

CHICAGO STATE UNIVERSITY



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FACULTY ASSESSMENT REFLECTION REPORT

Faculty: June N. Price-Shingles Semester: SPRING 2021

Program: HEPER-Recreation Course: REC 4500

COE Unit Scoring Guide	Name of Assessment / Experience
<p>COE 4.8 Student must perform at above or acceptable level to be considered to have an understanding of how to conduct research, analyse and summarize.</p> <p>COAPRT STANDARDS:</p> <p>7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</p> <p>7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p> <p>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.</p>	<p>Research Manuscript</p>

Student Work Sample [Representative Levels]	Percentage% of Student(s) Name of Student(s)	LiveText Document Number/Location
Target	100%	
Acceptable	0%	
Unacceptable	0%	

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:

<u>Method</u>	<u>% of grade (points)</u>	
Exams	20%	(20)
Program/Event Evaluation	10%	(10)
Research Manuscript & Presentation	50%	(50)
Chapter Reviews	20%	(20)
Total	100	(100)

Method	Description	Course Objectives: [COAPRT Standards]	Points
Chapter Reviews		1 [7.03]	20 points
Exams	Two exams will be given. Each test may include one or more of the following types of questions: multiple choice, short answer, and essay	1 [7.03]	20 points
Research Proposal	Research proposal to include: 1) Research Question 2) Statement of purpose 3) Literature review 4) Proposed method 5) Final Draft of Research manuscript or a needs assessment.	2 [7.03]	Research Question(4 pts) Statement of Purpose (8 pts) Literature Review (10 pts) Proposed method (8 pts) Final Draft (20 pts)
Needs Assessment	Needs Assessment: Observation, Analysis, and Report Required.	6 [7.02]	10 points
Total Points			100

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 writing a research proposal or conducting a Needs Assessment which serves as their Student Capstone/Senior Thesis.

Content

Students demonstrated their ability to conduct meaningful research, identify trends and advocate for their position on a subject matter. In addition to Moodle, we used Goto Meeting for class delivery and instruction due to COVID-19. Last semester (FALL 2020) for some unknown, virtual session turned out to be great for instruction of this course.

However, that was not the case this semester. Because this course is responsible for delivering brand new information and processes, students perform better when they actually engaged in discussion. Students re-learned information from previous courses (see comments in Section B below) and were able to understand how concepts taught in this course were an extension of content previously introduced throughout their matriculation.

Effective Practice

Students were encouraged to participate in class and online via Goto Moodle. Feedback was constantly given in class and online in efforts to reveal growth and areas needed for improvement. A library learning session was implemented to insure that students were aware of the resources the university provides to assist with their research efforts.

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.

Reflection

Students were provided reflection opportunities in class, via Moodle, and one- on-one conferences with the instructor as well via Goto Meeting. Students were responsible for meeting several deadlines whereby drafts were submitted for each section. Drafts were reviewed with me in virtual meetings. Afterwards, students made edits to be include in their final drafts.

Diversity

This semester, as a result of substantial research in trying to secure references and sources for their proposals, students were inundated with diversified concepts, ideas, proposals, and opinions embedded in research by others. I believe this helped inform our students on the importance of reading various authors and understanding how to insert their voice into the conversation regarding diversity in the profession.

Adaptation/Modification

Moving forward, I will continue with class discussions. Implementing examples of research papers at the beginning of the course, within a resource folder for early assistance. Further information concerning diversity was cited in my last assessment, however, I have not captured as of yet in instruction.

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

Students learned how to create an informed opinion and how to support that opinion through research. Some of the intangibles gained this semester were students ability to use skills learned in other courses, whereby they were initially introduced to how to conduct needs assessments and identify trends and social indicators (REC 2000, 4320, 4440), how to advocate for the profession (REC 4240, 4430) how to draft a proposal for writing grants (REC 4240). I will continue to use the same text and have no plans at this time to modify the course.

Faculty Signature: Dr. June N. Price-Shingles **Date:** May 5, 2021