

**ASSESSMENT REPORT
FOR**

Revised Report

**Physical Education and
Recreation**

(Instructional Degree Program)

Aug 2005 to Oct 2006

(Assessment Period Covered)

**BA/BS: Physical Education
and Recreation: Outdoor
Recreation Management
Emphasis**

(Degree Level)

Sept. 2005

(Date Submitted)

Mission Linkage:

UVSC Mission Reference: From the Institutional Mission: "We are deeply committed to the success of each student associated with Utah Valley State College. We value our students as our major focus and first priority. We foster this value through support of vigorous academic programs, vibrant student support and extracurricular programs and vital student governance and voice. We respect their diverse life experiences, encourage their individual professional development and appreciate their contributions to our campus and community. We value a philosophy of lifelong learning and scholarship for our students, faculty and staff. We foster this philosophy through a broad array of academic, professional and experiential learning opportunities at emphasize quality teaching, learning and scholarship."

Goals (refer to Strategic Plan): We will encourage active, experiential learning to engage students in learning and help students develop critical thinking and problem solving skills that support the understanding, application, and relevant key concepts and ideas in their respective disciplines.

Intended Educational (Student) Outcomes:

1. Graduates will be proficient in critical thinking and problem solving.
2. Fifty (50) percent of students will graduate in four (4) years.
3. Students will express satisfaction with opportunities for experiential and applied learning through service-learning and internship opportunities throughout the program.
4. Students will be proficient in applied field skills that support professional competencies.

ASSESSMENT REPORT FOR

Physical Education and Recreation

(Instructional Degree Program)

Nov 2004 to Oct 2006

(Assessment Period Covered)

BA/BS: Physical Education and Recreation: Outdoor Recreation Management Emphasis

(Degree Level)

Sept. 2005

(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.

1a.

Graduates will be proficient in critical thinking and problems solving.

First Means of Assessment for Outcome Identified Above:

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

Students will complete coursework in the areas of principles and foundations of recreation, organizational concepts in recreation, and principles of teaching, leadership, and management in recreation and recreation skill sets.

In lieu of a standardized exam for the discipline, students will complete several exams as they near completion of the degree. The exams have been designed to assess integrative abilities relative to knowledge, critical thinking skills, and problem solving skills as they relate to each discipline. Key questions on each exam have been identified as tests for critical thinking and problem solving. In addition, students will complete a survey that queries their opinions on their own abilities and the effectiveness of the courses in promoting critical thinking and problem solving skill development.

These exams and surveys will be administered in terminal upper-division courses for the degree at 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 exams, and an average score of 3.5 or greater is achieved on items 1 and 2 of the survey (score 1 = poor; score 5 = excellent; 3.5 = better than average)

a. Summary of Assessment Data Collected:

The 4-year degree in Recreation Management was implemented in the fall of 2005. Students have entered the degree from several levels. The highest level of students currently enrolled in the program are 3rd year students. The questionnaire was administered in REC 2700, 4500, 2200, and 2010. The exam was administered in REC 4500 and PES 3850 (a required core class for all upper-division Rec majors).

Average scores for survey items 1 and 2 (see below) were 4.1 and 3.7, respectively, exceeding 3.5,

indicating success for this criterion.

87% of REC 4500 and 93% of PE 3850 students evaluated scored 75% or better on the exam administered in the 2 classes indicating success for this criterion. Combined exam and survey data suggest that students had developed effective critical thinking and problem solving skills by the 3rd year of their program.

Data:

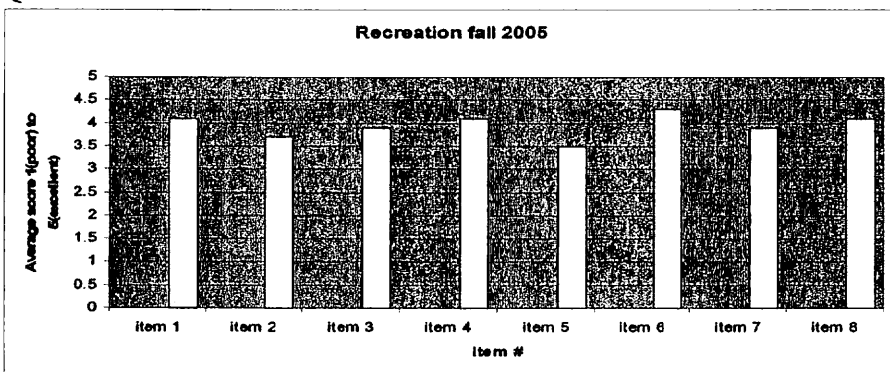
Questionnaire items

Fall 2005 PE/Pec survey for student outcomes.

All responses were scaled from 1-5, where 1 = poor; 5 = excellent

1. This class helped me develop my critical thinking and problem solving skills.
2. I believe the strength of my own critical thinking and problem solving skills is:
3. This class helped prepare me for my profession in PE/Rec.
4. This class helped me develop my applied and/or lab skills.
5. The quality of my applied or lab skills is currently:
6. I am satisfied with my experiences in the PE/Rec department.
7. I am satisfied with the program/curriculum offered through the PE/Rec department.
8. I found the program advising to be helpful.

Questionnaire results:



Sample Questions (see appendices for complete set of evaluation tools):

1. You are leading a rock climbing activity with youth aged 14-17. The students in this leadership development program are arrayed on moderate top rope climbs in Northern Arizona. One of the students 'gets stuck' about half way up a climb. Claiming that he is "too scared to move" he says he is unable to finish the 100 ft climb. Using what you know about facilitation and leadership development, describe your course of action including you application of various sources of power.
2. Describe the relationships between leadership, environment, group factors, and decision-making. Give an example of how this relationship functions in the outdoor leadership context.
3. Outline an outdoor program. In doing so discuss elements of activity sequence, risk management, desired program outcome, and evaluation methods. Be sure to address critical leadership aspects of your program.
4. Consider the following two statements: Outdoor recreationists tend to exist in homogenous groups based on motivation. Multiple motivations may exist for an individual's participation. What information do these two statements provide resource managers and how might this information aid the manager in making decisions?

Exam scores:

PE 3850	% score	REC 4500	% score
60	100.0	50	100
50	83.3	49.50	99
52	86.7	50.00	100
55	91.7	42.50	85
60	100.0	37.50	75
50	83.3	46.50	93
55	91.7	48.50	97
60	100.0	47.50	95
35	58.3	41.50	83

20	33.3	30.75	61.5
57	95.0	42.00	84
30	50.0	40.50	81
55	91.7	45.50	91
55	91.7	42.50	85
50	83.3	50.00	100
			success = 14/15 or 93.3%
50	83.3		
60	100.0		
60	100.0		
55	91.7		
50	83.3		
60	100.0		
50	83.3		
55	91.7		
	success = 20/23 or 87%		

b. Use of Results to Improve Instructional Program:

Based on the results summarized above, we will continue to emphasize critical thinking and problem solving skills over the course of the Rec curriculum. We will continue to focus on the development of these skill sets by focusing on experiential learning approaches to comprehensive education.

ASSESSMENT REPORT FOR

BA/BS: Physical Education and Recreation: Outdoor Recreation Management Emphasis

Physical Education and Recreation

(Instructional Degree Program)

Nov 2004 to Oct 2006

(Assessment Period Covered)

(Degree Level)

Sept. 2005

(Date Submitted)

Intended Educational (Student) Outcome:

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2a.

50% of students will graduate in 4 years.

First Means of Assessment for Outcome Identified Above:

2 a.

Assessment of "timely completion" for this degree will be provided through analysis of graduation statistics from the graduate office and through a survey that probes students' responses to questions related to the time it took them to complete the program, factors that were helpful, and what barriers they encountered will be assessed with an exit questionnaire as student near graduation.

Criteria for success will be that 50 % of students complete the degree in 4 years and to develop strategies to promote timely program completion.

a. Summary of Assessment Data Collected:

The 4-year Outdoor Recreation Management degree was launched in fall 05, therefore we have 0 graduates at this time, therefore no statistics were available from the graduation office and no exit questionnaires were administered. A survey was administered at the end of fall 05.

Students are entering into the program as freshman, sophomores, and juniors. Despite ongoing advising efforts, many students have needed to pick up several GE courses (and others) to move towards completion of the degree. Therefore, many of the students entering the degree, particularly those entering as juniors, will take more than 4 years to complete the degree. Data collected indicate that BA/BS (average of all levels completing surveys) students will complete the degree in an average of 4.3 years, with 33% indicating that they will be able to complete the degree in 4 years or less. Lower division courses surveyed indicate that freshman/sophomore level students will complete the degree in an average of 4.55 years, with 56% indicating that they will complete the degree in 4 years or less.

Data: average for all Recreation students

average time to graduate (years)			
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Percent in 4 yrs = 33.3%

Averages for REC Foundations students PE 2700: freshman and sophomore level

yrs to grad BA/BS	4.00	4.00	3.00	4.50	4.00	5.00	4.00	4.00	4.50	4.00	4.50	4.00	4.00	4.50	4.50	4.50
yrs to grad BA/BS	4.00	4.00	5.5	4.00	5.0	5.00	4.00	4.00	4.50	4.50	4.00	4.50	4.00	4.00	4.00	4.19
% 4 years to grad				Avg. = 4.55; 18/32 = 4 or less = 56%												

b. Use of Results to Improve Instructional Program:

Based on the results summarized above, we believe most students entering the degree as freshman or sophomores can complete the degree in 4 years; however, we have lobbied for a full-time department advisor. This position is slated to be provided by fall 06. In addition, we are considering placing a block on registration for freshman and sophomore majors that will be lifted each semester prior to registering for the following semester after the student has met with the department advisor to facilitate effective program design to promote timely completion of the degree for most students.

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Intended Educational (Student) Outcome:

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3a.

Students will express satisfaction with opportunities for experiential learning and applied learning through service-learning and internship opportunities provided throughout the program.

First Means of Assessment for Outcome Identified Above:

3 a.

Assessment of satisfaction will be provided through analysis of exit questionnaires that probe students' responses to questions related to satisfaction with opportunities for experiential learning and applied learning through service-learning and internship opportunities provided throughout the program.

Criteria for success will be that students express moderate or better satisfaction (Likert scale 3 or higher).

a. Summary of Assessment Data Collected:

Items 6 – 7:

6. I am satisfied with my experiences in the PE/Rec department.

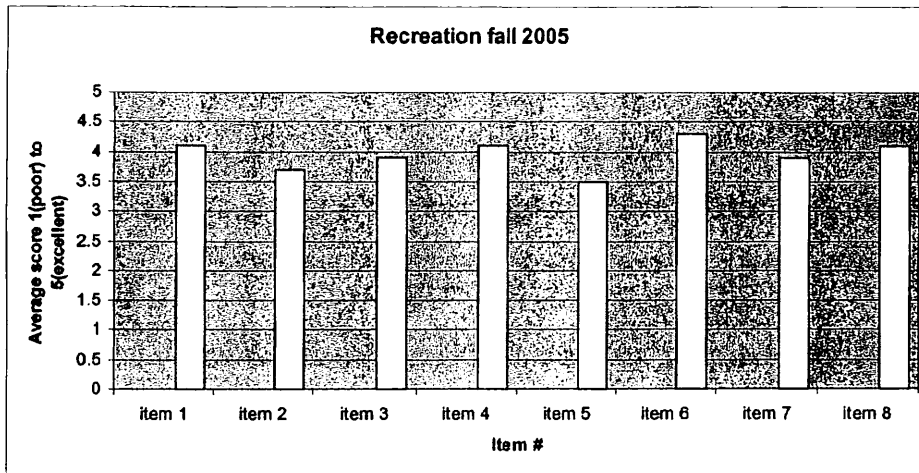
7. I am satisfied with the program/curriculum offered through the PE/Rec department.

queried students' opinions on satisfaction levels as they related to experiential and applied learning opportunities encountered over the course of the curriculum. All levels of students were surveyed (REC 2010, 2400, 2700, and 4500). Data indicate that students responded with an average score of 4.3, and 3.9 for items 6-7, respectively. This indicates success with regard to these criteria.

Average Scores Rec

item 1			4.10
item 2			3.70
item 3			3.90
item 4			4.10
item 5			3.50
item 6			4.30

Item 7			3.90
Item 8			4.10



b. Use of Results to Improve Instructional Program:

Based on the results summarized above, we will continue to emphasize experiential learning and applied skills in the curriculum. Internship opportunities have been developed in conjunction with the internship office on campus and opportunities are ready as students as they approach their upper-division course work and indicate interest in internship opportunities that are provided through our R-482 course. Eight students will participate in summer internships over the summer 06 session and we will continue to help coordinate these opportunities.

Note that REC 4200 – Outdoor Recreation Leadership/Management practicum has been instrumental in providing credit for field and other types of experiential learning through school services including The Adventure Resource Center and Outdoor Education.

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4a.

Graduates will be proficient in applied skills that support professional competencies.

First Means of Assessment for Outcome Identified Above:

4 a.

Assessment of applied skills will take place through practicum exams that assess student skills across the curriculum and by administering a questionnaire that queries students' opinions on the effectiveness of teaching applied skills in the curriculum as well as a self-reflection on their own skills.

Criteria for success will be that 80% of students score 80% or higher on the practicum exams and when students indicate an average score of 3 (scale 1 = poor, 5 = excellent) on item 4 and 5 on the questionnaire administered in class.

b. Summary of Assessment Data Collected:

Students enrolled in the Recreation BA/BS program will undergo practicum skill evaluation in their senior year. These classes are slated for implementation fall 06 and spring 07 for the Outdoor Recreation Management emphasis.

The questionnaire administered in REC 2010, 2400, 2700, and 4500 indicated that students scored items 4 and 5:

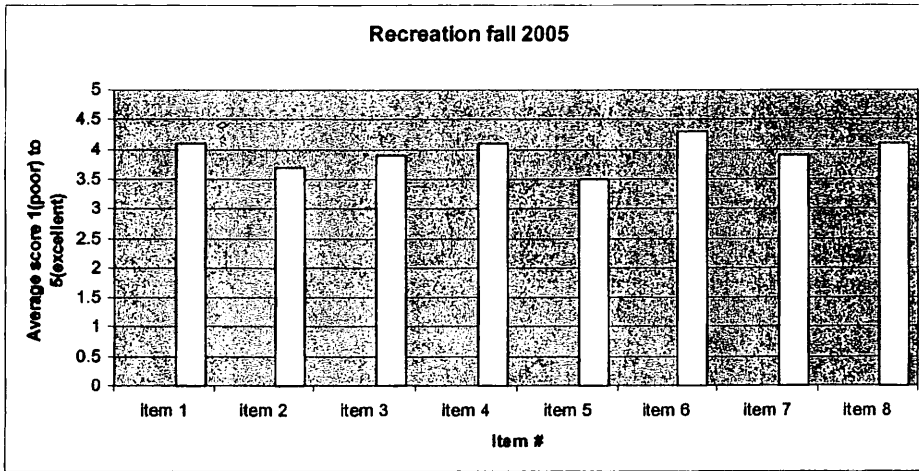
4. This class helped me develop my applied and/or lab skills.
5. The quality of my applied or lab skills is currently:

with an average score of 4.1 and 3.5, respectively indicating success for this criterion

Average Scores Rec

item				
1				4.10
2				3.70
3				3.90
4				4.10

item 5			3.50
item 6			4.30
item 7			3.90
item 8			4.10



Use of Results to Improve Instructional Program:

The Rec curriculum was designed to be experiential and skill-based. We believe the curriculum design has been effective for skill development and we will continue to emphasize skill acquisition and professional certification pursuits across the curriculum.

Outcomes for individual skills courses and specific skill assessments will be added to the fall 06/spring 07 report.