Assessment Plan

B.A. Recreation Administration
Options in Community, Commercial and Therapeutic Recreation
Department for Physical Education, Recreation and Health
College of Education

Mission:

As a program in a diverse academic environment, the Recreation Administration faculty seeks to instill in students an appreciation of the significant role leisure and recreation services have in contemporary society. As demand for these services continues to grow, and as populations increase in diversity and complexity, courses in the Recreation Administration Program are developed to educate students to become leaders who will assist others to lead balanced and healthy lifestyles. The Recreation Administration program is committed to outstanding academic standards and scholarship, teaching excellence, community involvement and collaboration, while supporting the engagement of persons with disabilities in recreation services and an enhanced quality of life for all individuals. Kean Recreation Administration graduates have the ability to identify the health and community benefits of recreation participation, plan, implement, administer and engage a diverse public in inclusive recreation services and settings, advocate for people with disabilities and promote community and professional identity and involvement.

Assessment Process:
Recreation Administration students have six core courses to take as part of the requirements for the major plus the capstone and internship course. These core courses provide a sound foundation of the discipline with regard to the research and theoretical aspects of the leisure and recreation services profession, as well as the specialized areas of study within the profession. As such, these six core courses are the primary vehicle for assessing the knowledge of our students in the study of leisure and recreation. Beyond the general core courses, there are three Options, Community, Commercial, and Therapeutic Recreation; each Option has four specialty core courses and these courses provide a sound backbone of detailed knowledge for the specific disciplines each Option represents. The faculty has agreed to center our assessment in two parts: first, on the core knowledge of the six general recreation core courses and secondly, on the four core courses for each Option.

Each core course has assessment tools as part of the evaluation process; however, culminating assessment is done in REC 4903 Senior Seminar and REC 4510 Internship. In these courses, assessment data from assignments require students to provide evidence of meeting Student Learning Outcomes. Each semester, composite data will be collected and analyzed to address areas of program strengths and needs for improvement to provide a basis for program upgrades. For example, we have identified in addition to exams, specific assignments in each course that reflect the Recreation SLOs that should be included in the assessment portfolio which is completed in the capstone course. A portfolio guide and checklist has been developed and distributed to all declared and intended Recreation majors. Those assignments will be identified on the course outlines and will be included in the assessment portfolio in the capstone course. Rubrics designed for these assignments will be reviewed and approved by the faculty. Two assignments in the capstone course have been specifically identified to assess the GESLOs: philosophy statement and oral research presentation.
Beginning Fall 2012, the culminating assignment done in the Capstone Course (the portfolio), and the Student Performance Evaluations from REC 4510 (the internship), have been identified as a direct measures for assessing attainment of the Recreation Administration program Student Learning Outcomes. In the capstone course, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals. In the field work course, assessment data is gathered using a grading grid based on series of required assignments and standardized evaluations of a student knowledge skills and abilities based on each chosen option.

We have also determined that GE oral and written rubrics will be introduced in specific core courses as tools of assessment (as appropriate) to track both the attainment of the GESLOs and Recreation Administrations SLOs as the student progresses through the program. Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses, and to inform our decisions, ultimately resulting in program improvements.

Three surveys have also been developed and implemented to support the assessment process. The Graduating student survey (developed in collaboration with the office of Assessment), the current Student survey and the Alumni Survey. Data from these surveys will also help inform our decisions regarding program improvement to increase student learning. In addition, a systematic process for gathering data utilizing indirect measures, including focus groups and discussions, will be implemented in 2012-2013 academic year. This additional data will help us make informed decisions about the program improvement and student learning outcomes.

In the second phase of our assessment plan the Recreation Administration program plans to implement a systematic process to gather assessment data from option specific core courses. This data will serve as indicators of students achievement and to monitor the quality and effectiveness of course content and instructional methods of the option specific SLOs that have been recently revised and monitored.

Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs* derived from the Institutional Mission and GE SLOs**. (Data from Direct and Indirect Measures collected each semester in the Capstone Course or a designated, end-of-program course.)

Students who graduate with a BA in Recreation Administration should be able to:

**SLO1:** Identify the role that leisure and recreation services have in helping individuals lead a balanced and healthy lifestyle. (KU 1, 2, 3, 4) (GE K1; GE S1, S4, S5; GEV 2, 3, 4, 5)

**Direct Measure:**

**Rec 2901:** Philosophy paper, GE Writing Rubric scores (Fall 2012)

**REC 4903:** Professional Philosophy Statement scored with rubric and Student Assessment Portfolio scored with rubric, Writing assessment based on GE Writing Rubric and Oral Presentation assessment based on Oral Presentation Rubric.

**REC 3910:** Overall grad of B or better based on grading grid; Portfolio review (Fall 2012); Philosophy paper (Fall 2012)
**REC 4510:** Passing grade of B or better based on grading grid.

**Indirect Measure:** Graduating Student Survey, Current Student Survey

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**SLO2:** Advocate for the rights of people with disability to leisure and an enhanced quality of life for all individuals. (KU 1, 2, 3) (GE S1, 2, 3, 4; GEV1, 2, 3, 4; GEK1)

**Direct Measure:**

**REC 3300:** Completion of Accessibility Assessment with detailed report, Completion of accommodation plan. Scoring based on grading rubrics. (Fall 2012)

**REC 3910:** Practicum Experience - passing grade of B or better using grading grid.

**REC 4903:** Professional Philosophy Statement and Student Assessment Portfolio scored with rubric

**REC 4510:** Passing grade of B or better scored on grading grid.

**Indirect Measure:** Graduating Student Survey, Current Student Survey

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**SLO3:** Demonstrate knowledge the value of leisure and recreation in supporting healthy lifestyles and communities from a local and global perspective. (KU 1, 2, 3, 4) (GE K1, K2; GEV 4; GE S1, S2, S3, S4, S5)

**Direct Measure:**

**REC 3910:** Philosophy report (Fall 2012), Practicum Experience - passing grade of B or better scored on grading grid.

**REC 4903:** Professional Philosophy Statement and Student Portfolio scored with a rubric

**REC 4510:** Passing grade of B or better scored on a grading grid

**Indirect Measure:** Graduating Student Survey, Current Student Survey

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**SLO4:** Demonstrate the ability to plan, implement, administer and engage a diverse public in inclusive recreation services and settings. (KU 1, 2, 3) (GE K1, K2; GEV1, 2, 3, 4, 5; GES1, S2, S3, S4 )

**Direct Measure:**

**REC 3910:** Philosophy report (Fall 2012), Practicum Experience passing grade of B or better scored on grading grid.
**Rec 4900:** Instructional Plan and Presentation scored with a rubric, Oral Presentation Rubric scores (Fall 2012)

**REC 4903:** Student Research presentation and report scored with rubric. Student Assessment Portfolio scored with rubric to demonstrate achievement of program goals.

**REC 4510:** Passing grade of B or better scored on grading grid

**Indirect Measure:** Graduating Student Survey, Student Survey, interview with Kean fieldwork faculty and Field site supervisors

**SLO5:** Apply knowledge and skills necessary (including application of appropriate technology skills) for professional practice in the community, commercial and therapeutic recreation fields. (KU 1, 2, 3, 4) (GE K1, K2; GEV 1, 2, 3, 4, 5; GE S1, S2, S3, S4, S5)

**Direct Measure:**

**REC 1200:** Web design and or survey design project scored with a rubric

**REC 4900:** Instructional plan and Presentation scored with a rubric

**REC 4903:** Assessment Portfolio scored with a grading rubric.

**REC 4510:** Passing grade of B or better, Supervisor Evaluation, Final report

**Indirect Measure:** Graduating Student Survey, Current Student Survey

**SL06:** Demonstrate entry-level knowledge about management/administration of recreation, park resources/environmental issues, and leisure services. (KU 1, 2, 3, 4) (GE K1, K2, K3; GEV 2, 3, 4, S1, S2, S3, S4)

**Direct Measures:**

**Rec 3903:** Final Program and Budget Project using excel spreadsheet scored on grading rubric.

**REC 4903:** Professional Philosophy Statement scored with rubric to demonstrate achievement of program goals and Student Assessment Portfolio scored with rubric to demonstrate achievement of program goals.

**REC 4510:** **Indirect Measure:** Graduating Student Survey

**SLO 7:** Demonstrate knowledge of professional identity and the importance of professional involvement. (KU 1, 2, 3, 4) (GE K1, GEV 1, 2, 3, 4; GES1, S2, S3, S4, S5)
Direct Measures:

REC 4903: Professional Philosophy Statement, Conference Report
REC 4510: Passing grade of B or better based on grading grid
Scores on the NCTRC certification exam for TR majors

Indirect Measure: Graduating Student Survey, Current Student Survey

* KU Student Outcomes: Kean University graduates should be able to:
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)

**General Education Student Learning Outcomes

Student Learning Outcomes – Knowledge: Students will demonstrate proficiency in knowledge and content by:
(K1) applying the scientific method to comprehend natural concepts and processes;
(K2) evaluating major theories and concepts in social sciences;
(K3) relating historical references to literature; and
(K4) evaluating major theories and concepts in the fine arts.

Student Learning Outcomes – Skills: Students will demonstrate the skills necessary to:
(S1) write to communicate and clarify learning;
(S2) communicate effectively through speech;
(S3) solve problems using quantitative reasoning;
(S4) think critically about concepts in multiple disciplines; and
(S5) show information literacy.

Student Learning outcomes – Values: Students will exhibit a set of values that demonstrates:

(V1) personal responsibility
(V2) ethical and social responsibility
(V3) social and civic engagement
(V4) respect for diverse cultures and perspectives
(V5) lifelong learning