

EWU Programmatic SLO Assessment

AY 2015-16 and “Closing the Loop” for AY 2014-15

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to “close the loop” in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year’s template) by EWU programs and other assessment resources: <http://access.ewu.edu/graduate-education/academic-planning/faculty-support/student-learning-assessment/sample-program-slo-assessment-reports>

Additional resources and support are available to:

- 1) Determine whether students can do, know or value program goals upon graduation and to what extent;
- 2) Determine students’ progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
- 3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hberglan@ewu.edu or 509.359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hberglan@ewu.edu), Interim Director for the Faculty Commons, by September __, 2016.**

Degree/Certificate: RCLS

Major/Option: Recreation Management, Outdoor Recreation, Therapeutic Recreation

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Part I – Program SLO Assessment Report for 2015-16

Part I – for the 2015-16 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning outcome as published either in the catalog or elsewhere in your department literature.

“Demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings” (EWU Course Catalog '15-'16, page 290)

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
__X__ SLO is met, but with changes forthcoming;
_____ SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Course - RCLS 240 Overview of Therapeutic Recreation

Assignment - Wheelchair Accessibility Packet

Assigned since Fall 2012, ongoing. This assignment requires students to select a recreational facility and complete the ADA checklist for readily achievable barrier removal at that facility. (<http://www.ada.gov/racheck.pdf>). Students are also required to submit two pictures of themselves completing the checklist as well as two paragraphs on their findings. This assignment exposes students to laws and regulations regarding accessibility for people with disabilities, community development aspects of the human services supportive areas, quality assurance and quality improvement elements, as well as risk and safety management. It also meets the SLO stating that students will “Demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings” (EWU Course Catalog '15-'16, page 290).

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. Findings:

Quarter Offered	Average	Pass Rate
Fall 2012	87.8%	85%
Spring 2013	94.59%	97%
Fall 2013	96.48%	97%
Spring 2014	87.22%	89%
Fall 2014	88%	90%
Spring 2015	96.7%	97%
Fall 2015	98.9%	100%
Spring 2016	93%	93%

b. Analysis of findings:

This assignment tends to fluctuate in stages. The above table reflects an upward progression in averages and pass rate up until Fall 2013. At this time, following analysis of assignment requirements and grades received, the assignment was changed to require a lengthier reflection of their experiences. This *may* have been the cause for the drop in Spring 2014 (the first quarter the lengthier reflection was required). The justification for the lengthier reflection was that students were commenting on the assignment and their experiences measuring and evaluating more in person and in class discussion than in the actual assignment. For the assignment they were writing the bare necessities and not really reflecting on the value of the tasks as they related to their future careers as recreation professionals (and as managers of the types of facilities they were evaluating). The increased length requirement also allowed for deeper reflection on the need for accessible facilities and an increased awareness of diversity, equity, and inclusion in recreation and leisure delivery settings. The assignment requirements received no further edits, so the reason for the sudden drop in average and pass rate in the quarter of Spring 2016 is unknown. That class did have a few students who “checked out” of the quarter and did not complete many of the assignments or only did partial work – bringing down the overall average and pass rate for the quarter.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

As mentioned above, the assignment was changed following Fall 2013. No changes will be made to the assignment until grades can be reviewed for Fall 2016 to see if the drop witnessed following Spring 2016 is a trend or just a result of the make-up of the Spring 2016 class.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Following the conclusion of the course in Fall 2016 and Spring 2017, assignment revisions will be considered dependent on the trend witnessed.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

It is possible that increasing the minimal length requirement for the assignment caused a larger number of students to not complete the assignment in its entirety during Spring 2016, but based on the increased average and pass rate in the quarters immediately following the change (Spring 2014 – Fall 2015) this is unlikely. If that is the case, a revision to the assignment – possibly to make it more of a group based reflection – could increase participation among students who would otherwise not engage in the assignment fully.

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2014-15, and then describe actions taken during 2015-16 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The university also requests that Deans complete a College-Level Synthesis report, which synthesizes which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. Student Learning Outcome(s) assessed for 2014-15

Students who graduate with a degree from the Recreation and Leisure Services Program will:

- Demonstrate effective oral and written communication skills
- Demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry

2. Strategies implemented during 2015-16 to improve student learning, based on findings of the 2014-15 assessment activities.

Changes made in the 2015 capstone class included the implementation of a one-day senior capstone conference where all of the presentations are completed over a six-hour time frame (at a different location on campus, e.g., the PUB). The conference utilized the PechaKucha presentation format, (students have a total of 20 minutes to complete their presentation). Students were also responsible for all aspects of conference planning, scheduling, implementation, and assessment. Last, we implemented a presentation peer review process so that students would experience at least one practice run, with feedback (using the instructor rubric), before presenting on conference day. Students also created marketing materials, which were distributed on campus, which drew in a diverse audience. Both instructors assessed the students, via rubric. Students also assessed each other via rubric.

Based on the success of the 2015 capstone changes, the one day conference and PechaKucha presentation format was maintained.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

Again, just as in the 2015 Capstone course, students were more invested in each other's presentations. Additionally, the peer support provided (and demonstrated through their attendance at each other's presentations) was much more palpable than in previous years (when doing presentations during course time).

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

No further changes are projected to the assignment itself. The PechaKucha and one day conference format will be maintained for Capstone 2017. However, in order to decrease the workload in the early weeks of the quarter, students will be required to research potential capstone topics in the course preceding the capstone class – providing more time to prepare their presentations and less time deciding on a topic.

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2.

For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.

5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf