

Assessment of Student Learning Plan (ASLP): Recreation & Leisure Studies

2014-15 Academic Year

A. College, Department/Program, Date

College Science, Technology and Health (CSTH)
Department/Program Recreation and Leisure Studies
Date 06/01/15

B. Contact Person for the Assessment Plan

Name and title David B. Jones, Chair

C. Degree Program

Name of Degree Program Therapeutic Recreation/Community Recreation

The Department did not identify or assess Student Learning Outcomes for the 2014/2015 Academic Year. Individual faculty, however, did assess learning outcomes in their individual courses. The overarching outcome for Therapeutic Recreation students is that they be eligible to sit for the national exam to become a Certified Therapeutic Recreation Specialist (CTRS) upon graduation. Within our courses there are specific learning outcomes regarding assessing client needs, developing appropriate therapeutic plans, implementing such plans, and evaluating results as well as other outcomes reflecting the broad knowledge base needed to become a CTRS.

During the past four years three faculty have retired from the Department of Recreation and Leisure Studies and were not replaced. For the 2014/2015 Academic Year one full-time faculty and one temporary faculty member taught all the major department courses. The remaining full-time faculty will retire on August 31, 2015 and at this time has not been replaced. It is unclear if the department will remain intact or become a sub-set of another department. Discussion will continue during the 2015/2016 Academic Year.

I would be happy to answer any questions before my retirement in August. Please address any questions moving forward to Dean James Graves after August 31, 2015.

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

- a. List 3-5 of the most important student learning outcomes for your program.
- b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Step 2: How and When were the Learning Outcomes assessed?

- a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.
- b. Briefly describe when and how you implemented the assessment activity.

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

Briefly explain.

Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	___	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	___	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (a component of a course)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses: