# Annual Program Assessment Report

Assessment reports are to be submitted annually by program/s. The report deadline is September 15th .

The use of this template is optional, however, any assessment report submitted must contain the required information provided in template.

Academic Year: 2018-19

Department: Leisure Studies

Program(s) Assessed:
**Indicate all majors, minors, certificates and/or options that are included in this assessment:**

|  |  |
| --- | --- |
| **Majors/Minors/Certificate** | **Options** |
| **BS Leisure Studies – Therapeutic Recreation** |  |
| **BS Leisure Studies – Sport & Recreation Management** |  |
| **Minor – Leisure Studies** |  |

## Annual Assessment Process

1. Data are collected as defined by Assessment Plan

1. Population or unbiased samples of collected assignments are scored by at least two faculty members using scoring rubrics to ensure inter-rater reliability.
2. Areas where the acceptable performance threshold has not been met are highlighted.
3. The scores are presented at a program/unit faculty meeting for assessment.
4. The faculty reviews the assessment results, and responds accordingly.
	1. If an acceptable performance threshold **has not been met**, possible responses:
		* Gather additional data to verify or refute the result.
		* Identify potential curriculum changes to try to address the problem
		* Change the acceptable performance threshold, reassess
		* Choose a different assignment to assess the outcome
	2. If acceptable performance threshold **has been met**, possible responses:
		* Faculty may reconsider thresholds
		* Evaluate the rubric to assure outcomes meet student skill level (example – classes with differing learning outcomes based on student level)
		* Use Bloom’s Taxonomy to consider stronger learning outcomes
		* Choose a different assignment to assess the outcome
5. **Demonstrate the impact of the assessment response in next assessment cycle.**
6. Submit Assessment reports annually to report assessment activities and results by program. The report deadline is September 15th.

**1. What Was Done:**a) What learning outcomes were reviewed? (Please include the description of the learning outcome)

All four learning outcomes were reviewed:

1 Demonstrate the application of knowledge through a conceptual understanding of leisure studies.
2. Produce a scholarly product based on both existing information and student effort
3. Demonstrate the ability to adapt and innovate to solve problems.

4. Apply critical and creative thinking to synthesize information

b) Include planning table – inform if there are changes to the assessment plan.

|  |  |
| --- | --- |
| Outcome | Year |
|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| 1 | LSRE 135LSRE 292LSRE 300 LSRE 370 |  | LSRE 499R  |  | LSRE 385 LSRE 391  |  |
| 2 |  | LSRE 297 LSRE 375 LSRE 380 |  |  | LSRE 385  | LSRE 135LSRE 391 LSRE 499R  |
| 3 | LSRE 135LSRE 292 |  | LSRE 370LSRE 381 | LSRE 375 LSRE 380  | LSRE 385 | LSRE 499R  |
| 4 |  |  | LSRE 292LSRE 381LSRE 499R  | LSRE 297 LSRE 300 LSRE 380 | LSRE 385  | LSRE 391  |

2. What Data Were Collected
a) What was collected to assess learning outcomes listed above? (If multiple programs/minors are included, please indicate if different criteria was used).
For both outcomes course assignment samples from LSRE 499R (Senior Capstone), LSRE 135 Introduction to Leisure Studies, and LSRE 370, History of Tourism were collected. These three courses provide a range of skills: introductory, development, and mastery. All three classes are required for program majors and minors.

## b) How were samples collected?

**A random sample size of 15 reports were collected from each class, and scored by three faculty using a prepared scoring rubric (developed by the department faculty prior to assessment).**

NOTE: Student names must not be included in data collection. Totals of successful completions, manner of assessment (publications, thesis/dissertation, or qualifying exam) may be presented in table format if they apply to learning outcomes.

## 3. Explain how Data Were Analyzed

a) Explain the assessment process. Who participated in the process, the nature of the rubric utilized (or other norming methods), and the threshold outcome desired.
**The expectation for the assessment of these three classes were to show the progression of learning. LSRE 135 – 75% of the students should demonstrate acceptable (developing) skill level (3-4 score)
LSRE 370 – 75% of the students should demonstrate developed skill level (4-5 score)
LSRE 499R – 75% of the students should demonstrate mastery skill level (5-6 score)**

**Rubric used:
*Learning Outcome 2:*** Produce a scholarly product based on both existing information and student effort (e.g., analysis, synthesis, design, …)

|  |  |  |
| --- | --- | --- |
| Not Observed | Developing | Strongly Present |
|

|  |
| --- |
| Evidence is disconnected from related evidence and the conclusion or outcome  |

 |

|  |
| --- |
|  Relationships among points of evidence and conclusion(s) are unclear or contrived  |

 |

|  |
| --- |
|  Evidence is combined into logical relationships; evidence leads to conclusion or outcome  |

 |
| 1 | 2 | 3 | 4 | 5 | 6 |

***Learning Outcome 4:*** Apply critical and creative thinking to synthesize information

|  |  |  |
| --- | --- | --- |
| Not Observed | Developing | Strongly Present |
|

|  |
| --- |
| No evidence of process development |

 |

|  |
| --- |
|  Limited connections developed among information sources  |

 |

|  |
| --- |
| Information sources fully integrated and synthesized  |

 |
| 1 | 2 | 3 | 4 | 5 | 6 |

**4. What Was Learned**a) Results:
**Learning Outcome 2
LSRE 135 5% = level 2 50% = level 3 30% = level 4 10% = level 5 5% = level 6
LSRE 370 15% = level 3 60% = level 4 15% = level 5 10% = level 6
LSRE 499R 20% = level 4 65% = level 5 15% = level 6**

**Learning Outcome 4
LSRE 135 20% = level 2 60% = level 3 20% = level 4 0% = level 5 0% = level 6
LSRE 370 10% = level 2 15% = level 3 60% = level 4 10% = level 5 5% = level 6
LSRE 499R 10% = level 4 60% = level 5 30% = level 6**

b) Describe how results were communicated to the department and used to develop plans for improvement.

**The Department reviewed the results of the assessment at the spring department meeting (3/15/2018). The progression of learning outcomes did meet the thresholds established by the department. However, the faculty were interested to know more about the effect of concurrent or prerequisite courses on these outcomes (especially in the LSRE 135). It was found that all of the student papers that scored at level 2 had not yet taken the WRIT 101 class. Since the introductory class is writing intensive, it is recommended that students take this either with or after WRIT 101.**

It was noted that there has been good improvement in the assessment of learning outcome 2.

## 5. How We Responded

a) Based on assessment, are there any curricular plans for the following year? (Such as plans for measurable improvements, or realignment of learning outcomes).

**The department will discuss the possibility of adding more writing to the curriculum. We will also request that students have had, or are taking concurrently WRIT 101 with LSRE 135.**

b) When will the changes be next assessed?
**Learning Outcome 2 will be reassessed in 2022-23 (with new assessment plan).
Learning Outcome 4 will be reassessed in 2020-21**

## 6. Closing the Loopa) Does any of the learning outcomes this year represent improvements based on assessment from previous years (show multi-year use of process).

***In 2016-17 Learning Outcome 2:*** Produce a scholarly product based on both existing information and student effort (e.g., analysis, synthesis, design, …) was assessed. The results of this learning outcome did not meet the threshold established by the department, and consequently a new module was added to the course that emphasized critical thinking. The application of specific activities that culminated a report relevant to the subject was included into the curriculum. We are satisfied that the addition has had the desired effect, and will continue to include critical thinking activities into the course.