Assessment Plan/Self-Study 7.0 Matrix for the Recreation and Sport Studies Program

Department of Health, Physical Education, Recreation and Sport Studies
2016

Prepared for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions
### Shepherd University Mission Statement

(Values: Learning, Engagement, Integrity, Accessibility, & Community)

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

### School of Education and Professional Studies Mission Statement

(Values: Integrity, Teaching/Learning, Inclusiveness, Professionalism, Community)

The School of Education and Professional Studies embraces a strong liberal arts foundation while preparing students to be leaders in their respective professions.

### HPERS Mission Statement:

To enhance the intellectual and personal growth of the individual by offering academic and professional programs related to health, physical education, recreation and sport studies. These programs are designed with the curricular intent to broaden perspectives, enrich awareness, enhance understanding and prepare individuals for meaningful careers within their chosen discipline.

### HPERS Program Goals & Objectives:

GOAL #1: Develop highly qualified pre-professionals prepared to enter the workforce as difference makers.

GOAL #2: Enhance collaborative partnerships with local educational agencies, sport and recreation associations; both local and national, and community based agencies.

### Recreation and Sport Studies Mission Statement

(Values: Integrity, Learning, Inclusiveness, Professionalism & Community)

To enhance the intellectual and personal development of the individual by offering comprehensive academic and professional programs that enhance an understanding of the recreation and sport profession at the local, national, and international levels. These programs are designed with the curricular intent to broaden perspectives, enrich awareness, create understanding, and prepare individuals for meaningful careers within the recreation and sport profession.

### Recreation and Sport Studies Goals

GOAL #1: Develop highly qualified pre-professionals prepared to enter the workforce as difference makers.

GOAL #2: Enhance collaborative partnerships with local sport and recreation associations; both local and national, and community based agencies.

### Description for 7.01.01-7.04.04

7.01.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.

7.01.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.

7.01.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.

7.01.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.
### Assessment Plan/Self-Study 7.0 Matrix

**7.01 (Foundations) Students graduating from the program shall demonstrate the following entry-level knowledge:**

a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;

b) techniques and processes used by professionals and workers in these industries; and

c) the foundation of the profession in history, science and philosophy.

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<th>Program Specific Learning Outcome</th>
<th>COAPRT Outcome</th>
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<th>Performance Measure (7.01:02)</th>
<th>Performance Levels/ Metrics</th>
<th>Assessment Results (7.01.03)</th>
<th>CPI: Evidence of Programmatic Decisions (7.01:04)</th>
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<tr>
<td>Students shall demonstrate entry-level knowledge of the histories, philosophies, and various professions associated with Recreation and Leisure.</td>
<td>Foundations</td>
<td>RECR 140: Exam Questions</td>
<td>Direct – Exam questions to cover foundation knowledge of history, philosophy, and the recreation profession</td>
<td>75% of students will answer 80% of selected RECR 140 questions correctly.</td>
<td>Due to past results and recommendations, it was determined that the current instrument was not a sufficient measure. Therefore; questions rewritten in 3 exams to cover material. CH 2 exam to cover history, CH 3 exam for Philosophy, &amp; CH 18 exam for Profession.</td>
<td>Exam has been rewritten to measure the new outcome. Revised Pre/Post Exam Results (based on revision)</td>
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<td>Students will demonstrate an understanding of current issues and trends in the Recreation and Leisure Services discipline.</td>
<td>Foundations</td>
<td>RECR 407: Student Philosophy Statement (exit survey)</td>
<td>Indirect – Students to complete philosophy of the Management of Recreation/Leisure</td>
<td>75% of students will be assessed on their philosophy statement at a level of “acceptable” (80%) or higher.</td>
<td>Due to previous lack of enforcement it was determined that the current measure was not sufficient. Therefore, the philosophy statement is now required of all students and will be assessed in RECR 407.</td>
<td>Requirement added to RECR 407: Philosophy of the Management of Recreation/Leisure -Results</td>
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<td>Foundations</td>
<td>RECR 140: Recreation Career Analysis</td>
<td>Direct A- Pre/Post exam questions. Direct B - students conduct face-to-face interviews with professionals and submit reflection paper regarding what they learned about trends and issues. Details &amp; Rubric</td>
<td>75% of students will answer 80% of selected questions correctly and assessed on their reflection paper at a level of “acceptable” (80%) or higher.</td>
<td>Due to past results and recommendations, it was determined that the measure was not adequate. Therefore; 2 additions; questions from pre/post exams measuring current trends and issues and a reflection paper measuring their understanding of current issues and trends through interviewing RECR professionals.</td>
<td>Additions Spring 2014; -Questions from Pre/Post exam and -Reflection assignment details and rubric Career Analysis Results</td>
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<td>Foundations</td>
<td>RECR 449: Out-of-Class Requirement</td>
<td>Indirect - students must attend 2 professional conferences (submit reflection papers), obtain professional membership, and create an online portfolio. Conference Details</td>
<td>75% of students will be assessed on their conference attendance/reflection, membership, &amp; portfolio at a level of “acceptable” (80%) or higher.</td>
<td>Due to past results and recommendations, it was determined the current measure was not adequate. Therefore; a reflection paper has been added to demonstrate more adequately students learning of current issues and trends.</td>
<td>Added Reflection paper for conferences and an online portfolio requirement in Spring, 2014; -Conference Details -Results</td>
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7.02 (Service and Experience Opportunities) 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.

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<td>Students will demonstrate an understanding of the concepts of inclusion and diversity in the recreation, leisure, and sport industry</td>
<td>RECR 336: Disability Paper:</td>
<td>Indirect: students are required to prepare a report focused on a specific disability. The report will include the definition and description of the disability, safety factors, and program adaptations to consider when planning and leading recreational activities.</td>
<td>75% of students will be assessed on their disability paper at a level of “Identified clearly or Identified exceptionally” (80%) or higher</td>
<td>Due to past results, it was determined that the previous reflection paper did not adequately measure the students understanding of inclusion. Therefore, the comprehensive disability paper was added to measure a broader dimension (of inclusion and diversity) targeting human experiences.</td>
<td>While new to this specific outcome the measure has been used previously.</td>
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<td>Students will possess the ability to design, plan, implement, and evaluate a variety of programs and activities in fields of Recreation, sport, outdoor recreation and/or therapeutic recreation related to diversity and inclusion.</td>
<td>RECR 336: Inclusive Activity</td>
<td>Direct: students will now be measured on their ability to design, plan, implement, and evaluate an inclusive activity focused on diversity and inclusion.</td>
<td>75% of students will be assessed on their ability to design, plan, implement, and evaluate at a level of “acceptable” (80%) or higher.</td>
<td>Due to past results, it was determined that the inclusive model did not fully measure the student ability to design, plan, implement, and evaluate inclusive programs. Previous results from the inclusive activity have indicated high success rates of student understanding of cultural dimensions of diversity and inclusion. A stronger focus will know be placed on the design, planning, implementation and evaluation process.</td>
<td>While new to this specific outcome the measure has been used previously.</td>
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7.03 (Management/ Administration) Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.

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| Students will demonstrate an understanding of programmatic and facility management/administration in recreation, leisure, and sport. | Management Administration | RECR 450: Mid & Final Evaluations | Direct: Intern supervisor to evaluate interns ability to demonstrate learned programming and management skills using an evaluation tool after the internship.  
- Evaluation Tool | 75% will be scored at 80% or higher by intern supervisor on questions related to programming and on questions related to management. | Due to past results and recommendations, it was determined that the measure was not adequate. Specifically, terminology in the mid and final evaluations did not adequately measure programming and management skills. | Incorporate and align terminology to directly measure programming and management skills.  
- Revised Evaluation  
- Reporting Instrument  
Results |
| Management Administration | RECR 320: Evaluation of Student Individual Site Visit | Direct: student reflection of learning experience and knowledge regarding operations and management of recreation facilities through a site visit.  
- Assignment Description and Rubric | 75% of students will be assessed on their site visit reflection paper at a level of “acceptable” (80%) or higher. | Due to past results and recommendations, it was determined the previous measure (RECR 211 leading of staff training & RECR 450 Leadership Skills) was not adequate to measure management/administration. Therefore, a new measure added focused on programmatic and facility management/administration. | Reflection of a required facility site visit added to measure knowledge regarding operations and management of recreation facilities.  
- Assignment Description and Rubric  
Results |
| Management Administration | RECR 407: Management Workshop | Indirect: to develop a professional development workshop on a current management issue.  
- Assignment Description Rubric | 75% of students will be assessed on their ability to program a management workshop at a level of “acceptable” (80%) or higher. | Due to past results and recommendation it was determined the measure was not adequate. Therefore, modifications made to better determine student learning related to the standard. | Continue to use same measure for CPI purposes with modifications.  
- Revised Assignment and Rubric  
Results |
Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

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<td>Graduates will successfully complete an intensive internship receiving favorable feedback from direct supervisor in the areas of professionalism, programming, leadership, management, and communication skills.</td>
<td>Internship</td>
<td>RECR 450: Capstone Project</td>
<td>Direct: Students will demonstrate professionalism and proficiency in programming and management as reflected in the evaluation of their Special/Capstone Project. -Senior Rubric lines B-F</td>
<td>75% of students will be assessed on their professionalism, programming, leadership, management, and communication skills through Senior Rubric at a level of “acceptable” (80%) or higher.</td>
<td>100% completion Results and recommendation show need for an evaluation instrument to measure professionalism, leadership, management and communication skills demonstrated through the Project.</td>
<td>While every student has completed the Capstone project (required to graduate) an evaluation instrument has been added. -Capstone Project Description and -Senior Rubric B-F -Results</td>
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<td>Internship</td>
<td>RECR 450: Exit Survey (Student &amp; Supervisor versions)</td>
<td>Indirect: Measure student learning of management through student and supervisor comparison. -Senior Exit Survey and Supervisor Exit Survey</td>
<td>Comparison of Student Senior Exit Survey and the Supervisor’s completion of the Student’s Senior Exit Survey will indicate that 75% of each student’s scores will be consistent at the level of “acceptable or perfectly acceptable” with the scores provided by the supervisor.</td>
<td>Due to past results and recommendation it was determined the measure was not adequate. Specifically, supervisor will also use a similar instrument to one used by seniors for purpose of comparison.</td>
<td>Change in measure to include a comparison of data from intern and supervisor per accreditation team recommendation. -Senior Exit Survey and -Supervisor Exit Survey -Results</td>
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