

Student Learning Assessment Report, Undergraduate AY 2017-18

Submit to rbond@vwu.edu by June 29, 2018

Program: ____ Recreation and Leisure Studies _____

Submitted by: ____ Dr. Doug Kennedy _____

In accordance with both SACSCOC reporting guidelines and the faculty's responsibility to oversee the VWU curriculum, all programs (majors and the education program) must complete an annual Student Learning Assessment Report (SLAR). Specifically, programs must identify student learning outcomes and appropriate measures of those outcomes to assess student learning. Appropriate outcomes and measures, either quantitative or qualitative in nature, are best identified by program participants; however, outcomes and measures should accord with disciplinary best practices, be concrete and specific, and allow for informed and evidence-based judgments regarding student learning.

The Academic Effectiveness Committee will review each submission by the Fall semester, and feedback will be provided shortly thereafter.

To complete the form, fill out the chart below on page 2. Additionally, append a report that responds to the questions that appear on page 3.

Overview of the Current Year's Results

| Program Learning Outcome | How is the outcome measured? (Embedded class assignment & rubric, specific questions on a final exam, normed national exam, etc.) | What is the benchmark threshold established by program demonstrating competency (Benchmark can be <u>either</u> quantitative or qualitative in nature) | How well did students achieve the department's competency threshold? (Overall achievement of a nationally normed mean, % of assessed students who achieved benchmark, etc.) | How does student achievement fit with trends over time? |
|---|--|---|---|---|
| Standard 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. Learning Outcome #1: Students shall demonstrate the ability to design services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. | Class assignment: "Culture Report" in REC 308 | Mean of 80 on 100-point scale | Mean was 81.1 | This is similar to past results |
| Standard 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. | Traditional Examination in REC 308 | Mean of 80 on 100-point scale | Mean was 78.1 | This was slightly lower than past results |

| | | | | |
|---|---|---------------------------------|--------------|---|
| Learning Outcome #3: Students shall demonstrate entry-level knowledge of the foundation of the relevant recreation related professions in history, science and philosophy. | | | | |
| <p>Standard 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</p> <p>Learning Outcome #3: Students shall demonstrate entry-level knowledge of the foundation of the relevant recreation related professions in history, science and philosophy.</p> | Philosophy defense performed during REC 308 | Mean of 80 on a 100-point scale | Mean of 82.4 | This was higher than recent past results |
| Standard 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. | Professional codes exam as part of REC 308 | Mean of 80 on a 100-point scale | Mean of 66.6 | This was a slight increase over recent results but still unacceptable |

| | | | | |
|--|--|---------------------------------|---------------|---------------------------------------|
| Learning Outcome #3: Students shall demonstrate entry-level knowledge of the foundation of the relevant recreation related professions in history, science and philosophy. | | | | |
| <p>Standard 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p> <p>Learning Outcome #1: Students shall demonstrate entry-level knowledge about operations in relevant recreation related professions.</p> | Comprehensive written plan of operation as part of REC 340 | Mean of 80 on 100-point scale | Mean of 87 | This is above recent results |
| <p>Standard 7.03 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</p> <p>Learning Outcome #1: Students shall demonstrate entry-level knowledge of the nature and scope of the relevant recreation related professions and their associated industries.</p> | Traditional examination as part of REC 101 | Mean of 75 on a 100-point scale | Mean of 74.04 | This is slightly above recent results |

| | | | | |
|--|---|--------------------------------------|------------------------------|---|
| <p>Standard 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</p> <p>Learning Outcome #1: Students shall demonstrate entry-level knowledge of the nature and scope of the relevant recreation related professions and their associated industries.</p> | <p>Students complete mock assessments after researching and selecting one. Two administrations are completed in REC 314</p> | <p>Mean of 80 on 100-point scale</p> | <p>Means of 85 and 85.71</p> | <p>This was slightly above recent results</p> |
|--|---|--------------------------------------|------------------------------|---|

Discussion Questions

1. Provide a brief overview of your programmatic assessment. How and why did the program choose the measures and thresholds used to assess the outcomes included in this report? Give a brief summary of student achievement of outcomes, comparing to past years if applicable and noting any areas of concern.

Assessment follows COAPRT standards as part of our national assessment. A series of program-specific learning objectives related to accreditation standards are dispersed throughout the majors required “core” courses. Each semester the faculty complete “Course Assessment Reports”, uploaded to Google Drive, discuss results, and compile the results for reporting to our national accreditor. As well, our SLAR is published online for public viewing: <https://www.vwu.edu/academics/majors/recreation-and-leisure-studies/pdfs/2017-SLAR.pdf> Thresholds have been set at 75 for 100-level intro course and 80 for upper-level courses. This is discussed each year. Generally, our recent results track with past results. That said, the faculty remain concerned with student understanding of professional codes. This is going to be addressed differently in REC 308 in the fall and within two other classes prior.

2. Describe a recent programmatic or pedagogical change(s) the department is in the process of evaluating. How did student learning assessment information support this change? How do preliminary results compare to expectations? Describe plans for continuing or making adjustments.

The Department has just voted to offer REC 409, the Senior Internship, during the fall semester. This was largely due to an increasing number of double-majors and students completing their degree early. The impact of this will be assessed in the future via comparison to past results during the spring and fall.

REC 308 is going to assess the professional codes in three separate administrations. This is a result of two years’ worth of results below threshold set.

3. How does your department assess the university-wide requirement in oral competency? Include how you define oral competency in your department. How many students achieved competency?

Oral competency is assessed via the Philosophy Defense in REC 308 utilizing the “Oral Communication VALUE Rubric” of the Association of American Colleges and Universities: <https://www.aacu.org/value/rubrics/oral-communication> Oral competency is defined as scoring a mean of 2.5 on the five areas of the rubric. Specifically, we subscribe to the AACU’s definition of oral communication, found on the rubric, as “...a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.”

4. (Optional) What aspects of student learning and/ or experience is your department regularly discussing that your student learning outcomes and formal assessment processes do not currently address?

We are increasingly concerned with professional demeanor/behavior and are discussing how to implement a process to assess student behavior and provide feedback prior to the Senior Internship.

Attach any relevant material (such as copies of rubrics, tests, gathered data, etc.) to the end of the report or append such material to the email alongside this submission. This may include minutes of department meetings demonstrating professional judgment if such judgment was intrinsic to the changes a program will be making.

NOTE: Rather than bomb the AEC with dozens of pages, ALL Department meeting minutes and Course Assessment Records for every student learning outcome assessed are available via shared Google Drive Folder. Please request permission and it will be provided.