PEHR/Recreation Program:  Master Assessment Plan

Department: Physical Education Health and Recreation

Assessment Coordinator: Russell

Departmental Mission: The mission of the Department of Physical Education, Health and Recreation is to educate individuals to improve personal and community wellness and quality of life through human movement, health and leisure experiences. The overall goal of the department is excellence in teaching, research and service, constituted in the following objectives:

PEHR Departmental Student Learning Outcomes:

1. Provide professional preparation based on a foundation of liberal education.
2. Provide intellectually challenging programs of study through a variety of teaching techniques, including active student involvement in the learning process, practica, service learning and participation in faculty research.
3. Provide instruction that enables students to communicate effectively, think critically and creatively and to work cooperatively.
4. Provide academic advisement that assists students in achieving their academic and professional goals.
5. Prepare students to be competent and ethical professionals who model a commitment to life-long learning and healthy living.
6. Prepare students to be stewards of environments that promote healthy living and quality of life.
7. Prepare students to live and work in a culturally diverse society.

Recreation Program Mission:
Conducted from a foundation of liberal education, the Recreation Program prepares students to enhance the quality of individual and community life through the provision of recreation and leisure services for all people. Based on this mission, students shall develop the values, knowledge, skill, and qualities to perform proficiently and ethically as citizens and professionals.

Departmental Student Learning Outcomes: Upon graduation, majors will be able to:

1. Students shall understand the relation between leisure and the arts, the humanities, and the social and natural sciences;
2. Students shall be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking;
3. Students shall demonstrate in written and oral assignments (e.g. presentations, debates, oral exams) the ability to express themselves clearly, coherently, cogently, and intelligently;
4. Students shall understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character;
5. Students shall be able identify and apply ethical principles relevant to recreation and leisure in general and to their concentrations in particular through classes, assignments, and experiential learning, including fieldwork and internships;
6. Students shall acquire a basic knowledge of the history, philosophy, and science of recreation and leisure;
7. Students shall understand the benefits of leisure and recreation for the well-being of individuals, families, and for the welfare of communities;
8. Students shall be able to work effectively in a pluralistic democracy by understanding how leisure and recreation contribute to the diverse threads and the common fabric of society;
9. Students shall understand the relationship between leisure behavior and natural environments;
10. Students shall be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure;
11. Students shall possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance;
12. Students shall be well prepared in their area of specialization, including tourism, outdoor recreation, community recreation, and therapeutic recreation;
13. Students shall understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.
<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
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</thead>
<tbody>
<tr>
<td>Final exam and time diary assignment in RECR 201</td>
<td>1</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Coordinator/assessment coordinator by faculty. The Coordinator summarizes responses for the Program, together with other data, in the annual assessment report to the PEHR Chair and Dean.</td>
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<td>Exams, papers, presentations and projects in RECR 450 and 400-level elective courses (RECR 421, 470, 475, 479)</td>
<td>2</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching 450 and elective courses. This data is summarized, shared, and acted upon, as described above.</td>
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<tr>
<td>Assignments and final papers, in RECR 480 (writing proficiency course).</td>
<td>3, 4, 8, 10, 13</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching 480. This data is summarized, shared, and acted upon, as described above.</td>
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<td>Exams, papers, presentations and projects in 400-level elective courses (RECR 421, 470, 475, 479)</td>
<td>4, 5, 12</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching elective courses. This data is summarized, shared, and acted upon, as described above.</td>
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<td>Exams, papers, presentations and projects in introductory courses (RECR 271, 272, 274, 279)</td>
<td>6</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching elective courses. This data is summarized, shared, and acted upon, as described above.</td>
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<tr>
<td>Senior Exit Survey and Alumni Survey</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 11, 12</td>
<td>Students are asked to self report satisfaction with their skill and knowledge, as measured by their performance, relative to each SLO. This data is summarized, shared and acted upon, as described above.</td>
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<tr>
<td>Exams, papers, presentations and projects in RECR 272 and select 400-level elective courses (RECR 470 &amp; 479)</td>
<td>9</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching 272, 470 and 479. This data is summarized, shared, and acted upon, as described above.</td>
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<tr>
<td>RECR 301</td>
<td>GUR Outcomes Here</td>
<td>Use of the information.</td>
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PEHR/Recreation Program: Change and Improvement Plan for 2013/14

Department: Physical Education Health and Recreation

Assessment Coordinator: Russell

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Assessment Measures

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<td>Phase IV quantitative assessments from exit survey, analysis of Phase IV &quot;I Believe&quot; statements and comments and Phase I baseline assessment values using quantitative measure to begin pre-post-testing of value development</td>
<td>SLO # 1 3</td>
<td>Will be used to assess impact of taught social justice principles in courses to see if these principles are being instilled in students. Data will inform the faculty and help us, depending on the results, to identify strategies to further integrate these principles into the program curricula using a developmental framework.</td>
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Program Changes Based on Assessment

The 2013/2014 assessment data, taken primarily from exit survey of graduates in the program, indicated that students rated their learning of social justice principles and their relation to recreation contexts as very important to their professional and personal growth (3.84/4 and 3rd of 10 concepts overall). Two other concepts were ranked higher, one of which directly relates to principles of social justice (Advocating for the rights of all persons to leisure services). In addition, non-direct outcome assessment of “I Believe” statements written in our senior capstone class also indicate learning of social justice principles. Our focus as a program now is shifting toward refining how we teach social justices principles developmentally and across-curriculum in our courses. For example, our Phase I students are exposed to an abbreviated LGBTQ safe zone training in Practicum course that introduces them to working with this population.