

SLO 1: Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the RM Department, along with professional practices of that profession.

RECR425 Internship – Final Supervisor Evaluation

2019-2020: 25 of 25 students completed their RECR425 final internship during the spring 2020 semester. The evaluation scores for these students should be considered in the context of COVID. All of our students were required to complete the final 6-10 weeks of the internship remotely due to COVID requirements and protocols. 20 of the 25 (80%) earned a cumulative score of 4 or higher on the final supervisor evaluation.

2018-2019: 26 of 29 students who completed their RECR425 Professional Field Experience during the 2018-2019 academic year, earned a cumulative score of 3 (Good or Higher; 5=outstanding, 1= poor) on their final supervisor evaluation. Two students did not complete the academic work associated with the internship however they did work at the facilities

2017-2018: While students met the criterion, the results leave room for concern. Three students did not complete their RECR425, two students earned below a grade of good (score of 3 on a scale of 1-5; 5=outstanding, 1= poor), and 4 students earned an average score of 3 from their agency supervisor. This requires examination of preparation in class, preparation for the internship, internship selection, and monitoring of students during the field placement.

2016-2017: On a 5-point scale (5=outstanding, 1= poor) 31/37 (83%) students performed at a level of good (3) or better in their RECR425 experience. This score is the average score based on 23 items reflecting performance in the areas associated with our student learning outcomes.

RECR110 - Interview with Professional - Students must interview a professional in the field and assess the agency's philosophy and the impact of the philosophy on the professional practices and focus of the agency.

2019-2020: During the RECR110 fall semester, 17 of 24 (71%) students earned a grade of 85% or better on the agency philosophy paper. This result is not as robust as previous semesters. We will address course content relating to philosophy and the role of a professional philosophy in recreation programming.

2018-2019: 42 of 54 (78%) students earned a grade of 85% or better on the agency philosophy paper. While this meets our criterion, there is room for improvement in student performance. We will assess the course content as it relates to the role of philosophy in recreation programming.

2017-2018: 74% of students earned a grade of 85% or higher. This number is approximately 10% lower than previous semester. Will review the assignments to begin to determine the reason for the decrease in performance.

2016-2017: 40/47 (85%) of RECR110 students scored at 85% or higher on the interview assignment

RECR110 - Professional Code of Ethics Exam

2019-2020: 16 of 24 (66%) students earned a score of 85% or better on the exam questions concerning a professional code of ethics (7 questions).

Again, we will examine content and learning exercises related to professional philosophy.

2018-2019: 44 of 54 (81%) of students scored at 85% or higher on the 7 questions concerning the professional code of ethics

2017-2018: 20 of 31 (65%) students scored at 85% or higher on the 7 questions concerning the professional code of ethics

2016-2017: 38 of 47 (81%) students scored above an 85% on the 7 exam questions concerning the professional code of ethics.

RECR275 - Advocacy Assignment - Students will understand advocacy and their role as Recreation Professionals to advocate for and provide inclusive services for people with disabilities. Paper response to Darius Goes West

2019-2020: 22 of 30 (73%) of students were able to articulate the value and necessity of advocacy for the inclusive recreation services. While this result meets the criteria, it is evident that a focus on the meaning, processes, and outcomes of advocacy efforts requires a more substantial focus in the course content.

2018-2019: 17 of 22 (78%) of students earned an 85% or higher on the DGW Advocacy Paper.

2017-2018: 33 of 44 (75%) of students earned an 85% or higher on the DGW Advocacy Paper

2016-2017: 42/51 (82%) students met expectations or exceeded expectations based on a content rubric to evaluate their recognition of advocacy efforts.

SLO 2: Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice, including techniques and processes used by professionals in the industry.

RECR425 Internship Evaluations

2019-2020: 25 of 25 students completed their RECR425 final internship during the spring 2020 semester. The evaluation scores for these students should be considered in the context of COVID. All of our students were required to complete the final 6-10 weeks of the internship remotely due to COVID requirements and protocols. 20 of the 25 (80%) earned a cumulative score of 4 or higher on the final supervisor evaluation.

2018-2019: 26 of 29 students who completed their RECR425 Professional Field Experience during the 2018-2019 academic year, earned a cumulative score of 3 (Good or Higher) on their final supervisor evaluation. Two students did not complete the academic work associated with the internship however they did work at the facilities.

2017-2018: While students met the criterion, the results leave room for concern. Three students did not complete their RECR425, two students earned below a grade of good (score of 3 on a scale of 1-5; 5=outstanding, 1= poor), and 4 students earned an average score of 3 from their agency supervisor. This requires examination of preparation in class, preparation for the internship, internship selection, and monitoring of students during the field placement.

2016-2017: On a 5-point scale (5=outstanding, 1= poor) 31/37 (83%) students performed at a level of good (3) or better in their RECR425 experience. This score is the average score based on 23 items reflecting performance in the areas associated with our student learning outcomes.

RECR315 - Students will create goals and objectives for a newly developed recreation program.

2019-2020: This objective was not evaluated due to the shift to online learning and the difficulties that arose as a result of the shift from face to face to virtual classes.

2018-2019: 12 of 12 students were able to create goals and present them earning a score of good or excellent.

2017-2018: 32 of 39 (82) of students scored good or excellent on the presentation of goals and objectives for an intended program

2016-2017: 27/32 (84%) students scored good or excellent on a presentation of goals and objectives

RECR315 - Students will demonstrate the ability to use a Gantt Chart for program implementation.

2019-2020: This student learning outcome was not evaluated due to COVID related changes in the delivery of course content.

2018-2019: 12 of 12 students scored 70% or higher on the Gantt Chart presentation

2017-2018: 32 of 39 (82%) of students scored 70% or better on the presentation of the Gantt Chart

2016-2017: 23/32 (72%) students scored good or excellent on the presentation of the Gantt Chart

RECR330 - 5 exam questions related to the application of marketing principles including promotion, place, price and product.

2019-2020: 19 of 23 (82%) students scored higher than an 80% on the five exam questions related to the application of marketing principles.

2018-2019: 19 of 25 (76%) students scored higher than an 80% on the five exam questions related to the application of marketing principles.

2017-2018: 33 of 40 (82%) of students earned a score of 80% or higher on the 5 exam questions related to marketing principles

2016-2017: 28/33 (84%) students scored an 80% or higher on the 10 questions related to the application of marketing principles including promotion, place, price and product

SLO 3: Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the professions upon which the RM department is grounded.

RECR425 Internship evaluations

2019-2020: 25 of 25 students completed their RECR425 final internship during the spring 2020 semester. The evaluation scores for these students should be considered in the context of COVID. All of our students were required to complete the final 6-10 weeks of the internship remotely due to COVID requirements and protocols. 20 of the 25 (80%) earned a cumulative score of 4 or higher on the final supervisor evaluation.

2018-2019: 26 of 29 students who completed their RECR425 Professional Field Experience during the 2018-2019 academic year, earned a cumulative score of 3 (Good or Higher) on their final supervisor evaluation. Two students did not complete the academic work associated with the internship however they did work at the facilities.

2017-2018: While students met the criterion, the results leave room for concern. Three students did not complete their RECR425, two students earned below a grade of good (score of 3 on a scale of 1-5; 5=outstanding, 1= poor), and 4 students earned an average score of 3 from their agency supervisor. This requires examination of preparation in class, preparation for the internship, internship selection, and monitoring of students during the field placement.

2016-2017: On a 5-point scale (5=outstanding, 1= poor) 31/37 (83%) students performed at a level of good (3) or better in their RECR425 experience. This score is the average score based on 23 items reflecting performance in the areas associated with our student learning outcomes.

RECR110 - Interview with Professional - Students must interview a professional in the field and assess the agency's philosophy and the impact of the philosophy on the professional practices and focus of the agency

2019-2020: 19 of 24 (79%) Students scored 70% or higher on the philosophy portion of the professional interview paper.

2018-2019: 28 of 36 (78%) students performed at a level of 70% or higher on the philosophy portion of the professional interview paper

2017-2018: 74% of students earned a grade of 85% or higher. This number is approximately 10% lower than previous semester. Will review the assignments to begin to determine the reason for the decrease in performance.

2016-2017: 39/47 (83%) of RECR110 students scored at 85% or higher on the interview assignment.

RECR110 - Exam on history of the profession

2019-2020: 17 of 24 (71%) scored on 85% or higher on the exam questions covering historical content about the profession.

2018-2019: 26 of 36 (72%) scored on 85% or higher on the exam questions covering historical content about the profession.

2017-2018: 26 of 31 (84%) of students earned a score of 85% or higher on the exam questions covering historical content

2016-2017: 34/47 (72%) students scored an 85% or higher on 5 exam questions relating to the history of the profession

SLO 4: Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

RECR425 Internship evaluations

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2018-2019: 26 of 29 students who completed their RECR425 Professional Field Experience during the 2018-2019 academic year, earned a cumulative score of 3 (Good or Higher) on their final supervisor evaluation. Two students did not complete the academic work associated with the internship however they did work at the facilities.

2017-2018: 33 of 44 (75%) of students earned an 85% or higher on the DGW Advocacy Paper.

2016-2017: 42/51 (82%) students met expectations or exceeded expectations based on a content rubric to evaluate their recognition of advocacy efforts.

RECR210 - The assessment consists of six questions regarding student performance in relation to learning outcomes

2019-2020: Not assessed as students were not able to complete a face to face internship due to COVID requirements.

2018-2019: 26 of 29 students who completed their RECR425 Professional Field Experience during the 2018-2019 academic year, earned a cumulative score of 3 (Good or Higher) on their

final supervisor evaluation. Two students did not complete the academic work associated with the internship however they did work at the facilities

2017-2018: 24 of 29 (83%) student performed at a level of Good or higher during their Professional Field Experience

2016-2017: On a 5 point scale (5=outstanding, 1= poor) 31/37 (83%) students performed at a level of good (3) or better in their RECR425 experience. This score is the average score based on 23 items reflecting performance in the areas associated with our student learning outcomes

RECR315 - Design and implementation of a recreation specific program.

2019-2020: Not completed due to the shift from face to face to virtual learning during the spring 2020 semester.

2018-2019: 12/12 students received a grade of 85% or higher on the design and implementation of a recreation specific program

2017-2018: 32 of 39 (82%) pf students earned an 85% or higher on their design and implementation of a recreation specific program

2016-2017: 26/32 (81%) students received a grade of 85% or higher on the design and implementation of a recreation specific program

RECR430 - Written Paper that addresses the ability to identify benefits of evaluation, review literature, and develop criteria for evaluation.

2019-2020: 26 of 31 (84%) students scored an 85% or higher on the group paper identifying benefits of evaluation, literature review and criteria development.

2018-2019: 21 of 24 (87%) students scored an 85% or higher on the group paper identifying benefits of evaluation, literature review and criteria development.

2017-2018: 19 of 23 (83%) of students scored an 85% or higher on the group paper identifying benefits of evaluation, literature review and criteria development.

2016-2017: 27/37 (73%) students scored an 85% or higher on the group paper identifying benefits of evaluation, literature review and criteria development.

RECR430 - Group Poster Presentation demonstrating the ability to write evaluation questions, collect data and summarize the results. (Active)

2019-2020: 26/31 students (84%) scored an 85% or higher on a group poster presentation demonstrating the ability to write evaluation questions, collect data and summarize the results

2018-2019: 21/24 students (84%) scored an 85% or higher on a group poster presentation demonstrating the ability to write evaluation questions, collect data and summarize the results

2017-2018: 19/23 students (83%) scored an 85% or higher on a group poster presentation demonstrating the ability to write evaluation questions, collect data and summarize the results

2016-2017: 31/37 students (84%) scored an 85% or higher on a group poster presentation demonstrating the ability to write evaluation questions, collect data and summarize the results

SLO 5: Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

RECR425 Internship evaluations

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SLO 6: Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

RECR425 Internship evaluations

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2016-2017: 31/37 students (84%) scored an 85% or higher on a group poster presentation demonstrating the ability to write evaluation questions, collect data and summarize the results

SLO 7: Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

RECR425 Internship evaluations

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2017-2018: 33 of 44 (75%) of students earned an 85% or higher on the DGW Advocacy Paper.

2016-2017: 42/51 (82%) students met expectations or exceeded expectations based on a content rubric to evaluate their recognition of advocacy efforts.

SLO 8: Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

RECR425 Internship evaluations

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2016-2017: 42/51 (82%) students met expectations or exceeded expectations based on a content rubric to evaluate their recognition of advocacy efforts.

RECR330- Produce a collateral piece for a specific target market using the AIDA (attention, interest, desire, action) principle as a guideline.

2019-2020: 20/23 (87%) students scored an 80% or higher on the assignment

2018-2019: 20/25 (80%) students scored an 80% or higher on the assignment

2017-2018:

2016-2017: 26/33 (78%) students scored an 80% or higher on the assignment