

CHICAGO STATE UNIVERSITY

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FACULTY ASSESSMENT REFLECTION REPORT

Faculty: June N. Price-Shingles

Semester: FALL 2020

Program: HEPER-Recreation Major

Course: RECREATION 2200

COE Unit Scoring Guide	Name of Assessment / Experience
COE 4.4, 4.7 COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.	Group Facilitation Project

Student Work Sample [Representative Levels]	Name of Student(s)	LiveText Document Number/Location
Target	22.2% completion	
Acceptable	66.6% completion	
Unacceptable	11.1% completion	

Performance Level	Grade Distribution		[Note: if you are a recreation major, you must earn at least a C in this course to count for graduation. Also, you must have a 2.5 GPA prior to doing your internship.]
Target	90-100	A	
Acceptable	70-89	B or C	
Unacceptable	60-69	D	
	< 59	F	

ASSESSMENT MEASURES: CRITERIA FOR GRADING:

Method	% of grade (points)	
2 Exams	20%	(20)
Interviews & Paper	20%	(20)
Leadership Project	30%	(30)
Individual Program	20%	(20)
Book Critique	10%	(10)
Total	100	(100)

Method	Description	Points (pts.)
Exams (2)	Multiple-choice, true/false, short answer.	20 points (10 pts. each)
Book Critique	Critique of On Becoming a Leader	10 points
Interview Paper	2 interviews culminating in a paper describing and analyzing your experience and interviews	20 points

Leadership Project	Small group plan and implement leadership experience and submit written implementation plan.	30 points
Individual Program	Students shall be responsible for creating 1 EE program	20 points

Impact Statement/Reflection on Student Learning

A) Write a reflection or impact statement on this assessment.

Articulate how you have grown and what you have learned about your own and your candidates' teaching and learning practices in the areas of Content, Planning, Effective Practice, Impact on Learning/Environment, Reflection, Dispositions, Diversity, Adaptation/Modification, English Language Learners, and/or Technology.

Planning

Students were tasked with creating two programs this semester. One program was facilitated virtually via Goto Meeting link and the other program was an Environmental Education program that was submitted electronically. The virtual program activity was of their choice, and designed to lead their classmates in for the specific purpose of demonstrating leadership qualities and abilities.

Content

Students demonstrated their ability to conceptualize, design and facilitate a program activity they created. Specifically this semester, students had to make sure their content was suitable for virtual instruction.

Effective Practice

Students were responsible for facilitating the activity they designed, as well as providing a narrative on how to adapt to unforeseen circumstances due to program/activities amenities and venues unavailability. This section was of particular concern due to students having to adapt to delivering their program virtually. Some were more effective than others.

Impact on Learning/Environment

The virtual classroom setting was useful for student computer use and instructor presentation of materials as well as outside the classroom resource development. However, this format is not desirable for students first exposure for demonstrating leadership styles they are still trying to develop.

Reflection

Students were provided reflection opportunities via Peer Evaluation form as well as instructor and peer verbal input immediately following their presentation.

Diversity

Students were challenged to address diversity issues with regards to program facilitation by insuring special populations had the same opportunity for “full participation” as others. In theory and conceptualization, special populations likely could have participated in the virtual programs, however in working with special populations, this would most certainly be dependent upon the individual participant and care giver if applicable.

Adaptation/Modification

The content in this course is revisited again in REC 2000 (Program design) and REC 4240 (Administration). Should this course be offered virtually again, I will assign students specific programs for virtual instruction. While the student will still have to still create the program and submit the implementation plan and program design, I will provide the actual type of program I want them to facilitate. This is being considered because I had 2 students deliver programs that I approved and were fun for participants, however in hindsight, the actual programs delivered did not need a leader, rather a facilitator

B) What are your future needs and/or plans to disseminate what you have learned?

This semester students had the creative freedom to lead a program in the area of their choice, although it had to be deliverable in a virtual format due to COVID-19. Creating a program to deliver in a virtual format definitely caused students to really think outside the box in order to be successful. Some were more successful than others. I will continue to teach course using supplemental materials from leading authors on Leadership, but will begin to search for a new textbook prior to the next offering.

Instructing a Leadership course to students that have not yet been in leadership positions was a **HUGE CHALLENGE**. None of the students had supervisory experience, 2 students had minimal experience as camp counselor or as a group leader of youth. I think some students got more out of the course than others in that they were able to think more deeply about what type of leader they want to become and how they want to be perceived. Other students I feel were not able to glean as much due to their inability to complete a few key assignments (Leadership Interviews of REC Professionals). Additionally some students were not fully engaged due to the delivery of instruction which was virtual this semester. Of the many times, I have instructed this course, I feel this was semester was not as successful as others.

Faculty Signature: Dr. June N. Price-Shingles **Date:** December 31, 2020