

Pittsburg State University  
University Assessment Committee & Office of Analysis, Planning, & Assessment  
**Assessment of Student Learning Outcomes**  
**Annual Program Assessment Report for 2012-2013**

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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. An understanding of the conceptual foundations of play, recreation, and leisure.
2. The ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.
3. An understanding of the principles and practices of safety, emergency, and risk management related to recreation, park resources, and leisure services.
4. An understanding of the principles and procedures of budgeting and financial management.
5. An understanding of the principles and practices of comprehensive recreation and leisure services for all segments of society including individuals with disabilities, people with illnesses, and the aged.

**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 portfolios, exams, projects, etc.
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. Understanding of the conceptual foundations of play, recreation, and leisure.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Demonstrated knowledge of conceptual foundations	REC 160	Exams, quizzes & papers	Course grade	Completion of course	80%	2010 66% 2011 86% 2012 78%

2. Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Application of research and data analysis	REC 419	Research project and tests	Course grade	Completion of course	80%	2010 100% 2011 77% 2012 73%

3. Understanding the principles and practices of safety, emergency, and risk management related to recreation, park resources, and leisure services.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Demonstrated knowledge of risk	REC 311	Recreation program safety/risk management project and tests	Course grade	Completion of course	80%	2010 72% 2011 77% 2012 72%

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4. Understanding of the principles and procedures of budgeting and financial management.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Demonstrated knowledge of budgeting	REC 320	Project and tests	Course grade	Completion of course	80%	2010 73% 2011 77% 2012 53%

5. Understanding of the principles and practices of comprehensive recreation and leisure services for all segments of society including individuals with disabilities, people with illnesses, and the aged.							
	Performance Indicator	Course(s) or Activity	Method of Assessment	Data Source	Assessment Cycle	Target Performance	Performance
	Demonstrated knowledge applicable across groups	REC 470	Tests, projects and papers	Course grade	Completion of course	80%	2010 53% 2011 66% 2012 65%

**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. 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. Over the last three years (2010-2012) 64/64 students successfully completed the internship.

**G. Results of Student Learning**

1. The direct evidence of student learning over time indicates that students are not meeting the student learning outcomes identified in section F.
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 non-acceptable. The course grades indicate that far too few students are meeting the 80% target performance in the courses and their content which relate directly to the outcomes listed. Faculty discussions have included the quality/seriousness of students as well as the problems they may have with specific learning assignments.

The department has ceased using its departmental surveys due to low return rates and lack of relevance to this 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. In one year, the scores actually went down.

Faculty are going to examine which learning requirements/projects/assignments (by course) are resulting in unsatisfactory grades. There has been some speculation that students are successful on tests, but not major projects. It is recognized instruction will need to be improved or modified should this be the case.

Faculty in the program are once again considering using the departmental surveys. 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.