PLANNING FOR LEARNING AND ASSESSMENT
Dept. of Physical Education Assessment Annual Report 2004-2005

1.What general outcome are you seeking?	2. How would you know it? (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Students perform at 2.5 GPA or above to be eligible for internship & student teaching	Semester grades	"Checklist" students" if below 2.5 GPA; i.e., students may not register for additional classes until they have met with an advisor; this system is used for all students regardless of year in school in an attempt to keep them on track throughout their program of study.	Grades/GPA	~30 % of students end up being "checklisted" via the "early detection" system we are using (according to data from School Recorder). Although time consuming to monitor and implement, faculty have indicated that system does seem to serve its purpose with respect to advising students and helping them move forward academically.	Students who enter internships and student teaching and have met the criteria for GPA have a core set of knowledge and skills.
Students overall performance in internship experience (10-credit/480 hrs); internship required for all tracks in Dept. except Teacher Education	Site supervisors of interns complete a mid-term and final evaluations of interns that is returned to Departmental Internship Coordinator	Students performing below the standard are mentored to achieve better and/or students review course material as needed.	Evaluation forms from site supervisors (mid-term and final)	Spring 2005 interns achieved average rating of 4.5 (1=lowest; 5=highest); Fall 2004 information not available	Results of this assessment are favorable; no changes made

1.What general outcome are you seeking?	2. How would you know it? (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Ratings of student intern performance on PULs by site supervisors of interns	Final evaluations from site supervisors for Ex Science, Fitness Studies & Sport Management are 4.0 or above on overall performance (4=outstanding; 1=unsatisfactory)	Site supervisors of interns complete a mid-term evaluation of interns; students performing below the standard are mentored to achieve better and/or students review course material as needed.	Evaluation forms from site supervisors (mid-term and final)	Spring 2005 interns achieved averages as follows on PULs --core skills=3.8 -critical thinking=3.7 -intellectual breadth & adaptiveness=3.8 -integration & appli=3.6 -society & culture=3.8 -work behaviors; not a PUL =3.8	Results of this assessment are favorable; no changes made; Future goals would be to expand assessment to include more formal assessment of students in Teacher Education and graduate students and/or broaden range of assessment measures (e.g., additional measures of program outcomes such as job placement and % of students pursuing advanced degrees.
Student ratings /evaluation of the appropriateness of their course and co-curricular preparation	Upon completion of HPER P393 (internship) students participate in an exit interview & prepare a portfolio that	Not applicable.	Record all comments into student tracking database associated with HPER	Students recommend the following: continued applied/service learning course-work, more classes	Suggested curricular changes will be brought to Dept. Curriculum Council from the Internship

	addresses this.		P393. Identify consistent themes.	on business and/or marketing.	Coordinator in Fall 2005.

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

2004-2005 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**	

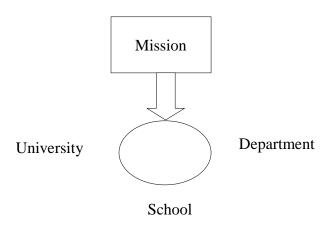| I. Community involvement		
1. Share his/her knowledge and skills with community	461, 499, R423	

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	

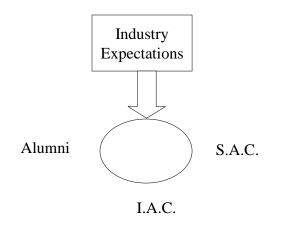|		
1. Analyze demographic and psychographic changes in customer profiles.	231, 461, R423	
C. Skill Application		
1. Attend relevant workshops, conferences, and other professional development opportunities	363, 461, R423	
D. Changing Trends		
1. Recognize and adapt to changing customer trends	231, 362, 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
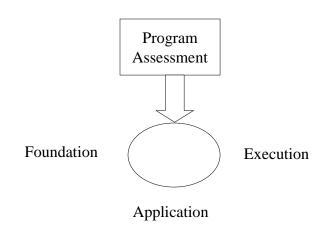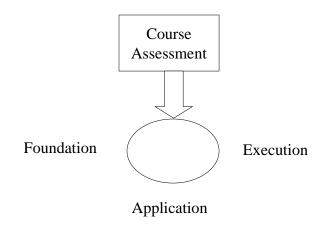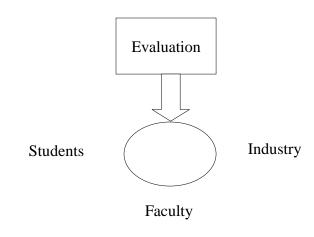
Step 1

Step 2

Industry Expectations

Alumni   S.A.C.

I.A.C.

Step 3

Program Assessment

Foundation   Execution

Application

Step 4

Course
Assessment

Foundation

Execution

Application
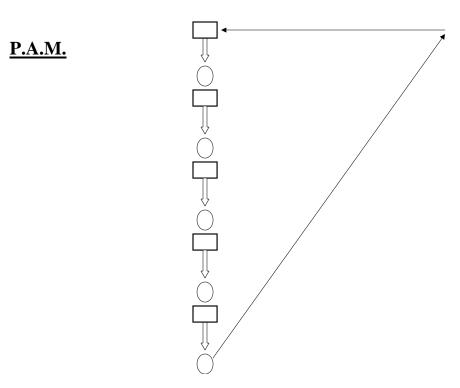
Step 5

Evaluation

Students

Industry

Faculty

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 2004-2005 academic year)	Improvements made based on assessment findings (in the 2004-2005 academic year)
Capstone course	YES	YES	YES	a) More emphasis	a) Students

(offered in spring 2005)				on realistic business environment b) Expanding concept choices to allow for the diversity of the tourism industry c) Use industry-specific computer applications	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 2004-2005 academic year	YES	NO	NO	a) Need to reorganize industry advisory committee b) Encourage students to supplement tourism studies with relevant work experience	a) The new Industry advisory committee included members from all parts of the tourism industry b) Students were offered an opportunity to complete an internship at Churchill Downs during the 2005 Kentucky Derby.
Networking	YES	NO	YES	a) Promote the program offerings	a) The department managed to communicate its mission to a wide

					audience in the tourism industry.
On going evaluation of department program offerings	Yes	Yes	Yes	Need for a new certificate that meets new tourist trends.	Creating and approval of a sixth certificate on Health Tourism.
Expand program offerings to Central Indiana residents	Yes	Yes	Yes	Need to reach students who are geographically challenged to attend IUPUI	Signed a partnership agreement with IUPUC to offer the first two years of the Bachelor's degree in TCEM via the web.

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.

How are Assessment Findings Being Used By the Department?

The existing capstone course allows the department to make the necessary changes to improve student learning and ease a student's transition in the business world after graduation. The following list includes steps the department took during the 2004-2005 academic year to respond the findings from the capstone course:

a) Continue to offer more online courses were offered to meet the needs of location bound students, decrease class sizes and enhance active learning.
b) New courses were created to meet changing industry needs. One result is an increase in the placement rate of our students in tourism related jobs.