

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

College of Health & Human Services

School of Kinesiology, Recreation & Sport

Recreation & Sport Administration #095

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*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: Students will demonstrate advanced knowledge of research techniques related to recreation and sport.**

**Instrument 1** Direct: Evaluation of final research proposal project in RSA 501 (Research Methods in Recreation & Sport)

**Instrument 2** N/A

**Instrument 3** N/A

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

Met

Not Met

**Student Learning Outcome 2: Students will apply knowledge of administration, facility management, fiscal practices, legal issues, and public relations to recreation and sport settings.**

**Instrument 1** Direct: Analysis of practicum components in RSA 590 (Practicum in Recreation & Sport)

**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 2.

Met

Not Met

**Student Learning Outcome 3: Students will demonstrate competency relative to fiscal practices in recreation and sport.**

**Instrument 1** Direct: Evaluation of a grant proposal assignment in RSA 519 (Fiscal Practices in Recreation & Sport)

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

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

The results from this assessment indicate the RSA program has met the self-reported assessment goals for the listed SLOs. The implementation of some recommendations from 2019-20 improved components of the program.

Students in the RSA graduate program should be able to apply research techniques that will facilitate increased career readiness and enhance employability. An indicator of the level of readiness regarding research methods is the final project in RSA 501. This assessment indicates that students are demonstrating advanced knowledge of research techniques related to recreation and sport.

Students in the RSA graduate program should demonstrate the ability to perform effectively within the recreation and sport 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.

RSA graduate students should attain competence in matters of fiscal practices and be able to apply those competencies to enhance job placement efforts and/or increase effectiveness in a current position. The grant activity required in RSA 519 (Fiscal Practices in Recreation & Sport) aids in evaluating readiness level. This assessment indicates that students in the program are demonstrating competence of fiscal practices relative to the industry.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will demonstrate advanced knowledge of research techniques related to recreation and sport.		
<b>Measurement Instrument 1</b>	Direct measures of student learning in the research methods course, to evaluate advanced knowledge, is the completion of a final research project that is a Research Proposal. Primary elements of the research project include: <ul style="list-style-type: none"> <li>- Determine a research question</li> <li>- Complete a mini literature review</li> <li>- Conduct a needs assessment</li> <li>- Critique scholarly articles aided in the final project.</li> </ul> The final project (Research Proposal) consists of students assembling a title page, abstract, introduction, literature review, methodology, and references. The intent of the Research Proposal is two-fold: a) ensuring students can produce quality written projects that are grounded in relevant, current research and b) potentially facilitating the research proposal into a formal study.		
<b>Criteria for Student Success</b>	Students should earn a grade of 85% or above on the Research Proposal final project in RSA 501.		
<b>Program Success Target for this Measurement</b>	90% of students who complete final research components will score 85% or higher on the assignment.	<b>Percent of Program Achieving Target</b>	94%
<b>Methods</b>	All research proposals from fall 2020 and spring 2021 for each student ( $N = 48$ ) factored in the overall evaluation of the student learning outcome.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The final project (Research Proposal) in RSA 501 continues to be examined by Recreation and Sport Administration faculty. The faculty determined that the project continues to be effective in assessing advanced research knowledge of students in the course.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The course, and specifically the final project, will be further evaluated during the 2021-22 academic year. One possible additional to the final project will be a mock proposal defense since the assignment essentially involves completion of a student's introduction, literature review, and methodology.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed again in the 2021-22 academic year. The final project will be the measurement instrument utilized in the assessment.			

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	Students will apply knowledge of administration, facility management, fiscal practices, legal issues, and public
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	relations to recreation and sport settings.		
<b>Measurement Instrument 1</b>	Direct measures of student learning in the capstone experience, to determine effective performance, are: completion of an executive summary, summative presentation, and 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.		
<b>Criteria for Student Success</b>	Upon completion of the course project, students should earn 90% or above on the components of the capstone experience course (RSA 590).		
<b>Program Success Target for this Measurement</b>	90% of students who complete the capstone experience will score 90% or higher.	<b>Percent of Program Achieving Target</b>	93%
<b>Methods</b>	Coursework from each student ( $N = 30$ ) is factored in the overall performance evaluation. The executive summary, digital portfolio/resume, and agency supervisor performance appraisal attributed to 70% of the overall points with the presentation (20%) and required documentation (10%) accounting for the rest.		
<b>Measurement Instrument 2</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	80% of the students will be rated as “excellent” in the Student Final Performance appraisal.	<b>Percent of Program Achieving Target</b>	97%
<b>Methods</b>	The student performance appraisal, completed by the agency supervisor, served as the basis for the assessment.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
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.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
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.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed again in the 2021-22 academic year. Existing direct and indirect measures will be utilized again in the assessment.			

<b>Student Learning Outcome 3</b>	
<b>Student Learning Outcome</b>	<b>Students will demonstrate competency relative to fiscal practices in recreation and sport.</b>

<b>Measurement Instrument 1</b>	<b>Grant activity assignment from RSA 519 (Fiscal Practices in Recreation &amp; Sport).</b>  <b>Overview:</b> External funding in the form of grants or contracts is essential for sectors in recreation and sport. Grants and contracts help professionals generate funding that aids in the completion of projects, conduct of research, etc. Three primary funding opportunities are Research Grants, Service Grants, and Contract. Students are to locate a prospective grant and funding agency that is recreation/sport related. Additionally, they are to provide an executive summary that details the following: a) detailed description of the grant, b) deadline to apply, c) funding source, d) size of grant, e) application instructions, and f) personal reflection on why the student feels the funding source is worthwhile to pursue. Finally, students are to completing the official application without officially submitting (for class purposes only).		
<b>Criteria for Student Success</b>	80% of the students score 80% or higher		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	The grant activity was a required assignment in RSA 519 and was chosen to address the outcome. The activity was administered to each student ( <i>N</i> =30) in RSA 519 sections for the Fall 2020 and Spring 2021 semesters.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The grant activity in RSA 519 was examined by RSA faculty. The faculty determined that the activity is effective in assessing student competency and understanding of fiscal practice components. The course and activity will be evaluated each academic year and modified accordingly to ensure student outcomes are being met.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Program faculty will continue to determine if the grant activity should be followed up with an actual grant submission. Many students in the program are in a professional position, but not all students are employed. It will need to be determined if it is practical to require all students to submit an actual grant application.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed again in the 2021-22 academic year. The grant activity will be utilized for assessment purposes.			

Criteria	Marginal	Satisfactory	Outstanding	Your Rating
<b>Introducing/ Problem statement 20</b>	<b>0- 6pts</b> Neither implicit nor explicit reference is made to the topic or purpose of the article.	<b>7- 13pts</b> Readers are aware of the overall problem, challenge, or topic of the article	<b>14- 20pts</b> Topic is introduced, and groundwork is laid as to the direction of the paper. Only information found in the literature is included.	
<b>Content and Support 30</b>	<b>0- 9pts</b> Mismatch between topic area selected and the selection of articles/sources.	<b>10- 19pts</b> Apparent match between the selected topic area and selection of articles/sources, although perhaps not clearly articulated.	<b>20- 30pts</b> Shows thorough understanding of the relationship of the sources selected to the topic selected.	
<b>Structure and Organization 15</b>	<b>0- 4pts</b> No clear organization or organizational plan inconsistent.	<b>5- 9pts</b> Well organized with organizational plan obvious throughout.	<b>10- 15pts</b> Organization pattern demonstrates understanding of prior literature information on the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.	
<b>Focus/Relevancy Relevancy to the topic 10</b>	<b>0- 3pts</b> A disproportionate number of sources do not relate or pertain to the topic.	<b>4- 6pts</b> Sources generally support or pertain to the topic.	<b>7- 10pts</b> The sources were directly on target and supportive or pertinent to the topic.	
<b>Conclusion/Summary 5</b>	<b>0- 2pts</b> Lacks summary or any synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and makes statements	<b>3- 4pts</b> Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.	<b>5pts</b> Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.	

<p><b>APA/Style 10</b></p>	<p><b>0- 3pts</b> Contains spelling or grammatical errors, does not follow APA style, lacks or uses quotations and/or citations ineffectively or inappropriately, lack of transitions.</p>	<p><b>4- 6pts</b> Contains no spelling or grammatical errors, follows APA style, uses quotations and citations appropriately, transitions included.</p>	<p><b>7- 10pts</b> Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows APA style, uses quotations and citations to enhance written narrative, smooth transitions.</p>	
<p><b>Sources 10</b></p>	<p><b>0- 3pts</b> Fewer than 3 sources and/or sources not appropriate.</p>	<p><b>4- 6pts</b> 4 to 6 sources</p>	<p><b>7- 10pts</b> Seven or more sources</p>	

## RSA 590 PRACTICUM RUBRIC

Assignments	Levels of Achievement		
	Novice	Competent	Proficient
<p><b>Executive Summary:</b> 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. <b>(35 points)</b></p>	<p><b>0 to 5 points</b> Some instructions followed</p>	<p><b>6 to 24 points</b> Most instructions followed</p>	<p><b>25 to 35 points</b> All instructions followed</p>
<p><b>Performance Appraisal:</b> 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><b>0 to 5 points</b> Some instructions followed</p>	<p><b>6 to 24 points</b> Most instructions followed</p>	<p><b>25 to 35 points</b> All instructions followed</p>



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

	<b>RSA 519 Grant Activity Rubric</b>	
<b>Category</b>	<b>Novice</b>	<b>Competent</b>
<b>Instructions</b>	<p>(0 – 5 points)</p> <p>Didn't follow any or some of the stated instructions.</p>	<p>(6 – 10 points)</p> <p>-Follows all stated directions including font type, size, spacing, etc. -Identifies a grant/contract from a recreation or sport related agency. -Attached official application</p>
<b>Content</b>	<p>(0 – 14 points)</p> <p>-Didn't clearly detail the aspects of the assignment as outlined in the instructions - Some of the grant/contract specifics were explained, but not all -The conclusion regarding why student felt this would be an important funding opportunity to pursue, was weak not convincing</p>	<p>(15 – 30 points)</p> <p>Executive Summary clearly details the following aspects of the grant/contract: - funding agency/source - detailed description of the grant/contract -deadline to apply (prefer current grants/contracts, but will accept one that is past due) - size (dollar amount) of the grant/contract -application instructions Additionally, the executive summary should conclude with a section on why you feel this is an important funding opportunity to pursue.</p>
<b>Format</b>	<p>(0 – 5 points)</p> <p>-Presented one, long essay-style response. -Assignment is not organized and hard-to-follow/understand - Instructor can clearly tell that not much time or effort was put into preparing this assignment</p>	<p>(6 – 10 points)</p> <p>-Assignment is formatted in a well-organized, clear manner -Headings are used to separate each aspect of the grant/contract that is being explained -Instructor can clearly tell that time and effort was put into preparing this assignment</p>