

# AEC APPROVED VERSION

## Student Learning Assessment Report, Undergraduate AY 2017-18

Submit to [rbond@vwu.edu](mailto:rbond@vwu.edu) by June 28, 2019

Program: \_\_\_\_ Recreation and Leisure Studies\_\_\_\_

Submitted by: \_\_\_\_ Dr. Doug Kennedy\_\_\_\_

In accordance with both SACSCOC reporting guidelines and the faculty's responsibility to oversee the VWU curriculum, all programs (majors and the education program) must complete an annual Student Learning Assessment Report (SLAR). Specifically, programs must identify student learning outcomes and appropriate measures of those outcomes to assess student learning. Appropriate outcomes and measures, either quantitative or qualitative in nature, are best identified by program participants; however, outcomes and measures should accord with disciplinary best practices, be concrete and specific, and allow for informed and evidence-based judgments regarding student learning.

The Academic Effectiveness Committee will review each submission by the Fall semester, and feedback will be provided shortly thereafter.

Please complete the chart below and submit a report that addresses each of the questions that follow the chart.

**Please be sure to respect your students' anonymity and not to submit their names with your data or discussion. If you would like to submit data referencing individual students, please use "Student 1", "Student 2", etc.**

**Additionally, please be sure to include in your discussion data from any online degree programs for which your department graduates students.**

## **Overview of the Current Year's Results**

This year's results, thus far, show performance that is consistent with past results. Please note that the Spring 2018 results are NOT included in this report. Spring 2018 saw one of the busiest periods in over a decade for the Department of Recreation and Leisure Studies. Comprehensive restructuring of the curriculum to produce two separate majors resulted in postponing the reporting of 20 learning outcome results to a date past the deadline for this report. As is Department Practice they will be completed prior to the Fall 2019 semester. As well, work will commence in the Fall of 2019 to review all assessment processes and frequency of assessing each major's learning outcomes.

List ALL Program Learning Outcomes	Will the Outcome Be Discussed in This Year's Report?	How is the outcome measured? (Embedded class assignment & rubric, specific questions on a final exam, normed national exam, etc.)	What is the benchmark threshold established by program demonstrating competency (Benchmark can be <i>either</i> quantitative or qualitative in nature)	How well did students achieve the department's competency threshold? (Overall achievement of a nationally normed mean, % of assessed students who achieved benchmark, etc.)	How does student achievement fit with trends over time?
Learning Outcome #7.01 LO1: Students shall demonstrate entry-level knowledge of the nature and scope of the relevant recreation related professions and their associated industries.	Awaiting F18 results	Midterm Examination in REC 204			
Learning Outcome #7.02 LO2: Students shall demonstrate entry-level knowledge of the techniques and processes used by professionals and workers in the relevant recreation related professions and their associated industries.	Yes	A final exam is utilized in REC 314 which is all short essay format.	70%	Final exam results: minimum score was 60, maximum score was 90, with a mean of 79.	This is an improvement over Fall 2016 when the Final exam results were a minimum score of 63, maximum score was 85, with a mean of 71.85.

<p>Learning Outcome #7.01 LO3: Students shall demonstrate entry-level knowledge of the foundation of the relevant recreation related professions in history, science and philosophy.</p>	<p>Yes</p>	<p>Quizzes are included in REC 206 after each text chapter assessing the entry-level knowledge covered.</p>	<p>70%</p>	<p>Count 22, Minimum Value 40.05 Maximum Value 100.00 Range 59.95. Average 72.40</p>	<p>Averages were improved from previous semester. Increased emphasis must be placed on ensuring that students are reading the chapters and not relying upon class discussions. Students appeared better prepared for quizzes than in Fall 2016 but only in relation to material reinforced in class.</p>
<p>Learning Outcome #7.02 LO1: Students shall demonstrate the ability to design services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p>	<p>Awaiting F18 results</p>	<p>Written Plan of Operation in REC 311</p>			
<p>Learning Outcome #7.02 LO2: Students shall demonstrate the ability to implement services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p>	<p>No</p>				

<p>Learning Outcome #7.02 LO3: Students shall demonstrate the ability to evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p>	<p>Yes</p>	<p>Comprehensive project in REC 206 that requires among other things the targeting of specific populations and the evaluation of how well that is accomplished.</p>	<p>70%</p>	<p>Minimum Value 84.00 Maximum Value 100.00 Range 16.00 Average 91.222 Median 95.00 Standard Deviation 5.65 Variance 31.95</p>	<p>This was a slight decrease from the Fall 2016 when the following results were determined: Minimum Value 88.00 Maximum Value 99.00 Range 11.00 Average 92.53 Median 92.00 Standard Deviation 3.18 Variance 10.13</p>
<p>Learning Outcome #703-1: Students shall demonstrate entry-level knowledge about operations in relevant recreation related professions.</p>	<p>Yes</p>	<p>A lengthy case study in REC 206 reflective of "real-world" practice is completed that requires problem solving along multiple dimensions of management operations.</p>	<p>70%</p>	<p>Minimum Value 70.00 Maximum Value 92.00 Range 22.00 Average 84.29 Median 85.00 Standard Deviation 5.55 Variance 30.80</p>	<p>This was a decrease from Fall 2016 when the following results were determined: Minimum 77, Maximum 88. Mean: 77.444. Median 75.</p>

<p>Learning Outcome #703-2: Students shall demonstrate entry-level knowledge about strategic management in relevant recreation related professions.</p>	<p>Yes</p>	<p>Comprehensive project in REC 206 that follows a specific planning process and compares it to actual student performance.</p>	<p>70%</p>	<p>Minimum Value 84.00 Maximum Value 100.00 Range 16.00 Average 91.222 Median 95.00 Standard Deviation 5.65 Variance 31.95</p>	<p>This was a slight decrease from the Fall 2016 when the following results were determined: Minimum Value 88.00 Maximum Value 99.00 Range 11.00 Average 92.53 Median 92.00 Standard Deviation 3.18 Variance 10.13</p>
<p>Learning Outcome #7.04-1: Students shall complete a comprehensive internship that prepares them to succeed as professionals at supervisory or higher levels in relevant recreation agencies.</p>	<p>No</p>				

# Discussion

1. Provide a brief overview of your programmatic assessment. How and why did the program choose the measures and thresholds used to assess the outcomes included in this report? Give a brief summary of student achievement of outcomes, comparing to past years if applicable and noting any areas of concern.

Assessment is conducted in accordance with the 7.0 Professional Development Standards and Evaluative Criteria of the National Council on Accreditation of Park, Recreation, Tourism and Related Professions. These standards are assessed within “required” courses of the Recreation and Leisure Studies Major. They are assessed on varying frequencies related to frequency of course offering and relative importance of a course (for example, standards related to the Senior Internship are assessed more frequently than the Intro course). The Curriculum Assessment Plan showing frequency of assessment is included at the end of this report. Faculty complete a “Course Assessment Record” (CAR) for each course and report the standard, measure, result, warranted changes and additional information. These CARs are stored in a shared folder for review by the COAPRT as part of our accreditation cycle and results are shared annually. As well, this SLAR is posted on the Department’s website for public viewing per COAPRT requirement: <https://www.vwu.edu/academics/majors/recreation-and-leisure-studies/pdfs/2018-SLAR.pdf>. A CAR template is included at the end of this report. Measures were chosen by the Department after input by the associated course instructors. Emphasis is placed upon individual achievement and the demonstration of ability to be consistent with national accreditation practices. The Department follows a threshold of 70% achievement which is again consistent with accreditation norms. Please note that this report includes Fall 2018 results only. Given the large amount of work required to create two new Majors in the Department, faculty will be completing their Spring 2019 CARs during the summer months. Specific comparison to the last measurement of these learning outcomes in the Fall of 2016 is found above. No significant changes were found during the present reporting period.

2. Describe a recent programmatic or pedagogical change(s) the department is in the process of evaluating. How did student learning assessment information support this change? How do preliminary results compare to expectations? Describe plans for continuing or making adjustments.

The most significant programmatic change was the elimination in 2019 of the Recreation and Leisure Studies Major and the creation of two majors, Sport and Recreation Management, and Recreation Therapy. This significant change was actually in part a result of past years’ assessment of the 7.04 LO1 programmatic learning outcomes related to the Senior Internship. Learning outcomes have been created for each major and will be assessed starting in the 2019-2020 academic year. It is too early to assess the results of this change. However, as is now the practice, the two new curricula will be assessed and adjustments made as warranted. This is a critical requirement of COAPRT accreditation. The Council requires there to be learning outcomes and measures but most of all evidence that the results are informing ongoing curricular development.

3. How does your department assess the university-wide requirement in oral competency? Include how you define oral competency in your department. How many students achieved competency?

Oral communication is assessed in various ways but the two most significant are the assessment in REC 308 of the "Philosophy Defense" and in REC 409 of the "RECTalk Presentation." The Philosophy Defense requires students to create, present and then defend their personal philosophy(ies) of recreation and leisure to a panel of 4-6 practitioners. This is done without notes or slides and includes a period where questions are presented and answered. So, the oral communication is both prepared and unprepared. The RECTalk presentation requires students to complete a five-minute presentation containing a maximum of five slides and a strict time limit. This places emphasis upon presentation organization. In both instances the Association of American Colleges and Universities (AACU) Oral Competency rubric (from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes, 2010) is utilized to assess student competency. In 2018-2019 all students assessed achieved competency as defined by the Department by achieving an average score of 80%, when 70% was the targeted threshold, on the AACU Rubric. It should also be noted that the instructor's assessment used for reporting and grading is triangulated against practitioner panel's individual results. Most recent triangulation showed the instructor's assessment varying within 3% of the panel's individual average.

4. (Optional) What aspects of student learning and/ or experience is your department regularly discussing that your student learning outcomes and formal assessment processes do not currently address?

We are regularly, and increasingly, discussing behavior/professionalism as it applies to student behavior both in and out of the classroom. Discussion will commence in 2019-2020 to formalize this assessment and share the results with individual students to effect change.

Attach any relevant material (such as copies of rubrics, tests, gathered data, etc.) to the end of the report or append such material to the email alongside this submission. This may include minutes of department meetings demonstrating professional judgment if such judgment was intrinsic to the changes a program will be making. **Please be sure to respect your student's anonymity and do not submit their names with your data or discussion. If you would like to submit individual student data, please refer to them as "Student 1", "Student 2", etc.**

**NOTE:**

Attached are the Department's Curriculum Assessment Plan Schedule, Course Assessment Record, and Rubric used to assess oral communication. As it relates to: "This may include minutes of department meetings demonstrating professional judgment if such judgment was intrinsic to the changes a program will be making", Department faculty meet formally every two weeks to address curricular and other issues. Minutes are kept, shared within Department Faculty, and are available for review if requested.



## Department of Recreation and Leisure Studies Curriculum Assessment Plan Schedule

COAPRT Standard	RLS Learning Outcome Number	Course Number	Measure Used to Assess Learning Outcome. <a href="#">Click to see the "Curriculum Assessment Report"</a>	Fall Odd	Spring Even	Fall Even	Spring Odd	Data Gathered
7.01	1	101	<a href="#">Nature &amp; Scope Exam</a>	X	X			X
7.01	1	212	<a href="#">Midterm Exam</a>	X	X			X
7.01	1	314	<a href="#">Midterm &amp; Final Exams</a>	X				X
7.01	2	204	<a href="#">Midterm Exam</a>			X	X	X
7.01	2	314	<a href="#">Simulated Assessment Project</a>			X		X
7.01	3	101	<a href="#">History Research Paper</a>	X	X			X
7.01	3	101	<a href="#">History Exam</a>	X	X			X
7.01	3	101	<a href="#">Historical Presentation</a>	X	X			X
7.01	3	206	<a href="#">Midterm Foundations Questions</a>			X	X	X
7.01	3	308	<a href="#">Professional Codes Test</a>	X				X
7.01	3	308	<a href="#">Philosophy Defense</a>	X				X
7.01	3	308	<a href="#">Midterm Exam</a>	X				X
7.01	3	409 RM	<a href="#">Intern Supervisor Evaluation</a>		X		X	X
7.01	1-3	408	<a href="#">CPRP and CTRS Exams</a>		X		X	X
7.01	1-3	409 RT	<a href="#">Intern Supervisor Evaluation</a>		X		X	X
7.02	1	308	<a href="#">Culture Project</a>	X				X
7.02	1	311	<a href="#">Written Plan of Operation</a>			X		X
7.02	2	310	<a href="#">Disability Protocol</a>				X	
7.02	3	204	<a href="#">Self-Evaluation: Leadership</a>			X	X	X
7.02	3	204	<a href="#">Peer-Evaluation: Leadership</a>			X	X	X
7.02	3	204	<a href="#">Activity Outline</a>			X	X	X
7.02	3	206	<a href="#">Second Management Project</a>			X	X	X
7.02	1-3	340	<a href="#">Special Event Program</a>	X				X
7.02	1-3	409 RM	<a href="#">Internship Supervisor Evaluation</a>		X		X	X
7.02	1-3	409 RT	<a href="#">Intern Supervisor Evaluation</a>		X		X	X
7.03	1	206	<a href="#">Case Study</a>			X	X	X
7.03	1	309 (RM & RT)	<a href="#">Resume with Goals &amp; Objectives</a>	X	X			X
7.03	1	313	<a href="#">Midterm Exam</a>		X			X
7.03	1	313	<a href="#">TR Month &amp; New Program Proposal</a>		X			X
7.03	1	313	<a href="#">Final Exam</a>		X			X
7.03	1	340	<a href="#">Written Plan of Operation</a>	X				X
7.03	1	342	<a href="#">Journal</a>	X	X			
7.03	1	409 RM	<a href="#">Intern Supervisor Evaluation</a>		X		X	X
7.03	1	409 RT	<a href="#">Intern Supervisor Evaluation</a>		X		X	X
7.03	2	206	<a href="#">Second Management Project</a>			X	X	X
7.03	1,2	341	<a href="#">First Management Project</a>		X		X	X
7.03	1,2	341	<a href="#">Second Management Project</a>		X		X	X
7.04	1	409 RT	<a href="#">Journals and Projects</a>		X		X	X
7.04	1	409 RM	<a href="#">Journals and Projects</a>		X		X	X

**Department of Recreation and Leisure Studies Curriculum Assessment Plan  
Course Assessment Record**

Course Number:  
Course Title:  
Assessment Measure:  
Direct or Indirect:  
Date:

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge:  
a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

Learning Outcome #1: Students shall demonstrate entry-level knowledge of the nature and scope of the relevant recreation related professions and their associated industries.

Learning Outcome #2: Students shall demonstrate entry-level knowledge of the techniques and processes used by professionals and workers in the relevant recreation related professions and their associated industries.

Learning Outcome #3: Students shall demonstrate entry-level knowledge of the foundation of the relevant recreation related professions in history, science and philosophy.

7.01.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.	7.01.02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.	7.01.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.	7.01.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.
<a href="#"><u>Syllabus</u></a>	<b>Description of measure used to assess learning outcomes</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Results for each measure</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Description of how results were used to make change(s)</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>
<b>Related learning objective from syllabus</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Discussion of validity, reliability, or other criteria</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>		
<b>Description of special assignments and extra-instructional learning opportunities</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Description of when measure is used</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>		

Learning Outcome #1: Students shall demonstrate entry-level knowledge of the nature and scope of the relevant recreation related professions and their associated industries.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	

Learning Outcome #2: Students shall demonstrate entry-level knowledge of the techniques and processes used by professionals and workers in the relevant recreation related professions and their associated industries.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	

Learning Outcome #3: Students shall demonstrate entry-level knowledge of the foundation of the relevant recreation related professions in history, science and philosophy.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Learning Outcome #1: Students shall demonstrate the ability to design services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Learning Outcome #2: Students shall demonstrate the ability to implement services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Learning Outcome #3: Students shall demonstrate the ability to evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.	7.02.02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.	7.02.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.	7.02.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.
<a href="#"><u>Syllabus</u></a>	<b>Description of measure used to assess learning outcomes</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Results for each measure</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Description of how results were used to make change(s)</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>
<b>Related learning objective from syllabus</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>	<b>Discussion of validity, reliability, or other criteria</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a> <a href="#"><u>LO#3</u></a>		
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Learning Outcome #1: Students shall demonstrate the ability to design services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	

Learning Outcome #2: Students shall demonstrate the ability to implement services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	



Learning Outcome #3: Students shall demonstrate the ability to evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Learning Outcome #1: Students shall demonstrate entry-level knowledge about operations in relevant recreation related professions.

Learning Outcome #2: Students shall demonstrate entry-level knowledge about strategic management in relevant recreation related professions.

7.03.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.	7.03.02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.	7.03.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.	7.03.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.
<a href="#"><u>Syllabus</u></a>	<b>Description of measure used to assess learning outcomes</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>	<b>Results for each measure</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>	<b>Description of how results were used to make change(s)</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>
<b>Related learning objective from syllabus</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>	<b>Discussion of validity, reliability, or other criteria</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>		
<b>Description of special assignments and extra-instructional learning opportunities</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>	<b>Description of when measures is used</b> <a href="#"><u>LO#1</u></a> <a href="#"><u>LO#2</u></a>		

Learning Outcome #1: Students shall demonstrate entry-level knowledge about operations in relevant recreation related professions.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	

Learning Outcome #2: Students shall demonstrate entry-level knowledge about strategic management in relevant recreation related professions.

<b>Related learning objective from syllabus</b>	
<b>Description of special assignments and extra-curricular learning opportunities</b>	

<b>Description of measure used to assess learning outcomes</b>	
<b>Discussion of validity, reliability, or other criteria</b>	
<b>Description of when measure is used</b>	
<b>Results for each measure</b>	
<b>Description of how results were used to make change(s)</b>	



## Department of Recreation and Leisure Studies Oral Communication Assessment

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Student Name: \_\_\_\_\_

Competency Area	Expectations Exceeded 4 Points	Expectations Met Consistently 3 Points	Expectations Met Inconsistently 2 Points	Expectations Not Met 1 Point	Score & Any Comments
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. Time allotted could not be used any more effectively.	Organizational pattern (specific Introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. Time allotted is consistently used effectively .	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. Time allotted is used effectively at times.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. Time allotted is not used effectively.	
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	