

Recreation Program Outcomes Assessment Plan

Goal	Learning Process	Learning Outcomes	Assessment																																																								
Students shall receive a broad and interdisciplinary understanding of the arts, the humanities, and the natural and social sciences	<ul style="list-style-type: none"> GURs 	<ul style="list-style-type: none"> Evaluation of tests, projects, papers, etc. Course grades 	<ul style="list-style-type: none"> 																																																								
Students shall possess the knowledge and skills required of entry-level professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance	<p>Courses:</p> <ul style="list-style-type: none"> Rec 276, Rec 370, Rec 372, Rec 373, Rec 376, Rec 378, Rec 379, Rec 444, Rec 450, Rec 470, Rec 475, Rec 476, Rec 480 <p>Activities:</p> <ul style="list-style-type: none"> Papers, projects, presentations, group work, fieldwork, internship (See attached course syllabi. Also refer to attached section of accreditation report) 	<ul style="list-style-type: none"> Evaluation of tests, projects, papers, and presentations Course grades Internship evaluation Professional Certifications Certified Leisure Professional (CLP) Certified Therapeutic Recreation Specialist (CTRS) Phase IV Survey Alumni Survey Employer Survey* 	<p>Evaluation of tests, projects, papers, and presentations</p> <p>Specific program assignment, Rec 373, 2001-2004 86% mean score 84% Exceeded expectations 12% Met expectations 4% Did not meet expectations</p> <p>Research paper, Rec 480, 1999-2003, capstone course Expectations 74% Exceeded expectations 26% Met expectations 0% Did not meet expectations</p> <p>Course grades Fall 1999 – Spring 2004 Expectations</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Exceeded</th> <th style="text-align: center;">Met</th> <th style="text-align: center;">Did not meet</th> </tr> </thead> <tbody> <tr><td>Rec 276</td><td style="text-align: center;">92%</td><td style="text-align: center;">3%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 370</td><td style="text-align: center;">90%</td><td style="text-align: center;">4%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 372</td><td style="text-align: center;">75%</td><td style="text-align: center;">19%</td><td style="text-align: center;">4%</td></tr> <tr><td>Rec 373</td><td style="text-align: center;">87%</td><td style="text-align: center;">8%</td><td style="text-align: center;">1%</td></tr> <tr><td>Rec 376</td><td style="text-align: center;">82%</td><td style="text-align: center;">12%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 378</td><td style="text-align: center;">84%</td><td style="text-align: center;">13%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 379</td><td style="text-align: center;">84%</td><td style="text-align: center;">10%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 444</td><td style="text-align: center;">83%</td><td style="text-align: center;">16%</td><td style="text-align: center;">1%</td></tr> <tr><td>Rec 450</td><td style="text-align: center;">83%</td><td style="text-align: center;">16%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 470</td><td style="text-align: center;">91%</td><td style="text-align: center;">7%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 475</td><td style="text-align: center;">94%</td><td style="text-align: center;">2%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 476</td><td style="text-align: center;">100%</td><td style="text-align: center;">0%</td><td style="text-align: center;">0%</td></tr> <tr><td>Rec 480</td><td style="text-align: center;">88%</td><td style="text-align: center;">9%</td><td style="text-align: center;">0%</td></tr> </tbody> </table>		Exceeded	Met	Did not meet	Rec 276	92%	3%	0%	Rec 370	90%	4%	0%	Rec 372	75%	19%	4%	Rec 373	87%	8%	1%	Rec 376	82%	12%	0%	Rec 378	84%	13%	0%	Rec 379	84%	10%	0%	Rec 444	83%	16%	1%	Rec 450	83%	16%	0%	Rec 470	91%	7%	0%	Rec 475	94%	2%	0%	Rec 476	100%	0%	0%	Rec 480	88%	9%	0%
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			<p>Professional certification – NCTRC, 1996-2001 National certification exam Graduates consistently achieve significantly higher mean exam scores than regional and national mean scores 74.3 WWU mean exam score 70.4 Regional mean exam score 67.3 National mean exam score</p> <p>Internship evaluations – therapeutic recreation 4.3 mean on 5 point scale, 16 items</p> <p>Internship evaluations – all other majors 4.3 mean on 5 point scale on “knowledge” item: Knowledge of the techniques, equipment, procedures, and/or materials to do the job. 4.7 mean on 5 point scale on “ability to learn” item: Speed with which intern masters new tasks and methods, grasps concepts and explanations; retains knowledge 4.5 mean on 5 point scale on “initiative” item: Degree to which intern is self-motivated; makes constructive suggestions and contributes ideas; completes own assignments</p>																																								
<p>Students shall be able to use diverse ways of understanding</p>	<p>Courses:</p> <ul style="list-style-type: none"> All courses <p>Activities:</p> <ul style="list-style-type: none"> Group projects, papers, experiential learning, surveys, reflective analysis, moral reasoning, critical analysis (See course syllabi) 	<ul style="list-style-type: none"> Evaluation of tests, projects, papers, and presentations Internship evaluation Phase IV Survey Alumni Survey Employer Survey* 	<p>Course grades Fall 1999 – Spring 2004</p> <table border="1"> <thead> <tr> <th>Expectations</th> <th>Exceeded</th> <th>Met</th> <th>Did not meet</th> </tr> </thead> <tbody> <tr> <td>Rec 201</td> <td>75%</td> <td>20%</td> <td>5%</td> </tr> <tr> <td>Rec 271</td> <td>85%</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Rec 272</td> <td>92%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>Rec 274</td> <td>92%</td> <td>3%</td> <td>0%</td> </tr> <tr> <td>Rec 276</td> <td>92%</td> <td>3%</td> <td>0%</td> </tr> <tr> <td>Rec 370</td> <td>90%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>Rec 372</td> <td>75%</td> <td>19%</td> <td>4%</td> </tr> <tr> <td>Rec 373</td> <td>87%</td> <td>8%</td> <td>1%</td> </tr> <tr> <td>Rec 376</td> <td>82%</td> <td>12%</td> <td>0%</td> </tr> </tbody> </table>	Expectations	Exceeded	Met	Did not meet	Rec 201	75%	20%	5%	Rec 271	85%	14%	0%	Rec 272	92%	8%	0%	Rec 274	92%	3%	0%	Rec 276	92%	3%	0%	Rec 370	90%	4%	0%	Rec 372	75%	19%	4%	Rec 373	87%	8%	1%	Rec 376	82%	12%	0%
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Phase IV Survey

The following questionnaire items address aspects of students' satisfaction with aspects of the curriculum related to goal #2. 1 = very satisfied, 2 = mostly satisfied, 3 = somewhat satisfied, 4 = not at all satisfied.

	<u>2001</u>	<u>2002</u>	<u>2003</u>
Defining and solving problems	1.57	1.82	1.74
Using a broad range of knowledge, ideas and perspectives	1.41	1.84	1.46
Being able to respond to moral dilemmas	1.36	1.65	1.46
Being able to respond to social issues	1.34	1.84	1.49
Understanding and appreciating differing philosophies/cultures	1.32	1.75	1.62
Understanding the interaction of society and the environment	1.30	2.00	1.49
Understanding organizations and how people behave in them	1.59	2.00	2.08

Alumni Survey

Alumni who graduated between 1995 and 1999 responded to the same set of questionnaire item as the Phase IV survey above, based on the same scale. The data suggest that graduates are quite satisfied with their recreation education at Western.

	<u>Mean</u>
Defining and solving problems	1.6
Using a broad range of knowledge,	

			ideas and perspectives 1.5 Being able to respond to moral dilemmas 1.6 Being able to respond to social issues 1.6 Understanding and appreciating differing philosophies/cultures 1.5 Understanding the interaction of society and the environment 1.6 Understanding organizations and how people behave in them 1.7																																																																																
Students shall be able to think critically and to express themselves proficiently in oral and written communication	Courses: <ul style="list-style-type: none"> All courses Activities <ul style="list-style-type: none"> Papers, projects, presentations, internship 	<ul style="list-style-type: none"> Evaluation of tests, projects, papers, and presentations Course grades (Rec 480 is writing intensive) Internship evaluation Phase IV Survey Alumni Survey Employer Survey* 	<p>Evaluation of tests, projects, papers, and presentations Research paper, Rec 480, 1999-2003, capstone course</p> <p>Expectations 74% Exceeded expectations 26% Met expectations 0% Did not meet expectations</p> <p>Course grades Fall 1999 – Spring 2004</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Expectations</th> </tr> <tr> <th></th> <th>Exceeded</th> <th>Met</th> <th>Did not meet</th> </tr> </thead> <tbody> <tr><td>Rec 201</td><td>75%</td><td>20%</td><td>5%</td></tr> <tr><td>Rec 271</td><td>85%</td><td>14%</td><td>0%</td></tr> <tr><td>Rec 272</td><td>92%</td><td>8%</td><td>0%</td></tr> <tr><td>Rec 274</td><td>92%</td><td>3%</td><td>0%</td></tr> <tr><td>Rec 276</td><td>92%</td><td>3%</td><td>0%</td></tr> <tr><td>Rec 370</td><td>90%</td><td>4%</td><td>0%</td></tr> <tr><td>Rec 372</td><td>75%</td><td>19%</td><td>4%</td></tr> <tr><td>Rec 373</td><td>87%</td><td>8%</td><td>1%</td></tr> <tr><td>Rec 376</td><td>82%</td><td>12%</td><td>0%</td></tr> <tr><td>Rec 378</td><td>84%</td><td>13%</td><td>0%</td></tr> <tr><td>Rec 379</td><td>84%</td><td>10%</td><td>0%</td></tr> <tr><td>Rec 444</td><td>83%</td><td>16%</td><td>1%</td></tr> <tr><td>Rec 450</td><td>83%</td><td>16%</td><td>0%</td></tr> <tr><td>Rec 470</td><td>91%</td><td>7%</td><td>0%</td></tr> <tr><td>Rec 475</td><td>94%</td><td>2%</td><td>0%</td></tr> <tr><td>Rec 476</td><td>100%</td><td>0%</td><td>0%</td></tr> <tr><td>Rec 479</td><td>93%</td><td>0%</td><td>0%</td></tr> <tr><td>Rec 480</td><td>88%</td><td>9%</td><td>0%</td></tr> </tbody> </table> <p>Internship evaluations – therapeutic recreation</p>		Expectations				Exceeded	Met	Did not meet	Rec 201	75%	20%	5%	Rec 271	85%	14%	0%	Rec 272	92%	8%	0%	Rec 274	92%	3%	0%	Rec 276	92%	3%	0%	Rec 370	90%	4%	0%	Rec 372	75%	19%	4%	Rec 373	87%	8%	1%	Rec 376	82%	12%	0%	Rec 378	84%	13%	0%	Rec 379	84%	10%	0%	Rec 444	83%	16%	1%	Rec 450	83%	16%	0%	Rec 470	91%	7%	0%	Rec 475	94%	2%	0%	Rec 476	100%	0%	0%	Rec 479	93%	0%	0%	Rec 480	88%	9%	0%
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<p>Students shall be able to apply moral decision-making and make reasoned judgments</p>	<p>Courses:</p> <ul style="list-style-type: none"> All courses <p>Activities:</p> <ul style="list-style-type: none"> Papers, projects, case studies, internship 	<ul style="list-style-type: none"> Evaluation of tests, papers, projects, presentations Course grades Internship evaluation (section on ethical behavior) Alumni Survey Phase IV Survey Employer Survey* 	<p>Evaluation of tests, projects, papers, and presentations</p> <p>Moral reasoning, Rec 480, 1999-2003, capstone course Senior capstone class addresses a model for moral reasoning with 8-10 hours of class time devoted to lecture, discussion, debate, and application of the model. See course grades for Rec 480</p> <p>Course grades Fall 1999 – Spring 2004</p> <table border="0"> <tr> <td></td> <td colspan="3">Expectations</td> </tr> <tr> <td></td> <td>Exceeded</td> <td>Met</td> <td>Did not meet</td> </tr> <tr> <td>Rec 201</td> <td>75%</td> <td>20%</td> <td>5%</td> </tr> <tr> <td>Rec 271</td> <td>85%</td> <td>14%</td> <td>0%</td> </tr> </table>		Expectations				Exceeded	Met	Did not meet	Rec 201	75%	20%	5%	Rec 271	85%	14%	0%
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Internship evaluations – therapeutic recreation

Ethics
 Intern understands ethical principles
 Intern applies principles to practice
 Intern logically resolves moral dilemmas
 4.5 on 5 point scale

Internship evaluations – all other majors

Professional Ethics
 Awareness of ethics
 Ability to recognize moral dilemmas
 Applies rational decision making
 4.7 on 5 point scale

Phase IV survey	<u>2001</u>	<u>2002</u>	<u>2003</u>
Being able to respond to moral dilemmas	1.36	1.65	1.46

Alumni survey
 Being able to respond to moral dilemmas 1.6 (1=very satisfied)

<p>Students shall be capable of socially responsible leadership and shall be advocates for the right of all persons to quality leisure services</p>	<p>Courses:</p> <ul style="list-style-type: none"> • Fieldwork • Internship 	<ul style="list-style-type: none"> • Internship evaluation • Alumni survey • Anecdotal evidence • Employer Survey* 	<p>Evaluation of tests, papers, projects, and presentations</p> <p>Internship evaluations – therapeutic recreation Community integration/recreation inclusion Knowledge of community recreation resources Knowledge to barriers to recreation and leisure Connects clients to programs that reflect their needs Identifies supports needed for inclusion 4.4 on 5 point scale</p> <table border="1"> <thead> <tr> <th>Phase IV survey</th> <th><u>2001</u></th> <th><u>2002</u></th> <th><u>2003</u></th> </tr> </thead> <tbody> <tr> <td>Providing socially responsible leadership</td> <td>1.27</td> <td>1.49</td> <td>1.32</td> </tr> <tr> <td>Advocating for the rights of all persons to services</td> <td>1.25</td> <td>1.57</td> <td>1.36</td> </tr> <tr> <td>Understanding the personal/social benefits of leisure</td> <td>1.14</td> <td>1.29</td> <td>1.22</td> </tr> <tr> <td>Understanding and working with other cultures</td> <td>1.82</td> <td>2.35</td> <td>2.22</td> </tr> </tbody> </table> <p>Alumni survey</p> <table border="1"> <tbody> <tr> <td>Providing socially responsible leadership</td> <td>1.4</td> <td>(1=very satisfied)</td> </tr> <tr> <td>Advocating for the rights of all persons to services</td> <td>1.3</td> <td></td> </tr> <tr> <td>Understanding the personal/social benefits of leisure</td> <td>1.3</td> <td></td> </tr> <tr> <td>Understanding and working other cultures</td> <td>1.8</td> <td></td> </tr> </tbody> </table>	Phase IV survey	<u>2001</u>	<u>2002</u>	<u>2003</u>	Providing socially responsible leadership	1.27	1.49	1.32	Advocating for the rights of all persons to services	1.25	1.57	1.36	Understanding the personal/social benefits of leisure	1.14	1.29	1.22	Understanding and working with other cultures	1.82	2.35	2.22	Providing socially responsible leadership	1.4	(1=very satisfied)	Advocating for the rights of all persons to services	1.3		Understanding the personal/social benefits of leisure	1.3		Understanding and working other cultures	1.8	
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Students shall understand the contributions of leisure and recreation to individual well-being and to community welfare. In particular, they shall understand the benefits of individual leisure expression, shared leisure experiences, and their relationship in the context of community life.

- Courses:
- Rec 201, Rec 271, Rec 272, Rec 274, Rec 373, Rec 376, Rec 379, Rec 380, Rec 421, Rec 470, Rec. 476, Rec 476, Rec 480
- Activities:
- Papers, projects, presentations, service learning

- Evaluation of tests, papers, projects, and presentations
- Course grades
- Internship evaluation
- Phase IV Survey
- Alumni Survey
- Employer Survey*

Evaluation of tests, papers, projects, and presentations

Time diary assignment, Rec 201
 35% exceeded expectations
 47% met expectations
 18% did not meet expectations

Neighborhood recreation project, Rec 271
 Comprehensive program design, Rec 373
 Makah Tribe, Neah Bay project, Rec 479, Ecotourism
 Student fieldtrip to the Makah Reservation to learn about tribal issues, current tourism projects, and opportunities for economic development through tourism projects.

Course grades Fall 1999 – Spring 2004

	Expectations		
	Exceeded	Met	Did not meet
Rec 201	75%	20%	5%
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Internship evaluations – therapeutic recreation
 4.3 mean on 5 point scale, all 16 items
 4.5 mean on Therapeutic Recreation Foundations
 4.4 mean on Community Integration/Rec Inclusion

Internship evaluations – all other majors
 4.3 mean on Internship Knowledge, 5 point scale
 4.4 mean on Quality of Work, 5 point scale

Phase IV survey

	<u>2001</u>	<u>2002</u>	<u>2003</u>
Understanding the personal and social benefits of leisure	1.14	1.29	1.22
Understanding and appreciating			

			<p>differing philosophies/cultures 1.32 1.75 1.62</p> <p>Understanding the interaction of society and the environment 1.30 2.00 1.49</p> <p>Using a broad range of knowledge, ideas, and perspectives 1.41 1.84 1.46</p> <p>Being able to develop a satisfying meaning of life 1.23 1.76 1.49</p> <p>Understanding and working effectively with other cultures 1.82 2.35 2.22</p> <p>Alumni survey</p> <p>Understanding the personal and social benefits of leisure 1.3</p> <p>Understanding and appreciating differing philosophies/cultures 1.5</p> <p>Understanding the interaction of society and the environment 1.6</p> <p>Using a broad range of knowledge, ideas, and perspectives 1.5</p> <p>Understanding the interaction of society and the environment 1.6</p> <p>Being able to develop a satisfying meaning of life 1.6</p> <p>Understanding and working other cultures 1.8</p>
<p>Students shall be able to function in a pluralistic democracy. They shall understand how leisure can strengthen both the diverse threads and the whole fabric of a multicultural democracy</p>	<p>Courses:</p> <ul style="list-style-type: none"> • Rec 201, Rec 271, Rec 274, Rec 380, Rec 471, Rec 480 <p>Activities:</p> <ul style="list-style-type: none"> • Fieldwork • Internship • Service Learning 	<ul style="list-style-type: none"> • Evaluation of tests, papers, projects, and presentations • Internship • Phase IV Survey • Alumni Survey • Employer Survey* 	<p>Evaluation of tests, projects, papers, and presentations</p> <p>Makah Tribe, Neah Bay project, Rec 479, Ecotourism Student fieldtrip to the Makah Reservation to learn about tribal issues, current tourism projects, and opportunities for economic development through tourism projects.</p> <p>Internship evaluations – therapeutic recreation</p> <p>4.3 mean on 5 point scale, all 16 items</p> <p>4.5 mean on Therapeutic Recreation Foundations</p> <p>4.4 mean on Community Integration/Rec Inclusion</p> <p>Internship evaluations – all other majors</p> <p>4.3 mean on Internship Knowledge, 5 point scale</p> <p>4.4 mean on Quality of Work, 5 point scale</p> <p>Phase IV survey <u>2001</u> <u>2002</u> <u>2003</u></p>

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<p>Students shall understand the interrelationship among leisure behavior, society, and nature</p>	<p>Courses</p> <ul style="list-style-type: none"> Rec 201, Rec 271, Rec 272, Rec 370, Rec 379, Rec 470, Rec 476, Rec 480 <p>Activities:</p> <ul style="list-style-type: none"> Papers, projects, presentations, internship 	<ul style="list-style-type: none"> Evaluation of tests, papers, projects, and presentations Internship Alumni Survey Employer Survey* 	<p>Evaluation of tests, papers, projects, and presentations</p> <p>Course grades Fall 1999 – Spring 2004</p> <table border="1"> <thead> <tr> <th></th> <th>Exceeded</th> <th>Met</th> <th>Did not meet</th> </tr> </thead> <tbody> <tr> <td>Rec 201</td> <td>75%</td> <td>20%</td> <td>5%</td> </tr> <tr> <td>Rec 271</td> <td>85%</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Rec 370</td> <td>90%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>Rec 372</td> <td>75%</td> <td>19%</td> <td>4%</td> </tr> <tr> <td>Rec 379</td> <td>84%</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>Rec 470</td> <td>91%</td> <td>7%</td> <td>0%</td> </tr> <tr> <td>Rec 476</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Rec 480</td> <td>88%</td> <td>9%</td> <td>0%</td> </tr> </tbody> </table> <p>Phase IV survey <u>2001</u> <u>2002</u> <u>2003</u></p> <p>Understanding the interaction of society and the environment 1.30 2.00 1.49</p> <p>Alumni survey</p> <p>Understanding the interaction of society and the environment 1.6</p>		Exceeded	Met	Did not meet	Rec 201	75%	20%	5%	Rec 271	85%	14%	0%	Rec 370	90%	4%	0%	Rec 372	75%	19%	4%	Rec 379	84%	10%	0%	Rec 470	91%	7%	0%	Rec 476	100%	0%	0%	Rec 480	88%	9%	0%
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