformed (from slightly to significantly) the campus collective on the remaining PULs.
 - a. The most significant difference was revealed in PUL 1C (*Information Resources and Technology Skills*). Where KINES students outperformed their campus counterparts (3.44 vs. 3.04). This is unsurprising as our primary technology course underwent significant course revision about 2.5 years ago with a focus on mobile technologies, hybrid instruction, and Kinesiological-specific inquiry. It appears the results of this course revision are beginning to emerge.
 - b. As it related to *Understanding Society and Culture*, again, KINES students outperformed their campus counterparts (3.50 vs. 3.29) whereas last year while KINES outperformed the campus, the difference was not as pronounced (3.32 v 3.28). At this point in time, we have uncovered no valid reason for this, but, again, realizing the assessment process is not uniform or standard across campus it is difficult to draw too definitive of 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 2013-2014 indicate the following:

- a. Over 30 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 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) Continual highlighting of SLOs, PULs, high impact meaningful assignments that foster learning, and relevant assessment practices.
- (ii) Maintained the recently established minimum grade of "C" in all professional coursework.
- (iii) Continue reviewing, annually, formative findings against summative findings at both the program and course level.

In particular:

- (i) The major-area faculty, informally and formally, meet and discuss student learning in the course work. Additionally, KINES department meetings have begun to lay out a plan for our upcoming program review. Findings from recent PRAC reports will be used to guide the process.
- (ii) With much discussion, the Department of Kinesiology faculty voted to rollover (with some tweaking) the grade of C as the minimum grade for all professional (in-house) courses in the major, policy. 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.
- (iii) 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.
 - a. It is at these gatherings that discussions such as the ones noted above (course overlap – ExSci) have occurred and can be discussed. From these meetings we are going to complete another course mapping that will include the following:

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

We anticipate this process will, both, address the concerns revealed in the exit interviews, but also most likely uncover new concerns so that we can best serve students and enhance the learning process.