

2012-13 Programmatic SLO Assessment Report

Degree: Outdoor Recreation, Recreation Management, Therapeutic Recreation (3 BA's)
From PEHR's COAPRT submission (specialized accrediting body) and bridged to match NWCCU accreditation requirements of assessing SLOs on a regular basis.

Major/Option: PEHR

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Date: 10.22.13

7.01 Measure: Senior Capstone Presentation (RCLS 490)

1. EWU's Student learning outcomes assessed:
Demonstrate effective oral and written communication skills
Demonstrate knowledge of and skill at research, problem solving, and critical thinking.
Demonstrate a working knowledge of technology and its various uses in the recreation profession.
2. COAPRT outcome assessed: 7.01 a, b, and c:
Students will demonstrate entry level knowledge with regard to the nature and scope of the industry, techniques and processes used by professionals and workers in these industries, and the foundation of the profession in history, science, and philosophy.

Justification: Student teams are required to present their capstone paper topics (related to a current challenge or issue in our industry) in a 50- minute format. The intent of the presentation is to provide background information on the topic, a pro stance argument, a con stance argument, and a conclusion or wrap-up. Student teams are asked to use the latest technology, while developing their Powerpoint slides and supporting visual effects, including video or on-line content. We require a professional level presentation, with appropriate attire and presentation techniques. (7.01 a, b, and c: "students will demonstrate entry level knowledge with regard to the nature and scope of the industry, techniques and processes used by professionals and workers in these industries, and the foundation of the profession in history, science, and philosophy")

Rubric utilized

Pass rate: 100%

Average Grade: 86%

Reflective Comments: The presentations were solid this year. The only time we ran into issues was when a few select students decided to read to us, rather than present (slides or their notes). This was not due to a lack of coaching, however. In the end, we still see a few students, despite all of the presentations we require, who do not respond well to public speaking. All class topics were appropriate, relevant, and timely. Most topics were thoroughly researched and students presented balanced arguments (pro/con) and points of view.

Winter 2013 Assignment Adjustments: we need to continue coaching students in presentation strategies, pedagogy (how people learn and retain information), and professionalism, (such as presenting rather than reading). Even though we coach students, we plan to include examples of excellent public speaking and opportunities to practice and acquire feedback in order to help address this shortcoming in student competencies.

7.02 Measure: New Games Facilitation (RCLS 220)

1. EWU's Student learning outcomes assessed:
Demonstrate effective oral and written communication skills
Demonstrate knowledge of and skill at research, problem solving, and critical thinking.
Demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings.
2. COAPRT outcome assessed: 7.02:
Design, implement, and evaluate services that target human experiences, etc.

Justification: The demonstration of effective facilitation techniques is a primary outcome of this class. The new games assignment comes at the end of the quarter, where students are required to research, develop, and facilitate a 15-minute new games activity with class peers. The activity is then debriefed with both classmates and the instructors. Students receive a written assessment as well (rubric). (7.02 “design, implement, and evaluate services that target human experiences”, etc.).

Rubric utilized

Pass rate: 100%

Average Grade: 91%

Reflective Comments: The students did well in this activity. By the end of the quarter they have had several practice sessions, they've been able to observe several professional facilitations, they've been provided with instruction and coaching, and they have been provided one co-facilitation opportunity. The progression made a difference and this is evidenced in their grades. Students still need practice with debriefing activities. They need to be more specific with positive feedback and constructive criticism (rather than generalizations).

Fall 2012 Assignment Adjustments: No need for major changes; however, we still need to continue emphasizing effective debriefing techniques.

7.03 Measure: Policy Development and Presentation Exercise (RCLS 470)

1. EWU's Student learning outcomes assessed:
Demonstrate effective oral and written communication skills
Demonstrate knowledge of and skill at research, problem solving, and critical thinking.

Demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multicultural competence in recreation and leisure service delivery settings.

Demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

2. COAPRT outcome assessed: 7.02:

Demonstrated competency with a strategic management technique.

Justification: In teams of 4, students research, develop, and write a recreation policy in class. They follow prescribed steps that are discussed and explained by the instructor. Students write policy to either guide or direct the behavior of personnel or clients, or to guide and direct programmatic outcomes. Students present their final product in class and hand in a detailed outline. I do this as a hands-on exercise because policy development and assessment is complicated and hard for students to understand. (7.03 “demonstrated competency with a strategic management technique”)

Group work/Rubric Utilized

Pass rate: 96%

Average Grade: 86%

Reflective comments: Policy development, implementation, and evaluation are difficult topics for undergraduates to understand. This assignment is concerned with the full development of a policy for a recreation organization. Students complete the work in groups and present their results to class. Even with this hands-on experience, students still struggle with this topic. I will keep this in my curriculum.

Fall 2012 Assignment Adjustments: I need to make the groups smaller. In debriefing with students, I understand that there is a fair amount of social loafing if the group size is too big. I normally set up the exercise for 4-5 students (due to the large size of the class, 50-55 students. With smaller groups, this exercise will take a full two weeks of instruction). In the spring I will lean toward 3-4 person groups. Beginning in fall of 2013, we will use the discussion capacity of Canvas so the instructor and students can track individual participation, suggestions, edits, etc.