

## AEC APPROVED VERSION

### Student Learning Assessment Report, Undergraduate AY 2023-24

Submit to [Marina Maye at mmaye@vwu.edu](mailto:mmaye@vwu.edu) by June 30, 2024

Program: Sport and Recreation Management

Modalities (“X” all that apply): In-person X Online \_\_\_\_\_

Submitted by: Jill Sturts

In accordance with both SACSCOC reporting guidelines and the faculty’s responsibility to oversee the VWU curriculum, all programs (majors and programs) 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. A helpful hints document with more detailed instruction and tips is bookmarked, with blue hyperlinks, within the chart headings and other locations.

**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

<p>List <b>all</b> Program Learning <a href="#">Outcomes</a> (add number).</p> <p><i>Complete this column each year for all Program Learning Outcomes.</i></p>	<p>Will the outcome be discussed in this year's report?</p> <p><i>Complete this column each year.</i></p>	<p>How has the outcome been <a href="#">measured</a>? (Embedded class assignment &amp; rubric, specific questions on a final exam, normed national exam, etc.)</p> <p><i>Complete this column each year.</i></p>	<p>What is the <a href="#">benchmark</a> threshold established by program demonstrating competency (Benchmark can be <b><i>either</i></b> quantitative or qualitative in nature)</p> <p><i>Complete this column each year.</i></p>	<p>How well did students achieve the department's competency threshold? (Overall achievement of a nationally normed mean, % of assessed students who achieved benchmark, etc.)</p> <p><i>Complete this column only during years this outcome is discussed.</i></p>	<p>How does student achievement fit with trends over time?</p> <p>Given these results, what <a href="#">changes</a> will be implemented and when?</p> <p>If none, why not?</p> <p><i>Complete this column only during years this outcome is discussed.</i></p>
<p>#1: Students shall demonstrate entry-level knowledge of the nature and scope of sport and recreation professions and the agencies that offer their programs.</p>	<p>Yes</p>	<p>SRM 340: <a href="#">Facility Tour Reflection</a></p>	<p>Above 75%</p>	<p>Mean was 84%</p>	<p>Scores exceeded benchmark, but responses could have been better</p>
<p>#2: Students shall demonstrate entry-level knowledge of the typical activities professionals in sport and recreation professions perform.</p>	<p>Yes</p>	<p>SRM 340: <a href="#">Exam 2</a></p>	<p>Above 75%</p>	<p>Mean was 82%</p>	<p>Met expectations</p>
<p>#3: Students shall demonstrate entry-level knowledge of the historical, scientific and</p>	<p>Yes</p>	<p>REC 406: <a href="#">Culture Report</a></p>	<p>Above 75%</p>	<p>Median score on the Culture Report was 83.7.</p>	<p>Performance met expectations.</p>

philosophical foundation of sport and recreation professions.		REC 406: <a href="#">Philosophy Defense</a>		Median score was an 80 for the combined philosophy paper and defense.	This semester's performance was five points above recent years' performance.
#4: Students shall demonstrate the ability to design sport and recreation services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	No	SRM 341: Fall of even years (program design worksheet)			
#5: Students shall demonstrate the ability to implement sport and recreation services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	No	SRM 341: Fall of even years (final portfolio)			
#6: Students shall demonstrate the ability to evaluate sport and recreation services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	Yes	REC 408: <a href="#">Final Research Paper</a>  <a href="#">REC 408 Syllabus</a>	Above 75%	Mean was 81.66, Median was 85.	Overall, results were better than in past semesters.
#7: Students shall demonstrate entry-level knowledge of day-to-day management operations in sport and recreation professions.	Yes	REC 207: <a href="#">Midterm Exam</a>  SRM 309: <a href="#">Assignment Average</a>	Above 75%	Median score on the midterm was a 54. For the final it was a 92.	This mirrors past performance

<p>#8: Students shall demonstrate entry-level knowledge of strategic planning and management in sport and recreation professions.</p>	<p>No</p>				
<p>#9: Students shall complete a comprehensive internship that prepares them to succeed as professionals in entry-level or higher positions in sport and recreation agencies.</p>	<p>Yes</p>	<p><a href="#">SRM 409</a> <a href="#">SRM 409 Syllabus</a></p>	<p>Above 75%</p>	<p>Mean was 98. Median was 98.5 Mean was extremely high due to an excellent group of interns.</p>	<p>Results were very good but suggest that another conversation with the supervisors is warranted to make sure that expectations are normed so that scores aren't so high!</p>

## Discussion

Please answer each part of each section below. For example, even if you answer 1.a.iii., you still need to answer 1.a.ii. and 1.a.i.

### 1. Assessment

#### a. Overview of assessment

- i. Provide a brief overview of your programmatic assessment.

Our Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) requires us to annually report data related to the 7.0-series curricular standards. Central to that are the standards that require: “The program shall demonstrate that it uses data from assessment of Learning Outcome X.XX for continuous program improvement. Our department adheres to the COARPT standards, which are criteria for evaluating the established learning outcomes. A link to our Curriculum Assessment Plan (CAP) is [here](#).

When each faculty member completes a [Curriculum Assessment Record \(CAR\)](#) for each Student Learning Outcome in a course there is specific notation of changes that are a result of the assessment. Because we complete CARs every semester and they are discussed in SRP faculty meetings the Department follows a process of continuous improvement.

- ii. How and why did the program choose the measures and thresholds used to assess the outcomes included in this report?

The measures and thresholds chosen were done so in accordance with COAPRT accreditation standards. The link to the COAPRT accreditation standards is [here](#), which also includes the learning outcomes. A 70% threshold is established by COAPRT.

- iii. Give a brief summary of student achievement of outcomes, comparing to past years if applicable and noting any areas of concern.

Student achievement of outcomes was high. There were not any areas of concern identified.

b. Evaluation of changes

- i. Describe recent programmatic or pedagogical change(s) the department is in the process of evaluating.

We are in the process of evaluating student long-term projects and their connectedness to the Research Methods course taken concurrently.

- ii. How did student learning assessment information support the change(s)?

In the assessment of the long-term project, the department became more aware of the opportunity to connect the two courses for the benefit of student learning and long-term skills.

- iii. How do results compare to expectations?

Results generally exceeded expectations.

- iv. Describe plans for continuing or making adjustments.

Adjustments will be made in the facility management course to include more detailed content related to risk management.

2. 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? Please describe.

Our department meets biweekly to discuss ways in which we can improve and best support students. Meeting minutes are one way we track ideas, issues, progress, etc. We also use our meetings to invite practitioners within the field of sport and recreation management to share current trends and challenges so we can infuse feedback into our courses. We also discuss class policies, struggling students, internship issues, student success, etc.

Attach all relevant material (such as copies of assessment plans, 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 students' 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.**