






























<b>Program Assessment Report for Instructional Programs</b> Directions: All items should be addressed in a clear and concise manner. The completed report should be uploaded to the <a href="#">Moodle Assessment Course Shell</a> as a single PDF or Word document. Be sure to include relevant graphs/charts/tables. Please also attach minutes that document departmental discussions about assessment.	
<b>Assessment Coordinator</b>	 JUNE N. PRICE-SHINGLES
<b>Program</b>	 PARKS, RECREATION AND SPORTS ADMINISTRATION
<b>Academic Year of Evaluation</b>	 AY 21/22
<b>Program Mission Statement</b>	 The Recreation Program at Chicago State University serves an urban community traditionally underrepresented in parks, recreation, and the leisure profession. The Recreation Program provides quality undergraduate education and partners with a wide variety of recreation and leisure providers within the Chicago Metropolitan Area. The faculty provides knowledge, training, and supportive research to the profession to further the development of leisure and recreation opportunities in the community.
<b>Program Goals</b> <i>Please list the general or broadly stated goals/objectives of your program</i>	 To provide students with a conceptual foundation of the leisure and recreation profession laying the groundwork for them to be successful in a recreation related position  To strengthen students' academic and lifelong learning skills (e.g., communication, technology, study, time management, library and research, reading, mathematics)  To increase the number of under-represented professionals in the field of recreation  To provide students with the tools needed to organize and prepare programs and events to all populations  To provide students with the skills and abilities to be effective managers in the recreation profession  To provide students with 'hands on' experiences during their education which give them a firsthand knowledge of the expectations in the recreation profession  To conduct a mid-program evaluation of every recreation student to ensure the graduation of qualified recreation professionals  To support and participate in the CSU and COE recruitment and retention goals and efforts
<b>Program-Level Student Learning Outcomes (PSLOs)</b> <i>Please list all PSLOs</i>	 Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services  The ability to plan, lead, and evaluate recreation programs/events/activities for all populations  Demonstrate the skills and knowledge necessary to be successfully employed as a professional in leisure services. Students who are part of an under-represented culture will find employment in a recreation profession of their choice.  Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.  Demonstrate professionalism and understanding of the expectations of the recreation profession.  Plan, lead, and evaluate recreation programs/events/activities for all populations.  Cite and discuss trends and issues related to the delivery of leisure services.  Demonstrate an understanding of the knowledge and skills related to the management of leisure services.  Utilize a variety of communication, technology, and research skills reflective of a professional.
<b>Alignment of Program-Level Student Learning Outcomes (PSLOs) to Program Mission and Goals</b>	<b>Briefly discuss the ways in which the PSLOs align with and/or reinforce your program's mission and goals. Our PSLOs directly align with the overall mission of the university, HEPER Department and finally the Recreation program accrediting body; The Council On Accreditation, Professionalism, Recreation and Tourism (COAPRT). Program faculty are intentional about increasing the number of under-represented professionals in recreation. Our PSLOs demonstrate our commitment to ensuring students are able to articulate, demonstrate, assess, manage and lead within diverse communities within our</b>

	profession upon graduation.
<b>Curriculum Map</b> <i>Identify where, in the curriculum, learning is taking place</i>	Please insert your Curriculum Map here or attach it to this document.  <b>SEE ATTACHED</b>
<b>Assessment Methods &amp; Measures</b> <i>Check all that apply</i> <i>*Please note that at least two direct methods and one indirect method are required for each program being assessed</i>	 Direct (students demonstrate their learning) <b>REC 4540 and 4750</b>  Indirect (students report, describe, or reflect on their learning) <b>REC 2000 instead of 2010 which was not assessed this cycle.</b>
<b>Assessment Plan &amp; Procedures</b>	Briefly outline the assessment plan for your program by <u>listing the steps</u> taken during the assessment process. <b>Be sure to describe how the assessments are administered.</b>   Faculty meets monthly (1 <sup>st</sup> Wednesday of month) to discuss all program issues, of which assessment is inclusive of the agenda. See Recreation Program meeting minutes whereby assessment is the first item of the each agenda for AY 2021-2022. Additionally, once a semester (December and May), a more comprehensive curriculum meeting is held to discuss issues surrounding revision of assignments and other direct and indirect assessment instruments. All coursework is reviewed to ensure it aligns with our national accrediting body COAPRT, as well as NCTRC (National Council for Therapeutic Recreation Certification).  Each core course for our program curriculum has at least one assignment earmarked for assessment. Evidence is collected in the fall and spring at the conclusion of the semester each AY. In December and May, faculty review evidence collected via the <b>Faculty Assessment Report (FAR)</b> from core courses instructed for the semester. See appendices for completed example.
<b>Assessment Methods, Instrument, and Performance Indicator</b>	List the assessment method(s) and instrument(s). Then, identify the performance indicator (specific and observable measurement used to determine achievement of SLOs). <b>Please be sure to provide a separate response for <u>each</u> PSLO assessed.</b>   <b>Direct Instrument #1 (REC 4750):</b> Internship Supervisor Evaluation Form. The form is provided to agency Supervisors for the purpose of evaluating students at the halfway mark of the internship hours. Parks, Recreation and Sports Administration majors have a total of 480 hours for completion and Therapeutic Recreation majors have a total of 560 <b>hours</b> for completion. The same form is used at the conclusion of their hours.  <b>Direct Instrument #2 (REC 4540):</b> The Seminar course is a culmination of artifacts students have created during their tenure as a recreation major here at CSU. The end product is a Portfolio containing core assignments from selected courses. This portfolio is designed such that it can be shared with potential employers during job interview.  <b>Indirect Instrument #3 (REC 2010):</b> The Philosophy course is one of the core courses and designed to study the philosophical foundations of leisure, recreation, and play, which encompass the historical development of the field of recreation and leisure services. Introduction to the literature and critical examination of leisure concepts and theories. This is a writing emphasis course. Students' develop their initial philosophy of leisure services and continue to build and redesign it throughout their matriculation. The final draft of their philosophy is captured in the portfolio in REC 4540 (highlighted above). <b>PLEASE NOTE REC 2010 WAS NOT ASSESSED THIS CYCLE. INSTEAD, REC 2000 DATA USED FOR THIS CYCLE.</b>

	Program-Level Student Learning Outcomes (PSLOs)	Assessment Method	Assessment Instrument	Performance Indicator	
	Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.	During the Internship, the campus-based supervisor meets with the Agency Internship supervisor upon 50% completion for hours. The Intern Supervisor submits the mid-point evaluation form. This form is reviewed/discussed during the meeting in general, noting student's progression. Areas of weakness are also identified and a verbal action plan is discussed for adjustments for the final weeks of the internship.	Internship Supervisor Mid and Final Evaluation Form	<p><b>"Target: A 90-100%"</b> is mastery or above average evaluation in regard to student course work throughout the semester and is the performance measure that is most desirable by successful completion of course objectives as indicated by syllabus.</p> <p><b>"Acceptable: B or C 89-70%"</b> refers to an average performance with potential to improve through increased practice and application of academic knowledge.</p> <p><b>"Unacceptable: Below 69%"</b> refers to below average performance and indicate student failed to achieve the desired learning outcomes.</p>	
	Demonstrate the skills and knowledge necessary to	As students matriculate through the	Portfolio containing core assignments from selected courses	Same as above.	

	<p>be successfully employed as a professional in leisure services. Students who are part of an under-represented culture will find employment in a recreation profession of their choice.</p>	<p>curriculum, specific artifacts/as signments are set aside as products for their e-portfolio and/or Binder hard copy compiled in REC 4540 the Seminar course. This course prepares students for interviews to locate internships</p>			
	<p>Demonstrate the ability to plan a specific program from start to finish including needs assessment, development of goals and objectives, development of risk management plan, program promotion, and evaluation plan.</p>	<p>Students graduating from the program must be able to create a program/s special event/activity, facilitate and evaluate it for all population in a given community</p>	<p>Program Plans final submission:</p> <ol style="list-style-type: none"> <li>1. 8 week program</li> <li>2. 2 day special event</li> <li>3. Green Program Workshop</li> </ol>	<p>Same as above.</p>	
<p><b>Evaluation of Assessment Instrument Effectiveness</b></p>	<p><b>Is your program using the most effective assessment instrument to measure student achievement of PSLOs and GELOs?</b> We feel that our assessment instruments are effective because we use the same instruments and evidence for our annual accreditation report to our SPO, COAPRT. As such, we feel that these are the most effective instruments, as they are valid, reliable and accurately measure our</p>				

	<p><b>student's progress as they matriculate.</b> Do your current instruments provide answers to the questions that you have about student learning in your program and general education courses? <b>Yes, as it relates to our program.</b> Regarding general education courses, it is hard for us to assess that because typically students in our program transfer in from other institutions, whereby they have already completed GenED courses. Where there are writing issues, which is what we typically encounter, we usually refer students to writing resources available on campus. Is your assessment instrument valid, reliable, and equitable? <b>Yes, as previously mentioned our instruments meet these criteria, as well as being equitable.</b> Because we want to maintain our accreditation status, we are laser-focused and intentional about assessing our curriculum and assignment(s) criteria.</p>																		
<b>Data Collection &amp; Analysis</b>	<p><b>Briefly describe the data collection and analysis process.</b></p> <p>✚ Each semester REC faculty completes a <b>FAR</b> for each core course instructed. The FAR is the key piece of information we use as we discuss how we will redesign and/or make course modifications. The <b>FAR</b> is submitted every May 15<sup>th</sup> and December 15<sup>th</sup> by faculty to the Assessment Coordinator (including courses taught by the Assessment Coordinator). Once submitted, faculty convene to review and recommendations are suggested for modifications (if necessary). Our goal is to continuously assess and improve upon each course prior to the next offering. As a result, our goals are fluid for how we assess and move forward. We think our process is important because it give us the opportunity to critique each other's format with regards to instruction, assignments, course materials and delivery. Furthermore, it allows for a group discussion on why or why not an assignment or lecture should remain part of the course based on new information obtained in the faculty assessment report and on-going discussion. Lastly, the information concluded in the <b>FAR</b> is used as data to compile University Assessment Reports, College Program report and is also shared with Advisory Board members during our annual meeting to assist with effective dialogue during our meetings.</p>																		
<b>Assessment Findings</b> *Please use tables, charts, and/or graphs to indicate assessment findings (student achievement of PSLOs)	<p><b>What do the data reveal? Please insert any relevant tables/charts/graphs here.</b></p> <p><b>Direct Instrument REC 4540 Data:</b></p> <table border="1" data-bbox="415 1108 1133 1365"> <thead> <tr> <th>Student Work Sample [Representative Levels]</th><th>Percentages</th></tr> </thead> <tbody> <tr> <td>Target</td><td>100 % achieved this level</td></tr> <tr> <td>Acceptable</td><td>0 % achieved this level</td></tr> <tr> <td>Unacceptable</td><td>0 % achieved this level</td></tr> </tbody> </table> <p><b>Indirect Instrument REC 2000 Data:</b></p> <table border="1" data-bbox="415 1461 1133 1717"> <thead> <tr> <th>Student Work Sample [Representative Levels]</th><th>Percentages</th></tr> </thead> <tbody> <tr> <td>Target</td><td>66.6 % achieved this level</td></tr> <tr> <td>Acceptable</td><td>33.3 % achieved this level</td></tr> <tr> <td>Unacceptable</td><td>0 % achieved this level</td></tr> </tbody> </table> <p><b>Direct Instrument REC 4750 Data:</b></p> <table border="1" data-bbox="415 1785 1133 1869"> <thead> <tr> <th>Student Work Sample [Representative Levels]</th><th>Percentages</th></tr> </thead> <tbody> </tbody> </table>	Student Work Sample [Representative Levels]	Percentages	Target	100 % achieved this level	Acceptable	0 % achieved this level	Unacceptable	0 % achieved this level	Student Work Sample [Representative Levels]	Percentages	Target	66.6 % achieved this level	Acceptable	33.3 % achieved this level	Unacceptable	0 % achieved this level	Student Work Sample [Representative Levels]	Percentages
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<b>Interpretation of Findings</b>	<p>To what degree have students achieved the PSLOs? <b>Students have achieved the desired PSLOs by performing at either “acceptable or target” level.</b> In what areas of the assessment do students do well? <b>Students did well in all areas that we assessed this cycle. This was demonstrated by their ability to cross-pollinate curriculum learned in one course and translate it to the next.</b> In what areas of the assessment have students not succeeded? <b>PLEASE SEE AY 21/22 FAR REPORTS.</b> Are there identifiable gaps in student learning? <b>When gaps occur, it has more to do with the student’s ability to apply themselves (or not) through hands-on experiences via fieldwork as prescribed by course syllabus.</b> In comparison to previous benchmark standards, or past performance trends, how successful were students in meeting the PSLOs? <b>Students have achieved the desired PSLOs. In REC 2000 previous cycle, we had 2 students that rated “unacceptable.” Again, that was indicative of students engaging in fieldwork experience or lack thereof.</b></p>																											
<b>Review of Assessment Process &amp; Instrument</b>	<p>Does the assessment instrument effectively reveal data? <b>Yes.</b> Is there enough data to identify a pattern? <b>Yes.</b> Does the assessment plan, instrument(s), indicator(s), or method(s) require revision? <b>Not at this time.</b> If so, what changes do you recommend? <b>NA</b></p>																											
<b>Conclusions &amp; Data-Driven Decision Making</b> <i>List all key “high-level” changes here</i>	<p>What can be done to help unsuccessful students achieve the PSLOs? <b>This cycle we did not have any students that were unsuccessful.</b> What role can faculty play in improving student achievement of the PSLOs? <b>Faculty will continue to review assignment criteria to ensure it contributes to assessment data. Faculty will continue to share with our Recreation Advisory Board and Internship Agency Partners to verify that our curriculum is current, relevant, realistic and mirrors current best practices.</b> List all key “high-level” changes that will be made based upon assessment findings. <b>PLEASE SEE FAR REPORTS.</b></p>																											
<b>Assessment and the Continuous Improvement of Student Learning</b>	<p>In what specific ways do assessment data help you continuously improve student learning in your program? <b>We rely heavily on assessment data to inform us prior to the next offering of the same course. We also use that data to make sure we are reinforcing our SPOs, PSLO, and ensure that faculty are connecting the dots to each other’s courses.</b> How do assessment findings and changes relate to immediate or long-term budget requests? <b>Based on the programs current concentrations, there are not any request. However, the program wants to shift slightly to have a curriculum that is more inclusive of urban outdoor/environmental recreation. As such, budget request are forth coming, as a 3<sup>rd</sup> faculty member will be needed.</b></p>																											
<b>Data Sharing &amp; Assessment as a Shared Responsibility</b>	<p>How do you share assessment data? <b>We share data in meetings with Advisory Board, Internship Supervisors, and Practitioners.</b> At the end of the semester, we ask students what they would have liked to spend more time on or to share anything that did not resonate. <b>We also review student evaluations to get their feedback.</b> How often is the program assessment process reviewed by faculty in your department? <b>Monthly.</b> What active role do faculty play in the refinement of your program assessment plans? <b>Faculty are required to submit a FAR at the end of each semester.</b> Please be sure to attach minutes that document departmental discussions about assessment. <b>ATTACHED.</b></p>																											
<b>Trend Data</b> <i>Three-Year Assessment Cycle</i>	<p>Please provide an analysis of the trend data.</p> <table border="1"> <thead> <tr> <th>Assessment Instrument(s)</th><th>AY 21-22 Results</th><th>Summary of Actions Taken</th><th>AY 22-23 Results</th><th>Summary of Actions Taken</th><th>AY 23-24 Results</th><th>Summary of Actions Taken</th></tr> </thead> <tbody> <tr> <td>Direct</td><td>100%</td><td><b>PLEASE SEE AY 21/22 FAR REPORTS</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Direct</td><td>100%</td><td><b>PLEASE SEE AY 21/22 FAR</b></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>							Assessment Instrument(s)	AY 21-22 Results	Summary of Actions Taken	AY 22-23 Results	Summary of Actions Taken	AY 23-24 Results	Summary of Actions Taken	Direct	100%	<b>PLEASE SEE AY 21/22 FAR REPORTS</b>					Direct	100%	<b>PLEASE SEE AY 21/22 FAR</b>				
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	Indirect	66%						
<b>Accomplishment and Challenges</b>	<p><b>Please discuss your program's accomplishments and challenges in assessment.</b></p> <ul style="list-style-type: none"> <li>Our students have learned all the concepts set forth by our internal recreation program course objectives and student learning outcomes, as well as standards set forth by our accrediting body the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). It is important to note that while we feel students have been successful in understanding information presented in classes, field work, internships, and participation in professional development on/off campus, it has been at varying degrees. Although most students have achieved a rating of Target or Acceptable, in the past we have had students that were unsuccessful in REC 2000 and received a rating of "Unacceptable," resulting in having to repeat the course. As previously noted, challenges really occur with students that have limited to no experience in the field.</li> <li>With regards for issues identified for improvement, we have modified assignments. For instance, lectures were modified to add new concepts or remove information thought to be no longer be relevant based on feedback from our Recreation Advisory Board members. Additionally, we have brought in practitioners (Guest Lectures) from specific program areas to inform students by reinforcing information and concepts discussed during lectures. Below is a summary of the various methods used to modify courses in the past: <ul style="list-style-type: none"> <li><input type="checkbox"/> New assignment</li> <li><input type="checkbox"/> Deleted assignment</li> <li><input type="checkbox"/> Modified assignment</li> <li><input type="checkbox"/> Change in assessment criteria for an assignment</li> <li><input type="checkbox"/> Certification added to course</li> <li><input type="checkbox"/> Textbook changed</li> <li><input type="checkbox"/> Converted to Hybrid</li> <li><input type="checkbox"/> Addition of Forum discussions</li> </ul> </li> </ul>							
<b>Publicizing Student Learning</b> <i>This answer <u>may</u> be the same for all of your general education courses</i>	<p><b>How do you inform the public about what students learn and how well they have learned it? What data or results do you use? Do you share information that publicizes student learning on departmental websites, brochures, media, social media, etc.? You may include the hyperlink to your program's assessment page <u>here</u> to allow quick access for review.</b></p> <ul style="list-style-type: none"> <li>The program has an Advisory Board that convenes annually, although not as consistent during the Covid-19 era</li> <li><a href="#">Recreation Website</a> (FOR POSTED ASSESSEMNT DATA)</li> <li><a href="#">Departmental quarterly newsletter</a></li> <li><a href="#">Facebook</a></li> <li>Partnering with the Chicago Park District Workforce Development Department</li> <li>Partnering with the After School Matters Program that employees over 3,500 11/12<sup>th</sup> graders in Chicago Public Schools</li> <li>Regular visits (each semester) to two-year institutions in the area in conjunction with Articulation Agreements</li> <li>Articulation agreement with two-year institution <ul style="list-style-type: none"> <li>Moraine Valley Community College</li> <li>Prairie State College</li> <li>Triton College</li> </ul> </li> </ul>							

	<ul style="list-style-type: none"> <li>Mr. McNicholas and Professor Price-Shingles are members of the Moraine Valley Recreation Management Advisory Board.</li> <li>Mr. McNicholas and Professor Price-Shingles are members of the Triton College Health, Exercise and Recreation Advisory Board.</li> <li>We also publicize our student learning by participating in several local, regional and national conferences where our students present.</li> </ul>
<b>Supplemental Data</b> <i>If applicable, please briefly explain how your assessment plan is impacted or informed by professional standards or requirements from your college, IBHE, accrediting bodies, or professional organizations.</i>	<ul style="list-style-type: none"> <li>The Council on Accreditation, Professionalism, Recreation and Tourism (COAPRT) 7.00 Standard Series is the criteria used to measure student learning outcomes for core courses. Each of Chicago State University recreation program courses have specific learning outcomes designed to meet specific objectives. Below you will see how courses are assessed to determine if students are learning specific outcomes, evidence of the learning and decisions made by faculty highlighting adjustments to be made for future offerings in an effort to meet COAPRT accreditation standards.</li> <li>REC Faculty define Performance Levels for assessing student learning. Performance ratings is based on faculty evaluation of written, oral, and practical application of recreation skills and is based on activities in and outside the classroom. <b>Levels include the following: "Target"</b> is mastery or above average evaluation in regard to student course work throughout the semester and is the performance measure that is most desirable by successful completion of course objectives as indicated by syllabus. <b>"Acceptable"</b> refers to an average performance with potential to improve through increased practice and application of academic knowledge. <b>"Unacceptable"</b> refers to below average performance and indicate student failed to achieve the desired learning outcomes.</li> </ul>

***Please attach minutes that document departmental discussions about assessment.***

### Appendices

- Curriculum Map
- Recreation Program Minutes
- Faculty Assessment Report Example