

**ASSESSMENT RECORD FOR
DEPARTMENT OF**

*Use of
Assessments
Reported*

Physical Education and Recreation

(Academic Department Name)

Nov 2002- Oct 2004

(Assessment Period Covered)

April, 2004

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelor's,)

Associate Degree : Emphasis in Physical Education

Associate

Associate Degree: Emphasis in Recreation

Associate

Integrated Studies: Emphasis in Physical Education

Bachelor's Integrated Studies

Integrated Studies: Emphasis in Outdoor Leadership

Bachelor's Integrated Studies

Submitted By: Tom Perkins

(Department Chair or Faculty Assessment Representative)

Mission Linkage:

UVSC Mission Reference:

The Department of Physical Education and Recreation collaborates to provide students with a wide variety of learning opportunities in the acquisition and enjoyment of specific skills and knowledge within their respective educational and experiential programs.

In Physical Education students are trained in content and application in the following areas of study: personal fitness, sport skills, kinesiology and physiology of human movement and activities, foundations of Physical Education (philosophy, history, psycho-social aspects of sports) and in Physical Education pedagogy teaching /coaching in public schools.

In Recreation, students are trained in content and application in the following areas of study: Principles and Foundations of Recreation, Organizational Concepts in Recreation, Principles in Teaching and Leadership in Recreation.

Students may obtain several different emphases within the PE and Recreation department.

(1) Associate in Science or Arts degree with an emphasis in Physical Education (16 hrs).

This degree is designed to prepare students to enter 4 year Physical Education and or Secondary Education (PE teachers/Coaching) programs.

2) Physical Education emphasis (18 hours) in Integrated Studies.

This degree is designed for students with interests in interdisciplinary study. This degree prepares students to enter advanced and professional programs and or seek job opportunities which require a Bachelor's degree.

(3) Associate in Science or Arts degree with an emphasis in Recreation (16 hrs).

This degree is designed to prepare students to

(4) Recreation emphasis (18 hours) in Integrated Studies.

This degree is designed for students with interests in interdisciplinary study. This degree prepares students to enter advanced and professional programs and or seek job opportunities which require a Bachelor's degree

Sent 2/11/04

Department of Physical Education and Recreation
Assessments and Outcomes 2002-2004
Executive Summary

Report

Assessments and Outcomes:

The assessment and outcomes process is aimed at improving our service to our students. The primary nature of the service we provide is education. By assessing our faculty, staff, teaching, courses, curriculum, department, facilities, policies, school, and college, and the interrelations among them, we can identify areas in need of improvement and address these areas in order to make them better or more effective. On the other hand, the process of assessments and outcomes also allows us to identify what we do well, why we do it well, and implement strategies to support areas in which we excel.

This process was facilitated through the collaborative efforts of all faculty and staff in the department. Many departments on campus have structured a significant portion of their assessments around standard exams, (i.e., students who are completing degrees are asked to take a standard exam that assesses students' knowledge within their curriculum). In this way, faculty within a department can obtain an index of students' academic performance in the context of regional and/or national scores and make inferences regarding the program's strengths and weaknesses at all levels. This approach to assessment is generally supported by auxiliary assessments that may include external peer review, exit interviews, graduate statistics, attrition statistics, etc.

In order to conduct assessments and identify, design, and implement appropriate outcomes, we have identified a set of clearly defined goals and objectives that are outlined in the complete outcomes and assessment portfolio. These provided our department with a solid reference on which to base our assessment process, findings, solutions, outcomes, and conclusions. The assessment process has been structured around goals that have been identified for the Associate degrees (PE and Recreation) and the Integrated Studies (IS) degrees (PE and Outdoor Leadership). In lieu of assessable standardized national exams for Physical Education and Recreation, exams have been designed that are intended to assess students' knowledge and applicable skills across their respective curriculums. The following information is a summary of goals and objectives, assessments, findings, and responses for each degree offered.

Degrees assessed: Integrated Studies with emphases in Physical Education or Recreation (Outdoor Leadership) and Associate degrees (AA/AS) for Physical Education or Recreation.

MISSION LINKAGE for all PE degrees:

UVSC Mission Reference: The Department of Physical Education and Recreation collaborates to provide students with a wide variety of learning opportunities in the acquisition and enjoyment of specific skills and knowledge within their respective educational and experiential programs. In Physical Education, students are trained in

content and application in the following areas of study: personal fitness, sport skills, kinesiology and physiology of human movement and activities, foundations of Physical Education (philosophy, history, psycho-social aspects of sport) and Physical Education pedagogy teaching /coaching in public schools.

MISSION LINKAGE for all Recreation degrees:

UVSC Mission Reference: The Department of Physical Education and Recreation collaborates to provide students with a wide variety of learning opportunities in the acquisition and enjoyment of specific skills and knowledge within their respective educational and experiential programs. In Recreation, students are trained in content and application in the following areas of study: principles and foundations of recreation, organizational concepts in recreation, principles in teaching and leadership in recreation.

Goals for PE degrees and REC degrees:

The goals and objectives for both the Physical Education and Recreation program degrees are defined in the complete Assessments and Outcomes portfolio for the department. In general, goals and objectives have been structures around knowledge and skill-based outcomes for each course, and across the curriculum, completing the degree in a "time manner" (defined in the complete portfolio), service provisions relative to facilities, including classrooms, pedagogical aids, recreation facilities, gyms, buildings, etc, and the quality of the learning environment and experience, pedagogical approaches in the classroom, and quality of the faculty and staff with regard to providing excellent service to students.

Assessment methods have including consistent administration of carefully designed exams aimed at assessing student's knowledge within a given course, as well as, knowledge and skills acquired across the curriculum, the student's ability to apply knowledge and skills relative to the respective field of study, critical thinking skills, quantitative and qualitative skills, introductory research skills, writing skills, and the ability to synthesize relevant information. In addition, exit questionnaires have been administered to query student opinion regarding vocational readiness, success in acquiring employment in the field, adequacy and quality of the department's resources, facilities, faculty and staff, and time to graduation.

This process has been extremely useful with regard to our continuing efforts to provide excellent service to our students. Outcomes based on the assessment process have been thoroughly documented and reviewed in the complete Assessment and Outcomes portfolio.

Faculty Evaluation

Faculty are evaluated for excellence in teaching through several review evaluations. All faculty are evaluated through (1) Summative Evaluations completed by students in one or more selected courses at the end of each semester, (2) Faculty are visited in the classroom once a year by the department chair, who evaluates teaching expertise, and (3) Faculty

are evaluated by a "peer- review evaluation" by fellow faculty. The results are shared with the faculty member by the Department Chair. Strengths, weakness, and any deficiencies are discussed and strategies are set in place to improve the quality of teaching of the faculty member.

Faculty are also evaluated with regard to tenure, promotion, and other merit considerations by the Department RTP (Retention, Tenure, and Promotion) committee. The RTP committee meets monthly, as needed, throughout the regular school year to administer and supervise the rank, tenure, and promotion activities of faculty within the department

Participation in Curriculum Design:

Faculty are active in overseeing curriculum design within the department. Each Faculty has access and input, within their respective area of expertise, in the development, evaluation, and modification of department curriculum and programs. Most recently, the Faculty and department have developed two new Baccalaureate degrees for implementation in fall of 2005. During this developmental stage, faculty researched and developed requirements for content area, course- and curriculum-specific goals and objectives, defined required course work for each degree, and proposed effective course sequence outlines for advising purposes. Considerable effort was aimed at matching the design of the courses and curriculum associated with each degree with standards set by state, national, and specific academic accrediting bodies, such as NCATE, and NASPE, as well as industry certification goals, objectives and requirements.

For complete details the reader is referred to the 2002-2004 Assessment and Outcomes portfolio (housed in the office of the Department of Physical Education and Recreation), and the complete unit Self Study document.



*Use of
Assessments Reported*

ASSESSMENT REPORT FOR

Physical Education and Recreation

(Instructional Degree Program)

Nov 2002 to Oct 2004

(Assessment Period Covered)

Associate Degree: Recreation Emphasis

(Degree Level)

April 2004

(Date Submitted)

Mission Linkage:

UVSC Mission Reference: The Department of Physical Education and Recreation collaborates to provide students with a wide variety of learning opportunities in the acquisition and enjoyment of specific skills and knowledge within their respective educational and experiential programs. In Recreation, students are trained in content and application in the following areas of study: Principles and Foundations of Recreation, Organizational Concepts in Recreation, and Principles of Teaching and Leadership in Recreation.

Goals (refer to Strategic Plan): We will encourage active, experiential learning to engage students in the application of knowledge and help students understand the relevance of that knowledge. (II.1.6)

Intended Educational (Student) Outcomes:

1. Students will gain knowledge and experiential learning in the principles and foundations of recreation, organizational concepts in recreation, and principles of teaching, leadership, and management in recreation.
2. Students will graduate in a timely manner with an Associate's degree in Physical Education and Recreation with an emphasis in Recreation that affords them vocational readiness or preparation for continued studies (i.e., certifications, alternative degrees, and/or bacheloriolate and graduate study).
3. Students will have access to high quality contemporary facilities that facilitate optimal learning environments in a variety of educational settings.
4. Students will experience a variety of learning environments and pedagogical techniques aimed at providing optimal learning experiences supported by outstanding professionals in the field. Faculty in the department will be experienced, sensitive to various learning styles, possess strong teaching and interpersonal skills, and maintain currency in the discipline.

ASSESSMENT REPORT FOR

Physical Education and Recreation

(Instructional Degree Program)

Nov 2002 to Oct 2004

(Assessment Period Covered)

Associate Degree: Recreation Emphasis

(Degree Level)

April, 2004

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1.

Students will gain knowledge and experiential learning in the principles and foundations of recreation, organizational concepts in recreation, and principles of teaching, leadership, and management in recreation.

First Means of Assessment for Outcome Identified Above:

1. a. Means of Program Assessment & Criteria for Success:

Students enrolled in the Associate's degree program in Physical Education and Recreation with an emphasis in Recreation will complete coursework in the areas of personal fitness, sports skills, recreation skills, principles and foundations of recreation, recreation management and risk management, and principles of teaching and leadership in recreation. In lieu of a standardized exam for the discipline, students will complete an exam/questionnaire after completing the Associate's degree in Physical Education and Recreation with an emphasis in Recreation. The exam has been designed to assess integrative abilities relative to knowledge, critical thinking skills, and problem solving skills as they relate to the discipline. This exam/questionnaire will be administered in the PE-R 3600 Foundation of Recreation and Leisure course at the beginning and the end of each semester. Criteria for success will be accomplished when 70% of these students score at least to the 75% level on the last administered questionnaire. A supplemental means of assessment will include tracking successful completion of, and certification through the Wilderness First Responder (WFR) Program.

a. Summary of Assessment Data Collected:

Comprehensive entry and exit assessments have been ongoing over the 2003-2004 academic year. During this time, no students have graduated with the Associate's degree in Physical Education and Recreation with an emphasis in Recreation. 14 students pursuing Associate degrees in PE/Rec with emphases in Recreation took the exit exam in spring 2004. 80% of these students met the 75% achievement criterion score on the discipline-specific exam/questionnaire. In the 2003-2004 academic year, 100% of the students who chose to take the WFR course successfully completed the Certification Course and received the accompanying certification.

a. Use of Results to Improve Instructional Program:

The results of the discipline-specific exam/questionnaire reflect the quality of the current curriculum and faculty within the department. Quality education is the number one priority at UVSC and this is exemplified by the quality of instruction offered in the Physical Education and Recreation Department. Faculty are evaluated via peer review evaluation and student evaluation annually. These evaluations are reviewed on a one on one basis at the level of the College Dean, and Department Chair to ensure quality teaching in the classroom. Additionally faculty are supported by the UVSC Center for Teaching Excellence, as well as state of the art instructional facilities and equipment (i.e., recreation facilities, library facilities, multimedia support, technical equipment).

Given the current success of the program, comprehensive teaching evaluations and current support mechanisms will remain intact.

ASSESSMENT REPORT FOR

Physical Education and Recreation

(Instructional Degree Program)

Nov 2002 to Oct 2004

(Assessment Period Covered)

Associate Degree: Recreation Emphasis

(Degree Level)

April, 2004

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2.

Students will graduate in a timely manner with an Associate's degree in Physical Education and Recreation with an emphasis in Recreation that affords them vocational readiness or preparation for continued studies (i.e., certifications, alternative degrees, and/or bacheloriare and graduate study).

First Means of Assessment for Outcome Identified Above:

2. a. Means of Program Assessment & Criteria for Success:

Assessment of "timely completion of an Associate's degree in Physical Education and Recreation with an emphasis in Recreation" was not provided through analysis of graduation statistics from the graduate office. Evidence was provided through exit questionnaires that probed students' responses to questions related to the time it took them to complete the program, factors that were helpful, and what barriers they encountered. Additional information could be gained if students that did not complete the program in 2 years were asked for reasons why they were delayed in completing their program and how the institution (both the College of Health, and the Department of Physical Education and Recreation) could have helped them complete the degree in a more timely fashion. These questionnaires are currently being developed and will be administered spring semester 2004.

Criteria for success will be the ability to accurately identify durations for program completion for students in Physical Education and Recreation programs and to develop strategies to promote timely program completion.

_____ a. Summary of Assessment Data Collected:

No students graduated with this degree in 2003-2004. The majority of students enrolled in upper division Recreation classes are Integrated Studies students. AA/AS students that were queried regarding time to complete the program indicated that scheduling conflicts, personal situations, and not seeing a counselor in the department hindered their progress.

_____ a. Use of Results to Improve Instructional Program:

Data regarding the number of students that graduate each year with the Associate's degree in Physical Education and Recreation with an emphasis in Recreation will continued to be monitored by this department. Questionnaires to delineate time taken to complete the degree for each student are being developed and will be administered at the end of the spring 2004 semester and at the end of each semester thereafter. Information gathered will be used to help to develop support systems that aid students in their timely graduation from the program. This plan would best be implemented at the level of the advisor/student interface and steps will be

taken to optimize advisor/student relationships and communications in order to facilitate timely graduation.

b. Means of Program Assessment & Criteria for Success:

It is important that the curriculum prepare students for the current job market and/or further study. Assessment of the job market in the recreation, tourism, and outdoor leadership industries have been conducted as recently as Nov. 2003. The department is confident that the current curriculum for the Associate's degree in Physical Education and Recreation with an emphasis in Recreation prepares students for both the current job market and bacheloriolate or graduate study in the field.

Assessment of need for a 4-year Bachelor's (BS/BA) degree in Physical Education and Recreation with emphases in Physical Education and Outdoor Leadership was conducted in the fall of 2003. The assessment included consideration of curriculum reform and expanded degree offerings from the perspective of enrolled students and athletes taking courses in the PE/Rec Department who are participating as NCAA Division I athletes but do not have access to 4 year PE/Rec program and will need to transfer in order to continue to compete at the NCAA Division I level.

Criterion for success will be identification and promotion of consistency between the job market, curriculum offerings, and degree offerings within the program.

b. Summary of Assessment Data Collected:

According to the U.S. Department of Labor (<http://www.bls.gov/oco/ocos058.htm>), "Overall employment of recreation and fitness workers is expected to grow faster than average for all occupations through 2010, as increasing numbers of people spend more time and money on leisure and fitness services. Average employment growth is projected for recreation workers—reflecting growth in local government and civic and social associations, industries that employ about half of all recreation workers. Employment of fitness workers—who are concentrated in the rapidly growing amusement and recreation services industry—is expected to increase much faster than average due to rising interest in personal training, aerobics instruction, and other fitness activities.

Projected job growth stems, in part, from rising demand for recreational and fitness activities for older adults in senior centers, retirement communities, and other settings. In order to prevent many illnesses, such as heart disease, strokes, and arthritis, the general population has increasingly sought the benefits of exercise and its effects on overall health and well-being. In addition, more workers will be needed to develop and lead activity programs in halfway houses, children's homes, and daycare programs for people with special needs. Recreation and fitness jobs also will continue to increase as more businesses recognize the benefits of recreation and fitness programs and other services such as wellness programs. Job growth also will occur in amusement parks, athletic clubs, camps, sports clinics, and swimming pools.

Recreation and fitness workers held about 427,000 jobs in 2000, and many additional workers held summer jobs in this occupation. About 63 percent were recreation workers; the rest were fitness trainers and aerobics instructors. Of those with year-round jobs as recreation workers, more than one-third worked in park and recreation departments of municipal and county governments. Nearly 1 in 5 recreation workers worked in membership organizations, such as the Boy or Girl Scouts or Red Cross, or worked for programs run by social service organizations, including senior centers, adult daycare programs, or residential care facilities like halfway houses, group homes, and institutions for delinquent youths. Another 1 out of 10 recreation workers worked for nursing and other personal care facilities.

A bachelor's degree and experience are preferred for most recreation supervisor jobs and required for higher level administrator jobs. However, increasing numbers of recreation workers who aspire to administrator positions obtain master's degrees in parks and recreation or related disciplines. Certification in the recreation field also may be helpful for advancement. Also, many persons in other disciplines, including social work,

forestry, and resource management, pursue graduate degrees in recreation.”

Statewide, according to Utah Metro Occupational Projections (<http://jobs.utah.gov/wi/pubs/outlooks/metro/metrotables/metrogroups/METROGROUPSpersonalcare.pdf>), in the year 2000 4120 individuals were employed in the fitness industry. It is projected that this number will grow by approximately 43% by the year 2010 to 5920 employees statewide. Estimated yearly growth via new jobs and replacement positions is 270 jobs per year in Utah.

Locally, provision of an outdoor recreation emphasis addresses both economic and geographic perspectives. According to the Utah Department of Workforce Services (<http://jobs.utah.gov/wi/statewide/statefacts.pdf>) the leisure and hospitality industry in the state of Utah is estimated to provide over 100,000 jobs (approximately 5% of the state’s labor force). These numbers increase with the addition of natural resource recreation (i.e., park management and interpretation). Opportunities for state and local employment and internship experiences are excellent with millions of acres of national forests, state parks, and BLM lands located locally and regionally. Further opportunities are provided by numerous local commercial outfitters including Sundance, Walk About, and Second Nature.

Not only is there significant demand for a 4-year PE/Rec degree at UVSC, key surveys indicate unacceptable levels of student and athlete attrition in lieu of the degree. A recent (December 2003) survey of students enrolled in PE/Rec classes revealed that of 33 students majoring in PE/Rec, 25 indicated that they plan to transfer to another institution in order to complete their degree. Of the 25 students planning to transfer, 20 (80%) indicated that they would not transfer if a 4-year PE/Rec degree was offered at UVSC. In addition to potentially forcing students to other institutions, the lack of a 4-year PE/Rec degree has had serious negative consequences to the recently established NCAA Division I athletic program at UVSC. A survey conducted in the fall of 2003 revealed that a considerable number of athletes at UVSC are PE/Rec majors. Five coaches surveyed indicated that of approximately 147 athletes, 52 are PE/Rec majors. This represents over 1/3 of athletes surveyed. Of these, 11-12 stated that they would transfer in the next two years in order to pursue Bachelor’s degrees in PE or Outdoor Recreation. Additionally, coaches surveyed stated that 11-12 athletic recruits decided not to attend UVSC for the 2003-2004 academic year because there was no PE/Rec degree offered.

The UVSC Physical Education Department currently serves thousands of students each semester. An increasing number of students have expressed interest in Physical Education courses including exercise science, and recreation and outdoor leadership. From a college-wide questionnaire (spring 2001) involving 1,122 randomly sampled students, numerous requests were made to develop a Bachelor’s degree in Physical Education. The survey reported that 80% of these students concur that UVSC should offer a degree in Physical Education. 64% of UVSC students responded “Yes” when asked “Do you think UVSC should offer a Bachelor’s degree in Recreation and Outdoor Leadership?” Student demand for courses listed in the outdoor recreation emphasis has been high. FTE increased threefold from fall 1999 to fall 2003. Foundations theory courses are filled to capacity this year. In the past two years, more students have graduated with a Bachelor’s in Integrated Studies with an emphasis in Outdoor Leadership than any other programmatic areas in Physical Education and Recreation Department at UVSC.

In addition to program interest stemming from students and athletes currently enrolled at UVSC, there is considerable interest in a 4-year degree in physical education from high school students within the state of Utah. In a survey conducted in association with the 2003 High School Tour, 149 students indicated that they would be interested in enrolling in a 4-year PE program at UVSC.

Summary of UVSC PE Degree Survey 2001 (n=1122)

Survey Question Indicator	Percentage
Students who agree UVSC should offer a bachelor degree in Physical Education and Recreation	80%

Students who agree UVSC should offer a bachelor degree in Recreation/Outdoor Leadership	64%
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b. Use of Results to Improve Instructional Program:

The department feels that while the current Associate's degree in Physical Education and Recreation with an emphasis in Recreation curriculum addresses the needs of the market demand outlined above, students would be better served by offering additional degrees in the field. A Bachelor's (BA/BS) degree in Physical Education and Recreation with tracks or emphases in Exercise Science and Outdoor Leadership has been proposed. The proposed curriculum for the 4-year degree has been approved by a college-wide curriculum committee and awaits approval at several more required levels. This curriculum also addresses the needs of student athletes competing at the newly established NCAA division I status at UVSC.

**ASSESSMENT REPORT
FOR****Physical Education and
Recreation**

(Instructional Degree Program)

Nov 2002 to Oct 2004

(Assessment Period Covered)

**Associate Degree: Recreation
Emphasis**

(Degree Level)

April, 2004

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

3.

Students will have access to high quality contemporary facilities that facilitate optimal learning environments in a variety of educational settings.

First Means of Assessment for Outcome Identified Above:**3. a. Means of Program Assessment & Criteria for Success:**

The quality and adequacy of instructional facilities (classrooms, gyms, and recreation facilities) and library have been qualitatively and quantitatively reviewed in the context of current standards and student demand.

Criteria for success will be the ability to accurately identify facility-based needs and to develop and propose strategies to optimize facilities.

a. Summary of Assessment Data Collected:**Adequacy of library holdings**

There are several hundred physical education and recreation references for faculty and student use. The Department continually searches for new resource books, publications and journals and submits those requests to the UVSC library.

The statewide reciprocal borrowing agreement through UALC allows UVSC students and faculty to check out materials from any Utah academic institution library, including the private schools Brigham Young University and Westminster College. If books are not available instate, or if students cannot physically go to another library, any needed book can be ordered through Interlibrary Loan. The ILL web form can also be accessed from the Library Homepage. The library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship. The library is committed to supporting the Department. With active participation from the faculty, the collection continues to grow in quality and quantity.

Adequacy of facilities, computers, laboratory and other equipment, including plans for equipment maintenance and replacement

Facilities for the department: The Physical Education Building (i.e. PE 142, PE 144, PE 125, PE 134, PE 222,

PE 225), adjacent workout rooms (PE 111, PE 112, PE 113, PE 153 and PE 153J), and nearby classrooms are scheduled to the maximum. Most of these rooms are scheduled from 7:00 a.m. till 9:00 p.m., Monday through Friday. We are currently sharing several workout rooms and gym space with the Dance and Athletic Departments.

To alleviate the projected inadequacy of space and facilities based on projected growth in enrollment, the Department highly recommends that the mission of the adjacent McKay Events Center be changed from a profit-making arena to an instructional facility for the expanding needs of the departments of Physical Education and Recreation, Dance, and UVSC's Division I Athletic program.

_____ a. Use of Results to Improve Instructional Program:

Library holdings will continue to be updated as needed by faculty in the Physical Education and Recreation Department.

New facilities have been proposed and will be considered in future campus development. This is an ongoing competitive process and the outcome will depend on perceived campus-wide strategic priorities.

Second Means of Assessment for Outcome Identified Above:

_____ b. Means of Program Assessment & Criteria for Success:

_____ b. Summary of Assessment Data Collected:

_____ b. Use of Results to Improve Instructional Program:

**ASSESSMENT REPORT
FOR****Physical Education and
Recreation**

(Instructional Degree Program)

Nov 2002 to Oct 2004

(Assessment Period Covered)

**Associate Degree: Recreation
Emphasis**

(Degree Level)

April, 2004

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

4.

Students will experience a variety of learning environments and pedagogical techniques aimed at providing optimal learning experiences supported by outstanding professionals in the field. Faculty in the department will be experienced, sensitive to various learning styles, possess strong teaching and interpersonal skills, and maintain currency in the discipline.

First Means of Assessment for Outcome Identified Above:**4. a. Means of Program Assessment & Criteria for Success:**

Faculty will be evaluated via peer review evaluation and student evaluation annually. These evaluations will be reviewed on a one-on-one basis at the level of the College Dean and Department Chair to ensure quality teaching in the classroom. Additionally faculty are supported by the UVSC Center for Teaching Excellence, as well as state of the art instructional facilities and equipment (i.e., library facilities, multimedia support, technical equipment). Professional development funds will be reviewed with regard to adequacy, utilization, and application.

Criterion for success will be development of effective indices and evidence for outstanding teaching in the Department

a. Summary of Assessment Data Collected:

The Physical Education and Recreation Department has ten full-time faculty (two faculty hold a 50 percent contract) who are granted monies for professional development. Full-time faculty are allocated \$850.00 per year to attend workshops and conferences. This essentially means that the faculty member can choose to attend a major conference during the year, such as the National AAHPERD Convention, or they can opt to attend a number of local and/or regional workshops and conferences. While it would be beneficial for faculty to have sufficient development funds to attend both national and local/regional workshops and conferences, funds are insufficient to permit this. As the faculty become involved in giving national presentations or serving as officers in national health and physical educational organizations, it will be necessary to make additional monies available for these activities. Virtually all faculty have taken advantage of these funds. The majority have been used for conference attendance and/or participation in certification programs. This is especially encouraged by the department as these activities support professionalism and help to maintain currency in the discipline.

It should be noted that faculty can qualify for additional monies through Faculty Development. Full-time faculty members can submit requests for financial assistance through the Faculty Development Committee for

help with professional development. Priority is given to faculty members who are selected to make conference presentations. Awards are limited to \$900 per person and can be received only every four years.

At this time travel resources are not sufficient to make monies available to part-time or adjunct faculty.

_____ a. Use of Results to Improve Instructional Program:

The department will continue to make funds available to full time faculty for professional and pedagogical development. Adjunct faculty funds will likely not become available, however, in-service activities to support adjunct faculty are being considered.

Second Means of Assessment for Outcome Identified Above:

_____ b. Means of Program Assessment & Criteria for Success:

_____ b. Summary of Assessment Data Collected:

_____ b. Use of Results to Improve Instructional Program:

Area 1: Foundations & Principles in Recreation

1. What is Recreation?
2. Briefly describe the history of how leisure has been defined in America over the past century.
3. Describe the difference between recreation and leisure using philosophical examples.
4. Name 5 sub-disciplines commonly found within the field of Recreation.

Area 2 Principles & Concepts in Recreation

5. Name three major accrediting organizations in Recreation?
6. Discuss the term gross negligence and how a recreation provider can prevent this tort?
7. Define the term "flow experience" and give an example of how a leader can facilitate the experience.

Area 3 Principles in Teaching/Leadership of Recreation

8. Define the term experiential education and give an example of its practice.
9. Discuss what is meant by an autocratic leadership style?
10. Define the term leadership and name three qualities of a successful leader?