

Pittsburg State University
University Assessment Committee & Office of Analysis, Planning, & Assessment
Assessment of Student Learning Outcomes
Annual Program Assessment Report for 2015-2016

Date: October 7, 2016

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Program: Recreation

A. Program mission statement

The purpose of the Recreation Degree Program is to prepare students for entry-level positions in the broad field of recreation and leisure services by providing coursework, field and internship experiences wherein they learn the basic competencies needed for employment and career advancement in the recreation field.

B. External accreditation status Accredited, COAPRT

C. National/professional standards NRPA

D. Student learning outcomes

Recreation students will demonstrate:

1. Students graduating from the program shall demonstrate entry-level knowledge in the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.
2. Students graduating from the program shall demonstrate entry-level knowledge of techniques and processes used by professionals and workers in these industries.
3. 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.
4. Students graduating from the program will demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
5. Students graduating from the program shall demonstrate the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

(These are new student learning outcomes and new assessments have been used for the 2016 data. Also included is 2015 data as these were available even though they were not used in the previous annual reports. The degree program has been able to maintain accreditation, which has been rigorous – not to say quite expensive – and it has been determined to use the outcomes of the National Park and Recreation Association. The Council on Accreditation of Parks, Recreation and Tourism accredits programs based on these outcomes and the department strives to maintain this accreditation. The PSU program is the only general recreation program in Kansas with any accreditation. In addition, the program has been redesigned and will go through the PSU legislative process in the spring or fall of 2017. Some redesigned courses will be taught in spring 2018, but the program as planned will be implemented in fall 2018.)

E. Assessment techniques for student learning outcomes: Present the techniques for each learning outcome.

Please see the tables included after section **F.** for the Recreation Program information associated with this section.

1. **Direct evidence:** Evidence of student outcomes as they have been measured by papers and projects.

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2. Indirect and supplemental evidence: This includes indirect measures of student learning outcomes and techniques for program evaluation that are relevant to the analysis and improvement of student learning outcomes.

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F. Results for the student learning outcomes.

1. Students graduating from the program shall demonstrate entry-level knowledge in the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Students will exhibit knowledge in conceptual foundations in recreation.	REC 160: Recreation and Leisure Concepts Exam	Course Exam Questions	Exam	Fall and Spring	80%	2015 88% 2016 57%

2. Students graduating from the program shall demonstrate the entry-level knowledge of techniques and processes used by professionals and workers in these industries.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Students will exhibit an understanding of common processes used by recreation and recreation related professionals.	REC 160 Written Paper: Interview with a Recreation Professional	Rubric	Written Paper	Fall and Spring	80%	2015 88% 2016 83%

3. 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.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Students will exhibit an understanding of the elements involved in program planning, evaluation techniques of recreation services, purpose of establishing partnerships, and leadership techniques needed to be successful in facilitating positive recreation experiences.	REC 311: Community Program Labs	Grading Rubric: Application of Skills	Grading Rubric	Fall and Spring	80%	2015 88% 2016 95%

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4. Students graduating from the program will demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Students will exhibit an understanding of basic operational and management strategies in parks, recreation, tourism, and/or related professions.	REC 470: Ten Year Plan for the City of Pittsburg	Grading Rubric: Application of Skills	Grading Rubric	Fall and Spring	80%	2015 88% 2016 100%

5. Students graduating from the program shall demonstrate the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Students will complete a 480 hour or 560 hour internship their last semester as a recreation major.	REC 498: Internship in Recreation	Grading Rubric	Completion of a minor and major project during internship. Completion of internship notebook.	Fall and Spring	80%	2015 88% 2016 100%

Indirect and supplemental evidence: This includes indirect measures of student learning outcomes and techniques for program evaluation that are relevant to the analysis and improvement of student learning outcomes.

Support of indirect and supplemental evidence relevant to student learning is addressed in section I, Faculty Plan for Improvement of Student Learning. Currently, the view is that the only relevant evidence is 1) the number of students attending a professional conference and 2) the success students have had completing internships. All students in the degree program must attend at least one conference/convention (REC 461 Professional Conference) during their program of study and this includes joining a professional association. No data has been compiled on a yearly basis, but students can't graduate without meeting this requirement. This has not been an issue with students and they may attend any recreation related conference they select. The most chosen are the conferences of the Kansas Recreation and Park Association (KRPA), the Kansas Association for Health, Physical Education, Recreation and Dance (KAHPERD), The

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National Recreation and Park Association (NRPA) and the Midwest Therapeutic Recreation Symposium. Many students end up attending more than one conference while pursuing their degrees. REC 498 Internship in Recreation is completed at the end of the program. The internship requires full-time work for a minimum of fourteen (14) consecutive weeks and 560 clock hours. For the academic year 2015-2016, 15 of 15 students successfully completed the internship.

G. Results of Student Learning

1. The direct evidence of student learning as assessed by specific learning assignments indicates students sufficiently met learning outcomes, although they did not in one area from 2015-2016. All data is too current to determine any trends due to the new student learning outcomes and assessments.
2. The indirect and supplemental evidence of student learning outcomes has been met as determined by Professional membership, attendance at a conference and successful completion of internships.

H. Faculty's Analysis & Interpretation of Results

The student learning outcomes have been viewed as acceptable. However, this is the second assessment plan that has used specific learning assignments as methods of assessments and relating them to specific outcomes. Additionally, new student learning outcomes and assessments are being used in this latest plan. Therefore, there is no basis for ascertaining any trends at this time.

The department has ceased using its departmental surveys due to low return rates and lack of relevance to this university report.

I. Faculty Plan for Improvement of Student Learning

Faculty meet several times per academic year to discuss student learning. In addition to faculty meetings, the Recreation Advisory Board meets with the faculty twice per academic year. In 2011, the concern about the quality of student achievement resulted in legislation which raised the minimum GPA requirements. A minimum of 2.5 is now required in core and emphasis areas prior to enrolling in REC 498 Internship. A minimum of 2.5 is now required in order to graduate. It is too early to ascertain any trending related to these changes, but in 2013 and 2014, some scores went down, however they have improved. The faculty has determined lower GPA scores and then the subsequent improvement due to the addition of approved minors. In addition to the required core, all recreation majors complete a minor which complements their chosen area of emphasis. This has been a problem for many years as the department of HHPR has always had more students change majors to General Studies than any department on campus. Students changing majors have complained about the selection and the department has slowly approved additional minors. Earning a minor has never been a requirement for maintaining accreditation, but has always been a department decision. With the redesign of the degree program, minors will be still be required, but the selection will be more "current" in terms of meeting the demands needed by recreation professionals. Sabbaticals/retirements and moving faculty around, combined with emergency adjunct teaching has been troublesome to the department. Two tenure-earning positions were finally filled in fall 2016 and these faculty should help strengthen the department as it redesigns and implements the program changes.

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Faculty have and will examine which learning requirements/projects/assignments (by course) which result in unsatisfactory grades. There has been some continuing speculation that students are successful on tests, but not major projects. Time will tell if the current projects are deemed appropriate. It is recognized instruction will need to be improved or modified should this be the case. But once again, some classes have been taught by substitute instructors.

Faculty in the program are once again considering using the departmental surveys, but no progress or decision at this date. While many questions required perception-based responses, they did provide some information from program completers relating which courses they deemed more valuable than others. These questionnaires may be adjusted to address projects in specific courses.

There is the possibility that some of our current assessment will change, but changes should be minor. Being granted a continuation of accreditation combined with the upcoming redesign of the program, compels faculty to be confident the degree will be stronger and more current than it has been in quite some time.