AEC APPROVED VERSION

Student Learning Assessment Report,
Undergraduate AY 2019-20

Submit to rbond@vwu.edu by June 30, 2020

Program: ____Sport and Recreation Management_____

Submitted by: ___Dr. Doug Kennedy, CPRP_____

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.

Please complete the chart below and submit a report that addresses each of the questions that follow the chart.

Please be sure to respect your students' anonymity and not to submit their names with your data or discussion. If you would like to submit data referencing individual students, please use "Student 1", "Student 2", etc.

Additionally, please be sure to include in your discussion data from any online degree programs for which your department graduates students.

Finally, given the significant disruptions to normal routines that resulted from the spread of COVID-19, please indicate where your department needed to make temporary modifications to its normal assessment protocols in the discussion section.

Overview of the Current Year's Results

List ALL Program Learning Outcomes (Add Number)	Will the Outcome Be Discussed in This Year's Report?	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 _either_ 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?
Learning Outcome #7.01.1: Students shall demonstrate entry-level knowledge of the nature and scope of the relevant sport and recreation related professions and their associated industries.	Yes	Nature and Scope Exam	70% Mean	76% Mean	Mean was three points higher than ast measurement. Following is a result of the outcome: Review instrument. Students will be given more opportunities to obtain, discuss, and understand the course material through assignments, discussions, and other learning opportunities. Additional time, reading, and resources appear to be needed to get a better understanding and overall comprehension of the material.
Learning Outcome #7.01.2: Students shall demonstrate entry-level knowledge of the techniques and processes used by professionals and workers in the relevant sport and recreation related professions and their associated industries.	No				

Learning Outcome #7.01.3: Students shall demonstrate entry-level knowledge of the foundation of the relevant sport and recreation related professions in history, science and philosophy.	Yes	Professional Codes Test	70% Mean	64.76% Mean	Students performed slightly better than the year before. Two students performed very poorly and brought down the average significantly. Following is a result of the outcome: No changes recommended other than a continued emphasis on the importance of knowing this material.
Learning Outcome #7.01.3: Students shall demonstrate entry-level knowledge of the foundation of the relevant sport and recreation related professions in history, science and philosophy.	Yes	Midterm Exam	70% Mean	69.53% Mean	The exam is intended to be a difficult one. Mean of 69 was expected and consistent. Following is a result of the outcome. Students however will be given additional direction regarding the expectations for the level of work to be demonstrated.
Learning Outcome #7.02.1: Students shall demonstrate the ability to design services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	Yes	Culture Presentation Project	70% Mean	77% Mean	Scores were consistent with past results. Following is a result of outcome: Emphasis will be placed in the future again on realistic adjustments in recreation programs for individual cultures.

Learning Outcome #7.02.2: Students shall demonstrate the ability to implement services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	Yes	Program Implementation Project	70% Mean	75% Mean	Consistent. Following is a result of outcome: Many students failed to prepare marketing materials in accordance with identified timelines and often lost sight of goals and objectives related to the purpose of their individual events. Feedback was given by the instructor and students were given the opportunity to reflect on what they would have improved through a presentation at the end of the course.
Learning Outcome #7.02.3: Students shall demonstrate the ability to evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	No				
Learning Outcome #7.03.1: Students shall demonstrate entry-level knowledge about operations in relevant sport and recreation related professions.	Yes	Agency Program Portfolio	70% Mean	61.19% Mean	Lower performance. Following is a result of outcome: In the future, the assignment will be broken into smaller parts for assessment throughout the semester.

Learning Outcome #7.03.2: Students shall demonstrate entry-level knowledge about strategic management in relevant sport and recreation related professions.	No				

Discussion

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.

   Our Sport and Recreation Management major is assessed in a manner that conforms to the expectations of the evaluative standards of the Council on Park, Recreation, Tourism and Related Professions (COAPRT). Used as a model for other schools' assessment efforts we utilize a two-year rotating Curriculum Assessment Plan (CAP). The CAP ensures that all required courses address accreditation standards during a student's studies. Recently, COAPRT announced a baseline of 70% competency threshold on all 7.0-series curricular standards. The Department of Sport and Recreation Professions currently uses this expectation out of consistency but will discuss, as part of the upcoming accreditation review Spring 2021, the designation of unique thresholds. For the current period results were consistent with the past. The interruption caused by Covid-19 prevented senior interns from completing their on-site internships prior to this report. That significantly impacted capstone measures of achievement.

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.

   Our COAPRT accreditation requires us to annually report data related to the 7.0-series curricular standards. Central to that are the X.XX.04 standards that require: "The program shall demonstrate that it uses data from assessment of Learning Outcome X.XX for continuous program improvement. So, when each faculty member completes a Curriculum Assessment Record (CAR) for each Student Learning Outcome in a course there is

specific notation of changes that are a result of the assessment. An example, seen above in SLO 7.02.1 is "Emphasis will be placed in the future again on realistic adjustments in recreation programs for individual cultures" Lastly, because we complete CARs every semester and they are discussed in SRP faculty meetings the Department follows a process of continuous improvement.

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?

   The Department of Sport and Recreation Professions addresses oral competency via REC 408 "Research Methods in Sport and Recreation." In this class students complete a research project and present it to a panel of practitioners. The panel as well as the instructor utilize the Oral Communication Value Rubric designs by the Association of American Colleges and Universities (AACU). As such, it is defined by the AACU as "Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors." Upon completion of the rubric the instructor's assessment is used for the student grade and competency measures. Practitioner scores are averaged and compared to the instructor's to provide triangulation of results and inform the instructor where there were significant discrepancies. All results are then shared with the student. For the current assessment period this process was not undertaken due to the interruption of internships, where data is collected, as a result of Covid-19.

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 increasingly discuss issues related to student behavior and work ethic, student priorities, and development of student demeanor development over the course of the curriculum.

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. **Please be sure to respect your student's anonymity and do not submit their names with your data or discussion. If you would like to submit individual student data, please refer to them as "Student 1", "Student 2", etc.**

The Department of Sport and Recreation Professions faculty meet every two weeks for the most part. All Meeting Minutes are kept in a shared folder and may be found [here](#). An example of how we address changes in the Department/curricula would be from 10-1-19 when we had a practitioner attend our meeting to discuss professional behavior so that we could interject content into the curricula. This is the note from the minutes: *"Professional Input SRM and RT for the Fall 19. AJ McCage CTRS from Hopewell joined us along with Aaron Reidmiller from the same Department. Items discussed: Interns. Housing and finding places to live.Advice for hiring new grads for part and full-time opportunities: Need to see the career field more broadly and how it varies between type of locality. Cell phone usage. Work ethic: business casual is misunderstood. Need to focus on HR Manual superseding all. This could mean asking them to read the employee manual before Junior Internship starts. With programming, the need to have a broad focus, especially with disability adaptation. Trends in recreation included inclusion and undoing accessibility issues from the past development. As well, knowledge of non-physical disabilities. Sport tourism is increasing in importance. Senior tourism isn't senior-specific. Partnership development is important. This includes Commonwealth departments. Professional development opportunities were brought up and the current state of in-person opportunities versus online learning. Conferences were seen as important but the exhibit hall outdated. Classes should focus upon CEU process, professional associations etc. Ours do. Discussion also related to how school and VRPS can work to greater engage student participation. "Equity versus equality" came up. This is addressed in 406."*

Materials related to assessments above can be found below:

[REC 406 Professional Codes Test](#)

[REC 406 Culture Presentation](#)

[REC 406 Midterm Exam](#)

[SRM 341 Agency Program Portfolio](#)

[REC 101 Nature and Scope Exam](#)