IUPUI Department of Physical Education Assessment Template
July 2004
For Academic Year 2003-2004

General Outcome Goal or Objective	Expected improvements or changes (what will look or be different as a result)	Implementation strategies (what is being done to achieve the outcome goal or objective)	Measures (what measures, data, or information would provide valid evidence of whether the expected improvements or changes have occurred)	Methodology (How is information being collected, analyzed, and disseminated)	Findings (what are the results of the assessments?)	Improvements (what has been or is being done to adjust processes based on findings?)
Input from recent graduates about BS program (self-assessment on PUL's, engagement in professional associations, plans for future education, recommendations for program improvement)	Assessment Committee and faculty to review exit interview data (2003 graduates) and consider program changes	Pilot exit survey conducted with December 2002, May and August 2003 graduates	Similar or improved ratings on exit survey instrument in future exit interview results	Graduates and/or soon-to-be graduates contacted, asked to complete exit survey either in person, via mailed survey, or by phone	Being analyzed. Majority of students commented on program strengths and weaknesses and offered recommendations	Results summary will be provided to faculty and Assessment Committee at start of 2004 academic year for consideration, follow-up, possible enhancement of survey instrument.
Physical education teacher education (PETE) majors aware of and act on the importance of GPA for acceptance into and continuation in Education/teacher education program.	PETE majors will achieve 2.5 or higher GPA throughout BS work; few if any PETE majors will be denied acceptance or continuation in Education/teacher education sequence due to GPA < 2.5	Importance of GPA discussed at several critical junctures: orientation, in advising sessions, in Learning Community, in introduction to major course that freshmen take.

PETE majors with cumulative GPA < 2.5 put on advising checklist; notified by letter; required to meet with academic advisor before being released from | GPA of PETE majors at or above 2.5; fewer PETE majors put on advising checklist at end of each semester; GPA of PETE majors at or above 2.5 when they apply to Education and as they move through the Education block of courses and practica. Instituted at end of spring 2003 semester. | End of semester GPA of PETE majors reviewed, compared to prior semester; shared with faculty as a whole, and with faculty responsible for "critical junctures".

Data collected from School of Education regarding GPA of PETE majors who applied to Education and who have already begun the Education blocks. Data shared with entire faculty, particularly with PETE faculty. | Students on checklist have been contacting advisors, affording advisors the opportunity to discuss ways to improve GPA.

Due to small number of PETE majors, and recent institution of <2.5 GPA as checklist criterion, not able to determine | PETE majors made aware of and reminded of GPA importance at entrance to and at several points during degree work.

All advisors know about and are able to discuss relevance of 2.5 GPA minimum with PETE advisees. |

					impact of checklist action on GPA performance	
		checklist				
Exercise science and fitness studies majors (ES, FS) will demonstrate industry "entry level" assessment and program management skills by start of external internship	As a result of newly instituted in-house internship, ES and FS will hone these skills on campus prior to external internship. In the past, there was not enough time or mentoring to develop these skills to meet expectations of internship host sites.	Faculty approved addition of an in house internship to ES and FS curriculum. During spring 2004 an ES faculty and several students worked to devise policies and protocols.	Students who entered ES or FS in and after 2003-04 AY will be required to select the new in house internship. Measures obtained from those students and from external internship host sites once the program is underway will provide evidence of impact. Self-ratings from students and from host site supervisors about assessment and program management skills will provide evidence.	Evaluations of students by faculty conducting the in house internships. Evaluations by students of their perceived skill levels during in house internship, at outset, midway thru and at end of external internship Evaluations by host site supervisors of skill levels of interns at outset, midway thru and at end of external internships	TBA	TBA
Exercise science, fitness studies and sport management students will earn GPA of 2.5 or higher throughout their BS work	These majors will earn and maintain a 2.5 or higher GPA, and therefore meet the GPA requirement for internship eligibility (no need for retaking core courses or taking extra courses to boost GPA)	Importance of GPA discussed at several critical junctures: orientation, in advising sessions, in Learning Community, in introduction to major course that freshmen take. Students with cumulative GPA < 2.5 put on advising checklist; notified by letter; required to meet with academic advisor before being released from checklist	GPA of these majors at or above 2.5; fewer PETE majors put on advising checklist at end of each semester; at or above 2.5 when they apply for internship. Instituted at end of spring 2003 semester.	End of semester GPA of majors reviewed, compared to prior semester; shared with faculty as a whole, with faculty responsible for "critical junctures", with Assessment Committee, curriculum working groups and internship supervisor	Students on checklist have been contacting advisors, affording advisors the opportunity to discuss ways to improve GPA. Due to recent institution of <2.5 GPA as checklist criterion, not able to determine impact of checklist action on GPA performance	Students made aware of and reminded of GPA importance at entrance to and at several points during degree work. All advisors know about and are able to discuss relevance of 2.5 GPA minimum with these advisees.
Exercise science and fitness studies interns rated at acceptable or higher	Interns and external internship site supervisors will acknowledge and	PUL-based rating form is integral part of overall evaluation scheme for	Midterm and final evaluation rating form data from site group.	Department internship supervisor collects, reviews, analyzes PUL-based rating form data;	In general external internship site supervisors rate	Recommend updating of the rating form, enhanced explanation of PUL terms for external

level on PULs	work toward further development of intern performance on PULs	internships.		shares the results with ES/FS working group	interns at acceptable levels of performance on the PULs.	site supervisors, and formal dissemination of results to Assessment Committee and entire faculty.
Syllabi of all major classes will contain information about the PULs, with listing of course activities to connection of course objectives and PUL's	All syllabi will include this information	Chair asks all faculty to include this information in syllabi for major classes.	Survey of syllabi for courses in the major would include PULs and linkages to objectives and daily activities	Chair reviews syllabi a couple weeks into each semester	Approximately 75% compliance rate.	Instruction to new faculty regarding PULs and syllabi format. Reminders to faculty prior to start of each semester regarding PULs.

BJones 7/04

INDIANA UNIVERSITY SCHOOL OF
PHYSICAL EDUCATION AND TOURISM MANAGEMENT
DEPARTMENT OF TOURISM,
CONVENTIONS, AND
EVENT MANAGEMENT

2003-2004 Annual Report

Overview - Learning Domains and Outcomes

I. **Foundation - Knowledge and Comprehension**

    A.   Principles of Management
        1.   Planning
        2.   Organizing
        3.   Leading
        4.   Controlling

    B.   Problem Solving Using Quantitative and Qualitative Skills

    C.   Teamwork

    D.   Total Quality Management

    E.   Communication and Interpersonal Skills

    F.   Management Analysis
        1.   Philosophy
        2.   History
        3.   Social Services
            a.   Diversity
            b.   Customer Needs
        4.   Critical Thinking

    G.   Values/Ethics

    H.   Management Style Theories

    I.   Legal Issues
    J.   Technology
        1.   Industry Specific Software
    K.   Industry Analysis
        1.   Career Opportunities

II. **Application - Practice, Analysis, and Synthesis**

    A.   Operational Practice Based on Depth and Breadth of Knowledge
        1.   Mission, Goals and Objectives
        2.   Customer Analysis
            a) Demographics and Psychographics
        3.   Product and Service Concept Development
        4.   Financial Decision Making and Analysis
            a) Pricing
        5.   Marketing
            a) Target Marketing
            b) Core Products
        6.   Implementation of Concept
        7.   Human Resource Management

          a) Job Analysis
          b) Employee Training and Development
      9.   Information Management

B.   Implementation
      1.   Critical Thinking

C.   Evaluation
      1.   Modification Based on Feedback (Adaptiveness)

D.   Professionalism
      1.   Personal Attributes
      2.   Cooperation

E.   Teamwork

F.   Total Quality Management (TQM)

G.   Networking

H.   Flexibility

I.   Community Service

III.   **Execution - Continuous Learning**

A.   Self-Evaluation

B.   Research

C.   Skills Development

D.   Adjust to Meet Customer Expectations

What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI? (What general outcomes are we seeking?)

OUTCOMES

FOUNDATION - KNOWLEDGE AND COMPREHENSION

A. Principles of Management - The contemporary tourism management professional must operate in an environment of constant change.

    1.   Plan operational objectives
    2.   Organize resources and activities to meet operational objectives.
    3.   Motivate staff to meet operational objectives.
    4.   Control resources to achieve profitability.

B. The contemporary hospitality management professional must know and apply problem solving techniques in tourism management.

    1.   Demonstrate a willingness and ability to embrace conflicting information or situations, and engage in problem –solving using quantitative and qualitative skills.

C. The contemporary tourism management professional must be able to develop a team concept among staff.

    1.   Assess employee's needs.
    2.   Develop company policies.
    3.   Execute policies.
    4.   Resolve conflicts.

D. The contemporary tourism management professional must be able to use total quality management.

    1.   Identify advantages of TQM for delivery of tourism services.
    2.   Develop techniques to train employees in TQM.

E. The contemporary tourism management professional must be able to communicate through a variety of mechanism.

    1.   Express him/herself clearly, concisely, and accurately in both written and verbal form.
    2.   Understand and use non-verbal communication effectively.
    3.   Utilize technology to expand avenues of communication.

F. The contemporary tourism management professional must rely on critical thinking to analyze all situations, develop alternatives, and select the appropriate solution.

    1.   Discuss various management and customer philosophies.
    2.   Compare various historical management perspectives.
    3.   Examine social science theories related to management style.
    4.   Explore differences among employees, managers, and customers.
    5.   Interpret changing customer needs and expectations.

G. The contemporary tourism management professional must be able to utilize core values when faced with ethical issues of a rapidly changing tourism environment.

    1.   Respect cultural differences and value those differences in his/her profession and community.
    2.   Exercise legal and fiscal responsibility.
    3.   Take appropriate action in situations where a violation of law or ethical conduct is suspected.
    4.   Strive to conform to acceptable practices in the field of hospitality management.

H. The contemporary tourism management professional must be able to adapt their management style to suit their specific responsibilities and personalities.

I. The contemporary tourism management professional must stay informed about laws and be knowledgeable about legal precedents.

       1.   Understand societal changes that impact the legal and regulatory systems.

J. The contemporary tourism management professional must be able to define their technological needs through an understanding of industry specific software and be comfortable in its application.

    1.   Acquire computer proficiency skills.
    2.   Assess the technological needs of the organization.
    3.   Explore appropriate software programs.
    4.   Select, purchase and implement systems.
    5.   Train employees and evaluate effectiveness of use.

K. The contemporary tourism management professional must have a comprehensive understanding of the history, trends, issues, economics and legislation and their impact on the hospitality industry.

    1.   Relate trends to career opportunities.

APPLICATION - PRACTICE, ANALYSIS, AND SYNTHESIS

A. The contemporary tourism management professional must be able to apply foundations of management in order to effectively practice learned skills.

    1.   Assess, comply and modify as necessary the mission, goals, and objectives of the organization.
    2.   Establish rapport with customers.
    3.   Fulfill customer needs and expectations using demographic and psychographic data analysis.
    4.   Apply a holistic approach to customer interaction.
    5.   Develop concepts of product and service.
    6.   Develop pricing strategies through forecasting and calculation of controllable and uncontrollable costs.
    7.   Select products and services which meet customer expectations and company objectives.
    8.   Implement product and service concepts.
    9.   Develop and implement marketing and sales strategies.
    10.   Facilitate job analysis through development of job specifications and job description.
    11.   Assist employees in reaching their full potential through training and development.
    12.   Incorporate information management in all aspects of the operation.

B. The contemporary tourism management professional must be able to use current decision-making tools to reach appropriate and acceptable solutions.

    1.   Follow the established procedures for problem-solving.
    2.   Establish a feedback procedure to monitor and adjust progress towards objectives.

C. The contemporary tourism management professional must be able to analyze evaluative criteria to adapt to changing business environments.

D. The contemporary tourism management professional must be able to exhibit professional conduct in daily activities.

  1.   Maintain an image of neatness, cleanliness, and appropriate professional attire.
  2.   Demonstrate honesty and integrity.
  3.   Exemplify responsibility and dependability.
  4.   Appear enthusiastic and stimulate enthusiasm in others.
  5.   Support the goals of the tourism industry.

E. The contemporary tourism management professional must be able to encourage teamwork to efficiently manage operational resources.

F. The contemporary tourism management professional must be able to apply principles of total quality management to deliver quality products and services.

  1.   Use quality circles to enhance products and services.
  2.   Encourage cooperation among team members.
  3.   Analyze and respond to customer feedback.

G. The contemporary tourism management professional must be able to utilize networking to enhance his/her growth, develop employees, and contribute to the success of the operation.

H. The contemporary tourism management professional must be able to use flexibility to gain competitive advantage.

  1.   Perform research on competitors.
  2.   Provide alternative recommendations.
  3.   Select and implement appropriate strategies.

  I. The contemporary tourism management professional must be able to share his/her knowledge and skills with the community.

EXECUTION - CONTINUOUS LEARNING

  A. The contemporary tourism management professional must be able to participate in lifelong learning to continually update his/her knowledge base.

  1.   Retain membership in professional organizations, and participate in professional networks.
  2.   Establish lifelong learning habits to keep abreast of all new developments.
  3.   Conduct ongoing self-evaluation and modify practices accordingly.

  B. The contemporary tourism management professional must be able to analyze the business environment using applicable research techniques.

  1.   Analyze demographic and psychographic changes in customer profiles.

  2.   Apply newly-acquired information and skills in tourism operations.

  3.   Attend relevant workshops, conferences, and other professional development opportunities.

  C. The contemporary tourism management professional must be able to recognize and adapt to changing customer trends.

DOMAIN I: FOUNDATION - KNOWLEDGE AND COMPREHENSION

Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	TCEM Courses through which competencies are taught - How will Mary learn these things?	Outcomes Assessment Measures
A. Principles of Management		
1. Plan operational objectives.	100, 172, 181, 212, 306, 310, 312, 319, 391, 499	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, layout and design project, ergonomic analysis, event promotion, capstone experience
2. Organize resources and activities to meet operational objectives.	100, 172, 181, 212, 306, 310, 312, 391, 499	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, cost analysis, technique proficiency, use event promotion
3. Motivate staff to meet operational objectives.	100, 181, 212, 231, 310, 312, 319, 352, 411	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, event promotion
4. Control resources to achieve profitability.	100, 141, 212, 241, 306, 310, 391, 499	case studies, industry interaction, role playing, financial statement analysis, contrasting readings, writing exercises, cost analysis, technique proficiency, profit and loss analysis, use software, event promotion
B. Problem Solving		
1. Demonstrate a willingness and ability to embrace conflicting information or situations, and engage in problem-solving.	212, 231, 241, 306, 310, 312, 362, 411, 461, 472, 499	contrasting readings, case studies, writing exercises, diversity exercise, menu planning project, cost analysis, industry interaction, technique proficiency, profit and loss analysis, use software, event promotion

C. Teamwork		
1. Assess employee's needs.	212, 312, 391, 499	contrasting readings, case studies, writing exercises, diversity exercise, industry interaction, use software, event promotion
2. Develop company policies.	212, 312, 391, 411, 499	contrasting readings, case studies, writing exercises, diversity exercise, use spreadsheets, industry interaction, use software, event promotion
3. Execute policies.	212, 312, 391, 411, 499	contrasting readings, case studies, writing exercises, diversity exercise, use spreadsheets, industry interaction, use software, event promotion
4. Resolve Conflicts	212, 312, 391, 411, 499	
D. Total Quality Management		
1. Identify advantages of TQM for delivery of tourism services.	100, 212, 310, 312, 391,	case studies, industry interaction, role playing, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, seminar project, service proficiency, use software, event promotion
2. Develop techniques to train employees in TQM.	212, 312, 391	contrasting readings, case studies, writing exercises, diversity exercise, laboratory meal, seminar project, menu planning project, industry interaction, service proficiency, use software, event promotion.
E. Communication		
1. Express him/herself clearly, concisely, and accurately in both written and verbal form.	100, 119, 171, 212, 271, 231, 272, 306, 310, 312, 319, 352, 362, 391, 411, 472, 499	case studies, industry interaction, role playing, group interaction, contrasting readings, writing exercises, diversity exercise, use spreadsheets, use software, event promotion
2. Understand and use non-verbal communication effectively.	100, 212, 312	contrasting readings, case studies, writing exercises, diversity exercise, industry interaction

3. Utilize technology to expand avenues of communication.	119, 141, 181, 241, 251, 306, 312, 362, 372, 391, 461, 499	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
F. Critical Thinking		
1. Discuss various management and customer philosophies.	100, 119, 171, 172, 181, 212, 231, 271, 310, 352, 391	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
2. Compare various historical management perspectives.	100, 181, 212, 312,	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
3. Examine social science theories related to management style.	212, 231, 312, 362, 372, 461	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
4. Explore differences among employees, managers, and customers.	100, 119, 171, 172, 181, 212, 231, 271, 310, 312, 391, 411	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
5. Interpret changing customer needs and expectations.	212, 231, 271, 310, 372, 391, 461	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
G.		
1. Respect cultural differences and value those differences in his/her profession and community.	100, 119, 181, 212, 231, 272, 312, 352, 372, 472	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion

2. Exercise legal and fiscal responsibility.	141, 241, 271, 306, 310, 391, 411	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
3. Take appropriate action in situations where a violation of law or ethical conduct is suspected.	212, 312, 352, 411	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
4. Strive to conform to acceptable practices in the field of tourism management.	119, 171, 172, 181, 271, 306, 310, 319, 391	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
H. Management Analysis		
I. Legal Aspects		
1. Legal Practices	100, 119, 171, 181, 212, 271, 310, 312, 319, 372, 391, 411	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, commodity analysis, use spreadsheets, event promotion
J. Technological Needs		
1. Acquire computer proficiency skills.	119, 141, 181, 241, 251, 306, 312, 372, 461, 492	case studies, forecast analysis, industry interaction, use of software, group presentation, technique proficiency, seminar project, use spreadsheets, use software, event promotion
2. Assess the technological needs of the organization.	100, 181, 212, 241, 251	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, use spreadsheets, financial statement analysis,

3. Explore appropriate software programs.	141, 181, 241, 251, 306,	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use of spreadsheets, restaurant meals, event promotion
4. Select, purchase and implement systems.	251	case studies, industry interaction, commodity analysis, use software, event promotion
5. Train employees and evaluate effectiveness of use.	141, 181, 241, 251, 461, 499	use spreadsheets, case studies, industry interaction, use software, event promotion
K. Industry Understanding		
1. Relate trends to career opportunities.	100, 119, 171, 172, 181, 272,	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, professional development, tourism plan, laboratory meal, seminar project, menu planning project, service proficiency, energy usage assessment, equipment load calculations, layout and design project, ergonomic analysis, use spreadsheets,

DOMAIN II: APPLICATION - PRACTICE, ANALYSIS, AND SYNTHESIS

Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	TCEM Courses through which competencies are **taught** - How will Mary learn these things?	Outcomes Assessment
A. Apply Foundations		
1. Assess, comply and modify as necessary the mission, goals, and objectives of the organization.	100, 171, 172, 212, 310, 312, 391, 499	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use software, restaurant meals, event promotion
2. Establish rapport with customers.	100, 181, 212, 272, L391, 499	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
3. Fulfill customer needs and expectations using demographic and psychographic data analysis	100, 119, 181, 212, 271, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use software, restaurant meals, event promotion
4. Apply a holistic approach to customer interaction.	100, 181, 171, 271, 306, 310, 362, 391, L391, 461, 499, R423	case studies, diversity exercise, contrasting readings, laboratory meal, seminar project, menu planning project, industry interaction, service proficiency, use software, restaurant meals, event promotion

5. Develop concepts of product and service.	119, 171, 181, 271, 310, 391, L391	case studies, forecast analysis, industry interaction, use of software, group presentation, diversity exercise, contrasting readings, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use software, restaurant meals, event promotion
6. Develop pricing strategies through forecasting and calculation of controllable and uncontrollable costs.	141, 181, 212, RHI 241, RHI L391, RHI 391	spreadsheets, industry interaction, financial statement analysis, case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercises, use spreadsheets, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, commodity analysis, use software, restaurant meals, event promotion
7. Select products and services which meet customer expectations and company objectives.	119, 171, 181, 212, 271, 231	case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
8. Implement product and service concepts.	181, 212, 271, 310, 391, L391	case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, case studies, menu planning project, cost analysis, technique proficiency,laboratory meal, seminar project, service proficiency, use software, restaurant meals, event promotion
9. Develop and implement marketing and sales strategies.	119, 181, 272, L391, 391	case studies, forecast analysis, industry interaction, use of software, group presentation, diversity exercise, contrasting readings, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion

10. Facilitate job analysis through development of job specifications and job descriptions	212, 312, 499	
11.Assist employees in reaching their full potential through training and development.	100, 212, 312	case studies, industry interaction, role playing, contrasting readings, writing exercises, diversity exercise, use spreadsheets, use software, restaurant meals, event promotion
12.Incorporate technology in all aspects of the operation.	181, 251, 306, L391, 372, 391, 461, R423	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
B. Decision Making		
1. Follow the established procedures for problem-solving.	100, 181, 212, 310, 312	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, group interaction, facility inspection, cleaning specification, microbiological analysis, contrasting readings, writing exercises, diversity exercise, laboratory meal, seminar project, menu planning project, service proficiency, commodity analysis, use of spreadsheets, restaurant meals, event promotion

2. Establish a feedback procedure to monitor and adjust progress towards objectives.	100, 141, 181, 212, 241, 312	case studies, industry interaction, role playing, spreadsheets, financial statement analysis, forecast analysis, use of software, group presentation, group interaction, facility inspection, cleaning specification, microbiological analysis, contrasting readings, writing exercises, diversity exercise, use spreadsheets, financial statement analysis, laboratory meal, seminar project, menu planning project, service proficiency, commodity analysis, cost analysis, profit and loss analysis, restaurant meals, event, promotion
C. Changing Environment		
1. Analyze evaluative criteria to adapt to changing business environments.	119, 272, 310, L391	
D. Professional Conduct		
1. Maintain an image of neatness, cleanliness, and appropriate professional attire.	310, 312, L391	industry interaction, product analysis, food preparation experiences, case studies, diversity exercise, contrasting readings, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
2. Demonstrate honesty and integrity.	100, 171, 181, 212, 271, 310, 312, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, restaurant meals, event promotion

3. Exemplify responsibility and dependability.	100, 181, 212, 271, 310, 312, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, restaurant meals, event promotion
4. Appear enthusiastic and stimulate enthusiasm in others.	100, 181, 212, 310, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, restaurant meals, event promotion
5. Support the goals of the tourism industry.	All courses	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
E. Teamwork		
1. Encourage teamwork to efficiently manage operational resources	100, 212, 310, 312, 319, L391	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
F. Apply TQM Principles		
1. Use quality circles to enhance product and service quality.	212, 312	contrasting readings, case studies, writing exercises, diversity exercise, laboratory meal, seminar prject, menu planning project, industry interaction, service proficiency, use spreadsheets, use software, restaurant meals, event promotion

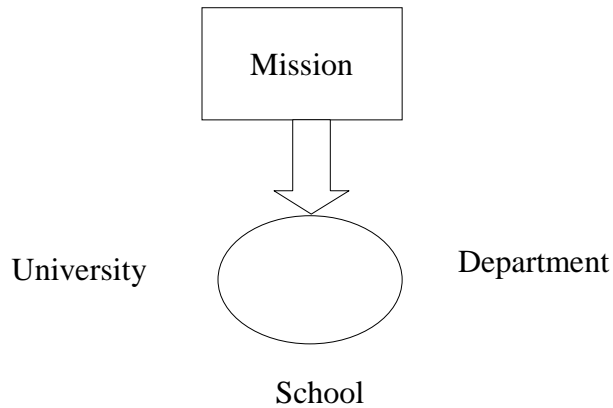|		
2. Encourage cooperation among team members.	100, 212, 312	case studies, industry interaction, role playing, contrasting readings, writing exercises, diversity exercise, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
3. Analyze and respond to customer feedback.	100, 181, 212, 231, 271, 310, 312, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, marketing plan, sales presentation, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheet, restaurant meals, event promotion
G. Utilize Networking		
1. Utilize networking to enhance his/her growth, develop employees, and contribute to the success of the operation	181, 212, 310, 312	case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercise, diversity exercise, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, restaurant meals, event promotion
H. Flexibility		
1. Perform research on competitors	212, 231, 241, 310, 499	contrasting readings, case studies, writing exercise, marketing plan, sales presentation, industry interaction, use spreadsheets, financial statement analysis, laboratory meal, seminar project, menu planning project, service proficiency, cost analysis, profit and loss analysis, use software, restaurant meals, event promotion
2. Provide alternative recommendations	212, 231, 241, 310, 499	
3. Select and implement appropriate strategies	212, 231, 241, 310, 499	
I. Community involvement		
1. Share his/her knowledge and skills with community	461, 499, R423	

DOMAIN III: EXECUTION – CONTINUOUS LEARNING

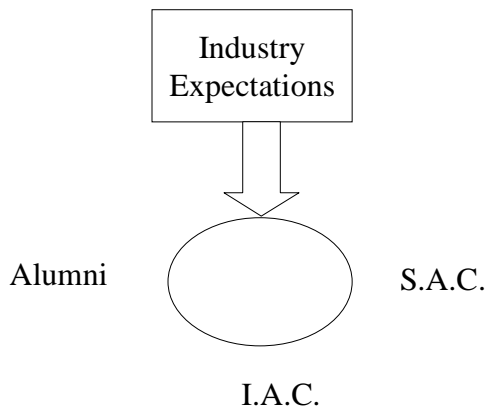| Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	TCEM Courses through which competencies are **taught** - How will Mary learn these things?	Outcomes Assessment
A. Lifelong Learning		
1. Retain membership in professional organizations, and participate in professional networks	100, 119, 171, 212	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use software, restaurant meals, event promotion
2. Establish lifelong learning habits to keep abreast of all new developments	100, 119, 171, 181, 212	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
3. Conduct ongoing self evaluation and modify practices accordingly	212, 312	
B. Environmental Scanning	100, 119, 212, 272, 312	
1. Analyze demographic and psychographic changes in customer profiles.	231, 461, R423	
C. Skill Application		
1. Attend relevant workshops, conferences, and other professional development opportunities	363, 461, R423	
D. Changing Trends		
1. Recognize and adapt to changing customer trends	231, 362, 461, 499, R423	

Assessment Findings and Changes Based on Assessment Findings

Outcomes Assessment Measures - At graduation, what evidence could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn? Capstone Course
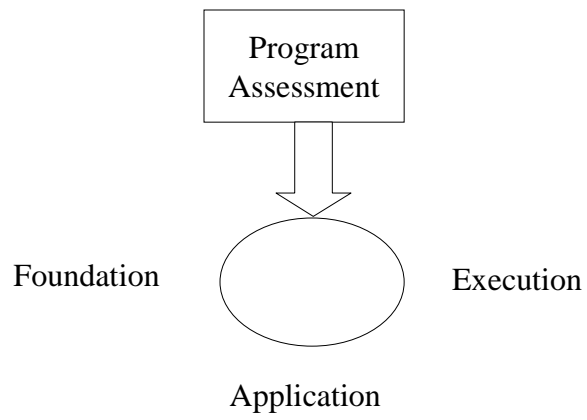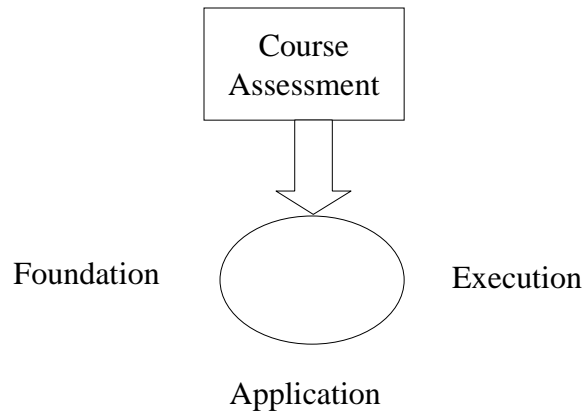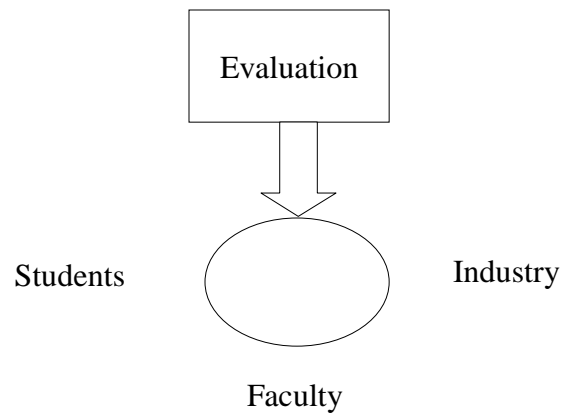
Step 1

University   Mission   Department

School

Step 2

Alumni   Industry Expectations   S.A.C.

I.A.C.

Step 3

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      ┌─────────────┐
      │   Program   │
      │ Assessment  │
      └─────────────┘
             │
             ▼
Foundation   (   )   Execution

         Application
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Step 4

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      ┌─────────────┐
      │   Course    │
      │ Assessment  │
      └─────────────┘
             │
             ▼
Foundation   (   )   Execution

         Application
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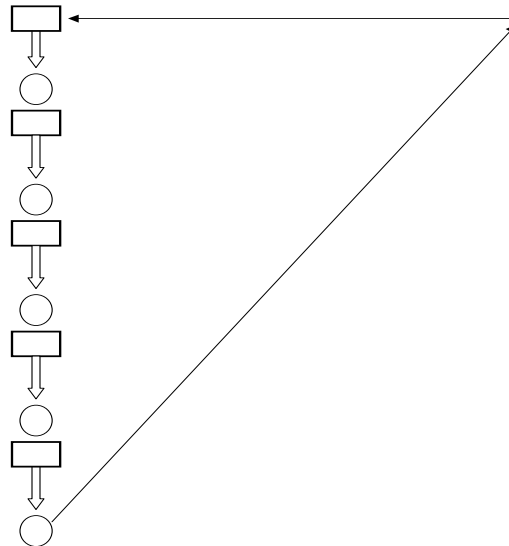
Step 5

P.A.M.

What are the assessment findings?

Step 2 of the assessment model listed above requires the involvement of three constituencies that are vital to the success of the TCEM programs: industry, students, and alumni. Each group was involved in the assessment of the four-year TCEM degree in the 2003-2004 academic year. Below is a table summarizing the assessment methods used to involve each constituent and the corresponding assessment findings.

Assessment tool	Industry Participation	Student Participation	Alumni Participation	Assessment Findings (at the beginning of the 2003-2004 academic year)	Improvements made based on assessment findings (in the 2003-2004 academic year)
Capstone course (offered in spring 2003)	YES	YES	YES	a) More emphasis on realistic business environment b) Expanding concept choices to allow for the diversity of the tourism industry c) Use industry-specific computer applications	a) Students were required to identify economic trends based on concept and geography b) Students were given an opportunity to select a concept based on their industry aspirations c) The meetings and conventions courses began using Meeting Matrix – the standard software of the industry
Industry advisory meetings over the 2002-2003 academic year	YES	NO	YES	a) Redesign of internship requirements b) Encourage students to supplement tourism studies with relevant work experience	a) The internship requirements were changed to meet changing industry needs b) A department wide listserv was maintained to keep students abreast of job opportunities sin the Indianapolis area
Mid afternoon roundtables over the 2002-2003 academic year	YES	NO	YES	a) Provide academic specialization option	a) The five certificates are currently under revision

On going evaluation of department program offerings	Yes	Yes	Yes	All constituents recommended the discontinuation of the 2 year degree	The School of Physical Education and tourism Management approved in April of 2004 the discontinuation of the associate degree in foodservice and lodging supervision (PU degree)

The campus statement of learning goals has set forth how evidence on the attainment of each learning goal will be collected for individual students at the course, major and degree levels and that can be reported for all baccalaureate graduates collectively as a measure of continuing institutional improvement. Describe where your school is in the process of collecting for individual students evidence of the attainment of student learning of specified learning goals--goals in the major or PUL-related goals or a combination of both--that can be reported for all baccalaureate graduates collectively.

The Tourism, Conventions and Event Management Department is currently utilizing Oncourse to distribute to students both the school-approved course evaluations and an opportunity for feedback. This method allows for solicited unstructured feedback from students on the importance and applicability of the PULs to the major.