

**Assurance of Student Learning Report
2020-2021**

College of Health & Human Services

School of Kinesiology, Recreation & Sport

Facility & Event Management Certificate #0455

Dr. Brad Stinnett

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate the ability to perform effectively in a practical setting within the facility and event management industry.

Instrument 1 Direct: Analysis of practicum components in capstone experience (RSA 590).

Instrument 2 Indirect: Performance Appraisal conducted by site/agency supervisor.

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Students in the Facility & Event Management Certificate program should demonstrate the ability to perform effectively within the facility and event management industry. An indicator of the level of effectiveness is the capstone experience, a faculty-supervised practicum at a site/agency within the industry. This assessment indicates that students are getting involved and performing effectively in relevant industry settings. Additional student learning outcomes are warranted (see Next Assessment Cycle Plan).

Student Learning Outcome 1

Student Learning Outcome	Demonstrate the ability to perform effectively in a practical setting within the facility and event management industry.								
Measurement Instrument 1	Direct measures of student learning in the capstone experience, to determine effective performance, are: completion of an executive summary, summative presentation, discussion boards. The capstone experience is a faculty-supervised practicum at an agency within the recreation and sport industry. The practicum includes documentation that outlines goals for the student during the experience and is created by the student in consultation with the faculty and agency supervisors.								
Criteria for Student Success	Upon completion of the course project, students should earn 90% or above on the components of the capstone experience course (RSA 590).								
Program Success Target for this Measurement	90% of students who complete the capstone experience will score 90% or higher.	Percent of Program Achieving Target	100%						
Methods	Coursework from each student ($N = 13$) factored in the overall performance evaluation. The executive summary, digital portfolio/resume, and agency supervisor performance appraisal attributed to 70% of the overall grade with the presentation (20%) and required documentation (10%) accounting for the rest.								
Measurement Instrument 2	Indirect measure of student learning: students were evaluated in the areas of personal characteristics, professionalism, and professional proficiencies by the site/agency supervisor by using the Student Final Performance Appraisal form.								
Criteria for Student Success	Students should achieve an overall rating of "Excellent" from the site/agency supervisor. Rating based off a 5-point Likert type scale with Excellent being a five.								
Program Success Target for this Measurement	80% of the students will be rated as "excellent" in the Student Final Performance appraisal.	Percent of Program Achieving Target	100%						
Methods	<p>Performance Appraisal forms for each student ($N = 18$) were evaluated. The Student Final Performance Appraisal form contains three categorical sections: I. Personal Characteristics (attendance/punctuality, personal appearance, resourcefulness, judgment/problem anticipation, motivational skills, acceptance of responsibility, initiative/creativity); II. Professionalism (public relation skills, work attitude, rapport with staff, relates to program participants, adaptability, takes constructive criticism); and III. Professional Proficiencies (knowledge and skills performed, written communication, oral communication, task accomplishment, professional growth).</p> <p>A Likert scale (ranging from 5 Excellent, 4 Good, 3 Average, 2 Below Average, 1 Unsatisfactory, N/A not applicable) is used to rate the categories in each of the three sections. An overall rating is then generated from the site/agency supervisor. The overall rating scale is:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td style="width: 35%;">Excellent</td> <td style="width: 60%;">Indicates the very best performance you might reasonably (Grade of "A") hope for a student in this position.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Above Average</td> <td>Indicates a very high quality all-around performance on (Grade of</td> </tr> </table>			1.	Excellent	Indicates the very best performance you might reasonably (Grade of "A") hope for a student in this position.	2.	Above Average	Indicates a very high quality all-around performance on (Grade of
1.	Excellent	Indicates the very best performance you might reasonably (Grade of "A") hope for a student in this position.							
2.	Above Average	Indicates a very high quality all-around performance on (Grade of							

	<p>3. Average</p> <p>4. Below Average</p> <p>5. Unsatisfactory</p>	<p>“B”) the Practicum Student’s part.</p> <p>Indicates a satisfactory performance that would be (Grade of “C”) expected from any employee. Performance is average and no more.</p> <p>Indicates a below average all-around performance to date. (Grade of “D”) Improvement expected with additional training/experience.</p> <p>Indicates all-around unsatisfactory performance. The (Grade of “F”) Practicum Student is not suited to the job or appears not to be capable of performing professionally.</p>	
<p>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</p>		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
<p>Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)</p>			
<p>The capstone experience courses continue to be evaluated by the Recreation and Sport Administration faculty. It was determined that the practicum experience for students in the program continues to allow for the application of theoretical concepts learned throughout the program’s curriculum to be applied in a practical setting. A recommendation from the 2020-21 ASL was administered in relation to the Practicum Handbook. The handbook was reviewed and updated – improving student expectations and overall communication from faculty to student.</p>			
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>			
<p>Creating a digital mechanism for supervisors to complete and submit online assessments for their practicum student has been identified as a goal to enhance the practicum experience for all involved. The purpose of this addition will be to make the process of supervisor evaluation more effective and efficient.</p>			
<p>Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)</p>			
<p>This SLO will be assessed again in the 2021-22 academic year. Existing direct and indirect measures will be utilized again in the assessment.</p>			

RSA 590 PRACTICUM RUBRIC

Assignments	Levels of Achievement		
	Novice	Competent	Proficient
<p>Executive Summary: Cover page with name, date, agency, location; Agency overview; Practicum summary; Student responsibilities; Highlights; Knowledge/skills gained; Career implications; 3-5 pages; Times New Roman 12 point double-spaced one-inch margins; Grammar, spelling, punctuation. (35 points)</p>	<p>0 to 5 points Some instructions followed</p>	<p>6 to 24 points Most instructions followed</p>	<p>25 to 35 points All instructions followed</p>
<p>Performance Appraisal: Contains three categorical sections: I. Personal Characteristics (attendance/punctuality, personal appearance, resourcefulness, judgment/problem anticipation, motivational skills, acceptance of responsibility, initiative/creativity); II. Professionalism (public relation skills, work attitude, rapport with staff, relates to program participants, adaptability, takes constructive criticism); and III. Professional Proficiencies (knowledge and skills performed,</p>	<p>0 to 5 points Some instructions followed</p>	<p>6 to 24 points Most instructions followed</p>	<p>25 to 35 points All instructions followed</p>

<p>written communication, oral communication, task accomplishment, professional growth). (35 points)</p>			
<p>Presentation: 20 slides, minimum of 10 photos, students appear in at least 5 photos, all slides include a caption. (20 points)</p>	<p>0 to 5 points Some instructions followed</p>	<p>6 to 14 points Most instructions followed</p>	<p>15 to 20 points All instructions followed</p>
<p>Documentation: Forms 1-4, and Resume (10 points)</p>	<p>0 to 3 points Some instructions followed</p>	<p>4 to 8 points Most instructions followed</p>	<p>9 to 10 points All instructions followed</p>
			<p>/100 points total</p>