

Recreation Services, Sport and Hospitality Management Program Assessment Report Summer 2020

Summarization of Program Assessment

Since the last RSSHM program review, some performance measures were revised in order to better assess student learning outcomes. These performance measures were implemented in the 2015/2016 academic year. In addition to the 2015/2016 academic year, the performance level of 70% of students will score a 70% or higher on the given assignment was implemented. These numbers were chosen due to the revised performance measures. Since the last report, RSSHM's accrediting organization, Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) originally had five student learning outcomes, but has condensed this to four. In 2018, the RSSHM program revised their outcomes to be reflective of the changes to their accrediting agency's standards. The student learning outcomes were revised with minimal changes to the previous outcomes in order to continue to assess student learning during the five-year COAPRT self-study assessment cycle.

In addition, since 2015, the program had two faculty retire and hired two new faculty. The RSSHM program also completed a variety of major and course revisions being implemented in Fall 2018. Those revisions included changing the major name to Recreation Services, Sport and Hospitality Management, adding a new emphasis and certificate in Hospitality Management, adding courses to the core RSSHM coursework, Recreation and Sport Management emphasis, and the Community and Worksite Wellness emphasis, changing the name of the Recreation Administration emphasis to Recreation and Sport Management, changing the name of Corporate, Community, and Hospital Wellness to Community and Worksite Wellness, and dropping the requirement of the minor for all emphasis areas. All RSSHM faculty were responsible for these changes, with Dr. Laura Covert Miller leading the changes.

Because of the revised student learning outcomes, changes in COAPRT, faculty retirements, new faculty hires, and the implementation of program changes in the RSSHM curriculum, one of the student learning outcome's performance level needs to be addressed. Additional performance measures and ways to improve this learning outcome are being discussed among RSSHM faculty members.

Summarization of Assessment Influence on Program Improvements

Assessment results have been used in a variety of ways to help improve the program. Through discussions and feedback with RSSHM students, faculty, and advisory board members, revisions were made to some of the core program courses as well as courses within the emphasis areas and the creation of a new emphasis and certificate area. Program changes, student and advisory board feedback, and assessment reflections helped guide faculty to revisit their course delivery and content. The overall RSSHM program changes also encouraged the program faculty to review the performance measures used in the past and moving forward. Based on assessment results reported annually to COAPRT, faculty have been examining additional performance measures and course content to provide a better assessment of student learning.

On-line or Hybrid Courses Adjusted or Adapted

Certain RSSHM courses have been taught online during summer sessions, but they have contained the same content/learning assignments and direct/indirect assessments as those offered in a traditional classroom setting. The online courses are aligned with the revised student learning outcomes and the revised COAPRT outcomes.

A. The Recreation Services, Sport and Hospitality Management (RSSHM) program is accredited through the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT). The most recent accreditation cycle was 2014. The RSSHM program will be completing their reaccreditation cycle the Spring of 2021.

B. The RSSHM program is aligned with COAPRT's national standards. The program's student learning outcomes are based on the national organizations established standards. These national standards assist in establishing student learning outcomes, expectations, and performance measures for students and faculty.

C. Student Learning Outcomes

1. Students will demonstrate knowledge related to the foundations of recreation related professions.

COAPRT defines foundations as “background, nature, and scope of the profession including history, philosophy, and social and behavioral science underpinnings” (COAPRT Standards Handbook, p. 13, 2019).

2. Students will demonstrate an understanding of techniques and processes utilized by recreation related professionals.

3. Students will demonstrate the ability to design, implement and evaluate recreation services based on the population's needs.

4. Students will demonstrate knowledge related to operations and management in recreation related services.

COAPRT defines knowledge related to operations and management as “planning, organizing, staffing, directing, leading, controlling, reporting, finance, resource acquisition, marketing, and critical thinking.” Strategic management is also included within this definition. This refers to “processes that managers in parks, recreation, tourism, and related professions use to optimize the success of the organization within the external systems in which their organizations operates” (COAPRT Standards Handbook, p. 13, 2019).

D. Please see attached Student Learning Outcomes Table. Measures considered indirect evidence are indicated on table. Although not associated with a specific student learning outcome, the RSSHM faculty annually collect program feedback from RSSHM students and professionals on the RSSHM advisory board.

E. Please see attached Student Learning Outcomes Table

F. The analysis of the assessment results indicate students are achieving the performance level (70% of students will earn a 70% or higher on the indicated assignment) for the student learning outcomes: (2) Students will demonstrate an understanding of techniques and processes utilized by recreation related professionals (3) Students will demonstrate the ability to design, implement and evaluate recreation services based on the population's needs and (4) Students will demonstrate knowledge related to operations and management in recreation related services. At least 80% of students have been achieving the designated performance levels for the past five academic years for outcomes two and three, with the exception of spring 2020 for outcome two. This could be due to the effects of COVID-19, transitioning to an online platform starting in March of 2020, and students opting to take the pass/fail option for the course. At least 74% of students have been achieving the designated performance levels for the past five academic years for outcome four, with the exception of spring 2020. This also could be due to the effects of COVID-19, transitioning to an online platform starting in March 2020, and students opting to take the pass/fail option for the course.

Although students have been meeting the designated performance levels, additional performance measures could be included for outcomes two, three and four to provide more of an overall assessment of student learning outcomes to further satisfy the national accreditation agency of COAPRT. An additional performance measure was added in 2015 for the student learning outcome three to gain a better understanding of student learning. Additional performance measures for outcomes two and four are currently being examined.

The analysis of the assessment results also indicated students have not been always achieving the performance level for student learning outcomes: (1) Students will demonstrate knowledge related to the foundations of recreation related professions. In the past five years, data has demonstrated 70% students have not been reaching the performance level of 70% or higher achieving a 70% or higher for outcome one. This inconsistency could be related to variety of faculty instructing the course in the past five years. In the 2015/2016 academic year, due to lack of faculty, an adjunct taught the class. In 2016/2017, two new faculty were hired in the RSSHM program. Both of the new faculty members taught the course, one being the fall the other the spring semester. In 2017/2018, the same faculty member was assigned to teach the course both semesters. In 2018/2019, the RSSHM program went through many program and course revisions. Due to all of the program revisions and learning outcomes being revised (both nationally and within the program), the performance measure (pre/post-test exam questions) were not administered by the faculty in 2018/2019. In 2019/2020, the pre/post-test exam questions were again used as part of the performance measure, but were not part of the student's overall grade. Due to this, students may not have taken proper preparations for the pre/post-test exam. Starting the academic year 2020/2021, the pre/post-test exam questions will be included in the students' overall grade. It is also noted, just as outcomes two through four, additional performance measures could be considered in order to provide a more in-depth overview of student learning for outcome one as reflected by other programs accredited through COAPRT. It is evident by the second performance measure for student learning outcome one students have learned this foundational knowledge when completing other courses within the RSSHM program.

The evaluation process of student learning outcomes is completed annually when reporting performance levels for the national accreditation agency, COAPRT. Once the report is completed for COAPRT, the faculty review the report. The report is also discussed at the annual RSSHM advisory board meeting. At the meeting, professionals from the RSSHM program areas, RSSHM students, and RSSHM faculty all attend. Feedback is asked from the members for program improvement. The board did not meet in-person the Spring of 2020 due to COVID-19. The meeting was conducted via email.

G. Since the last program review in 2015, the RSSHM program has undergone extensive changes to the program. In 2018, the recreation program changed its name, added a new emphasis, changed two emphases areas, revised courses and experienced faculty changes. Due to all of these changes, student learning outcomes in Fall 2018 were revised to better align with program changes and with COAPRT.

For the current program review, the immediate change that needs to be improved is the assessment of outcome number one, which focuses on learning foundational knowledge within the recreation and parks field. Dr. Laura Covert Miller and Dr. Rick Hardy will initially be responsible for re-evaluating this outcome's first performance measure, pre/post-test exam questions. Once both faculty members have evaluated changes, all RSSHM faculty will be involved. Discussions between Dr. Hardy and Dr. Covert Miler started in Summer 2020 about the pre/post-test exam performance measure. In the past, this performance measure was not included in the students' grade. Starting the fall of 2020, the pre/post-test scores will be included in the students' grade. It is expected the students will approach this exam with more seriousness knowing it is for a grade. This change will be evaluated at the end of the 2020/2021 academic year to determine if this change has started to be effective on exam scores.

Also, additional performance measures could be discussed to provide more of an overall assessment of student learning outcomes to further satisfy the national accreditation agency of COAPRT. There are various opportunities within the RSSHM program to measure student learning outcomes without needing to create new performance measures. Dr. Covert Miller will be responsible for initiating conversations with faculty and implementing the needed changes. No additional resources are needed to implement this change. Work reviewing additional/different performance measures will begin the Fall 2020 semester. Additional or different performance measures for all outcomes will be designated by Spring 2021. The addition of performance measures and the changes noted in assessment will be evaluated starting in Spring 2022. The changes will be evaluated through the annual COAPRT student learning report and the RSSHM advisory board. The RSSHM program's assessment plans align with COAPRT's expectations of nationally accredited programs.