

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

2002-2003 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

<p>4. Apply a holistic approach to customer interaction.</p>	<p>100, 181, 171, 271, 306, 310, 362, 391, L391, 461, 499, R423</p>	<p>case studies, diversity exercise, contrasting readings, laboratory meal, seminar project, menu planning project, industry interaction, service proficiency, use software, restaurant meals, event promotion</p>
<p>5. Develop concepts of product and service.</p>	<p>119, 171, 181, 271, 310, 391, L391</p>	<p>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</p>
<p>6. Develop pricing strategies through forecasting and calculation of controllable and uncontrollable costs.</p>	<p>141, 181, 212, RHI 241, RHI L391, RHI 391</p>	<p>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</p>
<p>7. Select products and services which meet customer expectations and company objectives.</p>	<p>119, 171, 181, 212, 271, 231</p>	<p>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</p>

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		

<p>1. Follow the established procedures for problem-solving.</p>	<p>100, 181, 212, 310, 312</p>	<p>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</p>
<p>2. Establish a feedback procedure to monitor and adjust progress towards objectives.</p>	<p>100, 141, 181, 212, 241, 312</p>	<p>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</p>
<p>C. Changing Environment</p>		
<p>1. Analyze evaluative criteria to adapt to changing business environments.</p>	<p>119, 272, 310, L391</p>	
<p>D. Professional Conduct</p>		
<p>1. Maintain an image of neatness, cleanliness, and appropriate professional attire.</p>	<p>310, 312, L391</p>	<p>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</p>

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 project, 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		

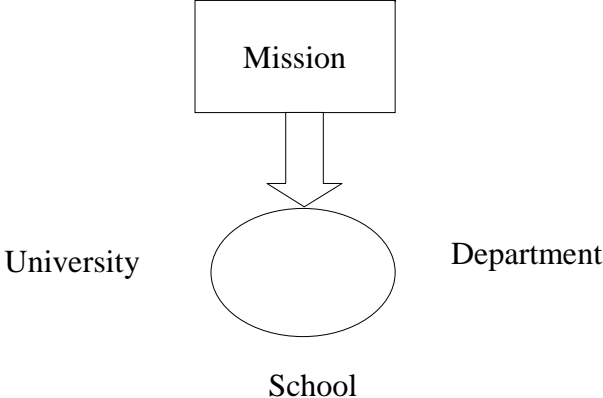
1. Perform research on competitors	212, 231, 241, 310, 499	contrasting readings, case studies, writing exercise, marketing plan, sales presentation, industry interaction, use spreadsheets, financial statement analysis, laboratory meal, seminar project, menu planning project, service proficiency, cost 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

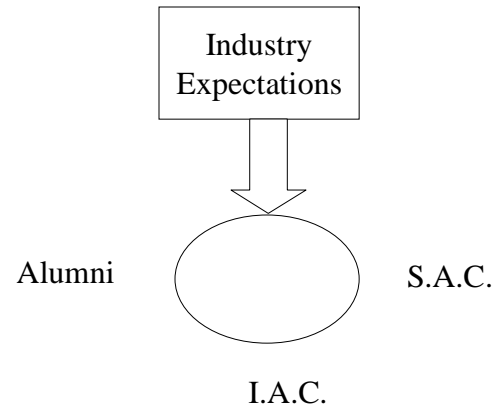
Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	TCEM Courses through which competencies are taught - How will Mary learn these things?	Outcomes Assessment
A. Lifelong Learning		
1. Retain membership in professional organizations, 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	

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

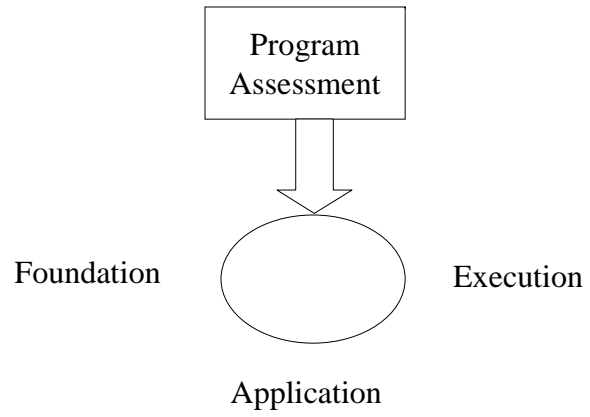
Step 1



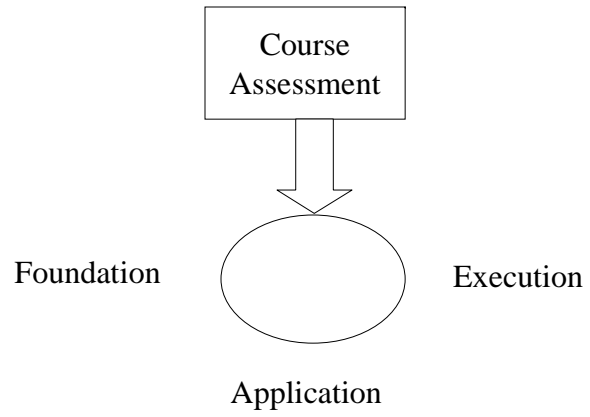
Step 2



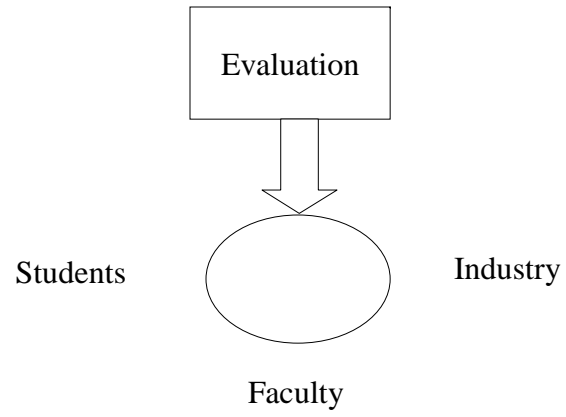
Step 3



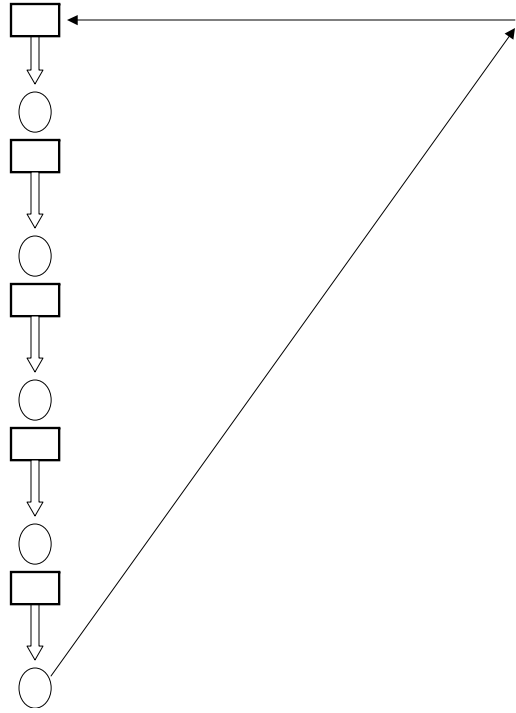
Step 4



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 2002-2003 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 2002-2003 academic year)	Improvements made based on assessment findings (in the 2002-2003 academic year)
Capstone course (offered in spring 2001)	YES	YES	YES	<p>a) More emphasis on realistic business environment</p> <p>b) Expanding concept choices to allow for the diversity of the tourism industry</p> <p>c) Use industry-specific computer applications</p>	<p>a) Students were required to identify economic trends based on concept and geography</p> <p>b) Students were given an opportunity to select a concept based on their industry aspirations</p> <p>c) The meetings and conventions courses began using Meeting Matrix - the standard software of the industry</p>
Industry advisory meetings over the 2001-2002	YES	NO	YES	<p>a) Redesign of internship requirements</p>	<p>a) The internship requirements were changed</p>

academic year				b) Encourage students to supplement tourism studies with relevant work experience	to meet changing industry needs b) A department wide listserv was created to keep students abreast of job opportunities in the Indianapolis area
Breakfast roundtables over the 2001-2002 academic year	YES	NO	YES	a) Provide academic specialization option	a) The five certificates are currently under revision

**Department of Physical Education
Assessment Report for 2002-2003**

<p align="center">Planning for Learning and Assessment Department of Physical Education Assessment Report for 2002-2003</p>					
1. What general outcomes are you seeking?	2. How would you know it if you saw it? (What will the students 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 or above all along so they will be eligible for capstones	--Semester grades	--Checklist if below 2.5 --Remove from checklist and send congratulatory letter when 2.5 or above	--Grades/GPA		
--Students in exercise science gain hands-on assessment skills in house (inside internship)	--Will be doing checkoffs of skills in "to be developed" fitness assessment/prescription program, accurate, professional, in good time	--Continue what learned in lower level classes --Practice on "real" people under faculty supervision			
--Students know and use Indiana Academic Standards (IAS) for PE year 1	--Design lesson plans that relate to IAS's	--In classes	--Assess lesson plans and lessons taught	--Just started in 2002	
--Sport marketing students well-prepared in business	--Financial, marketing, accounting knowledge and skills	--Require students to do either business certificate or minor	--Pass the courses --Apply information in upper level classes and internship		
--Improved working knowledge of anatomy	--Analyze movements, design effective strength programs	--In P205, open labs	--Tests, daily quizzes, practicals, projects		
--UCOL admits in appropriate classes	--Have prerequisites for next level major or courses	--Check UCOL admits registration after orientation		--Several UCOL admits advised into wrong courses --We emailed UCOL	--Success in getting students into right classes

Changes Based on Assessment Findings at IUPUI Department of Physical Education School of PETM 2002-2003		
Methods Used	Changes Made	Impact of Changes
Working Groups as curriculum initiation unit		--Faculty in specific content area are responsible for initiating curriculum changes --Speeded up curriculum revisions
Exercise Science Working Group	--Change from Tests and Measurements Class to Fitness Assessment Class --Sport Psychology and Motor Learning added labs	--Students have more authentic opportunities to learn and apply concepts
PETE Working Group	--P421 P&T of People with Disabilities prior to P398 and P410 in some tracks --Dance class sequence --Established prerequisite sheet --Adjusted intro course P195 so only PETE students in class --Added swimming requirement --Replaced H363 requirement with H163 to meet IAS	--Students prepared for APE and for Camp --Faculty more aware of what is happening across the curriculum --Come to some common ground --Curriculum is linked; help students "connect the dots"
Meetings with School of Education	--Formal written document regarding blocks --Participation of 2 faculty members in middle school block	--Better/fewer Education courses --PE & Education faculty increasing understanding
Piloted fall semester of closing elective activity courses on day #1		--Confusion for students, staff, and faculty; dropped that in spring
Changed students orientation presentation	--Power Point presentation	
Updated curriculum checksheets for all tracks		--Accurate, up-to-date curriculum available for students and faculty

PETM – School Assessment Committee Chronology and Index of Materials

Academic Year 1994-1995

- 10/26/94
 - ◊ Memo from Sue Barrett and Fiona Connor-Kuntz to faculty—indicating they are members of the IUPUI Assessment and Program Review Committee, inviting faculty to participate in a working session to develop student learning outcome for the core curriculum and specific for the three degree curricula.
 - ◊ Ad Hoc Committee: Fiona Connor-Kuntz (chair), Sue Barrett, Betty Evenbeck
 - ◊ Several meetings to draft student learning outcomes, competency statements, outcome assessment measures, desired writing competencies, and relationships between students competencies, courses and outcome assessment measures

- Mission Statement Draft
- Core Curriculum Requirements for BS in PE
- Memo: Continuation of Assessment Discussion (10/25/94)
- Student Learning Outcomes for Physical Education
- Memo: Part 3 of the Assessment Discussion (11/3/94)
- Draft Competency Statement (11/3/94)
 - ◊ Domains and Major Competency Areas
- Final Assessment Meeting in Preparation for the Required Report (11/8/94)
- Draft Competency Statement (11/10/94)
- Updated Student Competency Statement (11/24/94)
- Responses to Writing Skills Competencies (12/2/94)
 - ◊ What do faculty think students should be able to do?
 - ◊ What writing skills should majors have by graduation?
- Outcomes Assessment Measures (12/94)

Academic Year 1994-1995

- Relationship between Competencies, Courses and Outcomes Assessment Measures (12/94)
 - ◊ Grid
 - ◊ Handwritten numbers line up with PULs
- Campus PUL development
 - ◊ School of Liberal Arts and School of Science
 - ◊ School of Nursing
- Memo: Next step in the assessment/general education process (2/2/95)
 - ◊ Which PULs we value
 - ◊ Link course objectives to course activities and PULs
 - ◊ Link standards to PULs

- Fiona Connor-Kuntz leaves IUPUI in Summer 1995

Academic Year 1995-1996

- No record of activity

Academic Year 1996-1997

- Katie Stanton is hired and leads PRAC campus committee.
- Assessment activities in the School were handled through the Academic Affairs Committee

Academic Year 1997-1998

- School Assessment Committee formed
- Department was preparing for the External Program Review that was to take place in the fall 1998 semester.
- Memo: Principles of Undergraduate Education (12/3/97)
 - Worked as a faculty in lab
 - Defined how would operationalize the PULs in our discipline
- Sue Barrett, chairperson, retiring in fall 1997
- Betty Jones appointed as Department Chair in January 1998.
- June 1998 Document
- Memo from Michael Wince about adding questions to the alumni survey
- *Is there a 97-98 PRAC report?*

Academic Year 1998-1999

- *Program review team presented program review report to department (11/98) (need to add to packet)*
- Guidelines for development and submission of PRAC proposals
 - Was not completed by any faculty members
- Syllabus content guide (3/99)
 - Betty Jones revised for activity courses
 - Use Alan Mikesky's for academic courses
- Senior Survey (4/19/99)
 - To interns, student teachers
 - Betty Jones revised this survey for interns and based it on PULs.
 - Midterm and final evaluations
- Council for Undergraduate Learning – PRAC Meeting (4/20/99)
 - School of PE comments on page 2 of this document
- 1998-1999 PRAC Report

Academic Year 1999-2000

- Grant to draft an Assessment Plan done by Katie Stanton (10/27/99)
- Eileen Udry reworked Assessment Plan. (11/18/99)
- Economic Model Project (11/23/99)
 - James Johnson
 - Percentage of time spent on variety of tasks
 - Restructuring in Education (block scheduling) came out of this initiative
- Memo: Assessment Plan Proposal (12/9/99)
 - Assessment Committee report at School Meeting
 - Faculty approved unanimously at School Meeting on 12/16/99
- Meeting with Vic Borden about Assessment Plan (3/30/00)
 - His perspective on Assessment Plan
- Statistics from School of Education for our PETE majors on NTE and PPST for 97-98 and 98-99.
- 1999-2000 PRAC Report

Academic Year 2000-2001

- Preparing for NCA visit
- 2000-2001 PRAC Report

Academic Year 2001-2002

- PETE group preparing for NCATE visit
- 2001-2002 PRAC Report