

**Assurance of Student Learning Report
2022-2023**

College of Health & Human Services

School of Kinesiology, Recreation & Sport

M.S. in Recreation & Sport Administration #095

Dr. Brad Stinnett

Is this an online program? Yes No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Students will demonstrate advanced knowledge of research techniques relative to recreation and sport.

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

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

Met

Not Met

Program Student Learning Outcome 2: Students will apply theoretical knowledge learned from RSA graduate courses in a practical setting within recreation and sport.

Instrument 1 Direct: Analysis of RSA 590 (Practicum in Recreation & Sport) experience.

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

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

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

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

Met

Not Met

Assessment Cycle Plan:

Program student learning outcomes were added to CourseLeaf. There are no anticipated changes in terms of the assessment timeline.

Program Student Learning Outcome 1

Program Student Learning Outcome	Students will demonstrate advanced knowledge of research techniques relative to recreation and sport.		
Measurement Instrument 1	<p>Direct measures of student learning in the research methods course, to evaluate advanced knowledge, is the completion of a final research project. Primary elements of the research project include:</p> <ul style="list-style-type: none"> -determining a research question -completing a mini literature review -conducting a needs assessment (if applicable) -critiquing scholarly articles <p>The project consists of students assembling a title page, abstract, introduction, literature review, methodology, and references. The intent of the project is two-fold: a) to ensure students can produce quality written projects that are grounded in relevant, current research and b) to facilitate the project into a formal study beyond the duration of the course.</p>		
Criteria for Student Success	Upon completion of the assignment, students should score 80% or above based on the evaluation criteria provided. Student success on this activity is achieved by competently addressing each element of the assignment.		
Program Success Target for this Measurement	70% of the students completing the activity will score 70% or higher on the assessment.	Percent of Program Achieving Target	76% (28/37) scored 70% or higher.
Methods	Data collected from all students ($N = 37$) who completed RSA 501 during the Fall 2022 and Spring 2023 semesters.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: Overall, the results were expected. One interesting finding was that student success was much higher in the spring term than compared to the fall. In the fall, 15/23 (65%) achieved the target, while in the spring, 13/14 (93%) met or exceeded the 70% metric.</p> <p>Conclusions: The research project, and course overall, haven't changed significantly over the past few semesters. Program faculty feel the elements included in the measurement instrument (research project) are appropriate for the SLO.</p> <p>Plans for Next Assessment Cycle: Program faculty will continue to evaluate the RSA 501 research project assignment.</p>			

Program Student Learning Outcome 2			
Program Student Learning Outcome	Students will apply theoretical knowledge learned from RSA graduate courses in a practical setting within recreation and sport.		
Measurement Instrument 1	<p>The direct measurement instrument for this SLO included the assessment of the components of RSA 590 (Practicum in Recreation & Sport). This assessment requires student progress toward the SLO throughout the course. The primary elements included in the evaluation of students include:</p> <ul style="list-style-type: none"> • Practicum workplan proposal/revision • Two progress reports • Final report • Agency supervisor evaluation 		
Criteria for Student Success	Upon completion of this course activity, students score 80% or above based on the evaluation criteria provided. Student success relative to this activity is achieved by following the instructions and requirements associated with each element. This includes, but is not limited to, producing a report of the student's meeting with the agency supervisor; submitting a personalized schedule; detailing a workplan with timeline; providing progress reports; and submitting a final report with all required documentations.		
Program Success Target for this Measurement	80% of students completing this activity will score 80% or higher on the overall assessment.	Percent of Program Achieving Target	95% (19/20) scored 80% or higher.
Methods	Data collected on all students who completed RSA 590 during the Fall 2022 (<i>N</i> = 13) and Spring 2023 (<i>N</i> = 7).		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: The results were expected and not surprising. Typically, when students take RSA 590, they are at the end of their program and are excited to apply what they have learned from previously completed courses in a practical setting. Program faculty expected student success with this SLO, and the results yielded no surprises.</p> <p>Conclusions: The course was modified a bit for this assessment cycle. The modification centered around having students develop a more intentional practicum proposal, plan, and timeline. Past Practicum courses consisted of many forms that didn't allow for a strategic, intentional approach from the student as the new modification did. Effective communication between the student, site supervisor, and faculty supervisor continued to be an essential component of the experience.</p> <p>Plans for Next Assessment Cycle: Program faculty will continue to evaluate RSA 590 and the elements included in this SLO. Currently, four elements of the activity are included in Measurement Instrument 1. Moving forward, it may be best to separate those into two Measurement Instruments to provide a better breakdown of student success and target metrics.</p>			

Program Student Learning Outcome 3			
Program Student Learning Outcome	Students will demonstrate competency relative to fiscal practices in recreation and sport.		
Measurement Instrument 1	Grant activity assignment from RSA 519 (Fiscal Practices in Recreation & Sport). Overview: 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 Contracts. 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 as to why the student feels the funding opportunity is worthwhile to pursue. Finally, students are to locate the official application and submit with their executive summary.		
Criteria for Student Success	Upon completion of the assignment, students should score 80% or above based on the evaluation criteria provided. Student success on this activity is achieved by clearly addressing each element of the assignment. Elaborating on each element with information found during the research phase is critically important.		
Program Success Target for this Measurement	80% of the students completing the activity will score 80% or higher on the assessment	Percent of Program Achieving Target	90% (18/20) scored 80% or higher
Methods	Data collected from all students ($N = 20$) who completed RSA 519 during the Fall 2022 and Spring 2023 semesters.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results</u>: The results were expected. A key piece of this activity is for the students to identify a grant in the recreation or sport industry in which they can obtain the necessary information. Students were successful in this step, and it led to overall student success.</p> <p><u>Conclusions</u>: The grant activity in RSA 519 continues to be effective in assessing student competency and understanding of fiscal practice elements.</p> <p><u>Plans for Next Assessment Cycle</u>: Program faculty will continue to evaluate the RSA 519 grant activity assignment. Moving forward, additional direct measurement instruments may need to be considered if the target metric continues to be exceeded.</p>			

***** Please include Curriculum Map (below/next page) as part of this document**

M.S. RSA (#095) SLO 1 Rubric

Criteria	Marginal	Satisfactory	Outstanding	Score
Introducing/ Problem statement 20	0- 6pts Neither implicit nor explicit reference is made to the topic or purpose of the article.	7- 13pts Readers are aware of the overall problem, challenge, or topic of the article	14- 20pts Topic is introduced, and groundwork is laid as to the direction of the paper. Only information found in the literature is included.	
Content and Support 30	0- 9pts Mismatch between topic area selected and the selection of articles/sources.	10- 19pts Apparent match between the selected topic area and selection of articles/sources, although perhaps not clearly articulated.	20- 30pts Shows thorough understanding of the relationship of the sources selected to the topic selected.	
Structure and Organization 15	0- 4pts No clear organization or organizational plan inconsistent.	5- 9pts Well organized with organizational plan obvious throughout.	10- 15pts 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.	
Focus/Relevancy Relevancy to the topic 10	0- 3pts A disproportionate number of sources do not relate or pertain to the topic.	4- 6pts Sources generally support or pertain to the topic.	7- 10pts The sources were directly on target and supportive or pertinent to the topic.	
Conclusion/Summary 5	0- 2pts Lacks summary or any synthesis of the information, leaving each article as a stand-alone piece and/or misinterprets the information and makes statements	3- 4pts Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.	5pts Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.	
APA/Style 10	0- 3pts Contains spelling or grammatical errors, does not follow APA style, lacks, or uses quotations and/or citations ineffectively or inappropriately, lack of transitions.	4- 6pts Contains no spelling or grammatical errors, follows APA style, uses quotations and citations appropriately, transitions included.	7- 10pts 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.	
Sources 10	0- 3pts Fewer than 3 sources and/or sources not appropriate.	4- 6pts 4 to 6 sources	7- 10pts Seven or more sources	

**M.S. in Recreation & Sport Administration #095
SLO 2 Rubric**

Assignments	Components (425 Points Possible)		
<p>Practicum workplan proposal/revision: (50 points)</p> <p><i>*Grade is based on level of adherence to guidelines provided.</i></p>	<p>15 Points Students are required to assess their personal goals, identify and visit with an agency willing to host them.</p>	<p>15 Points Students write a proposal that specifies what they will accomplish during the practicum experience, inclusive of a detailed timeline.</p>	<p>20 Points Students revise and resubmit proposals after receiving instructor feedback. The most common corrections relate to trying to accomplish more than is probably possible in the timeframe and not providing enough detail in the timeline. Agencies then email the instructor indicating they have read the proposal and confirm their willingness to host the student.</p>

<p>Progress Reports (two): (150 points)</p> <p>*Grade is based on level of adherence to guidelines provided.</p>	<p>75 points</p> <p>Identify progress made during the practicum through the end of the first period; discuss any tasks that were not accomplished by this point that the student thinks should have been per the proposal; discuss a plan on how to address the tasks; discuss any challenges encountered; report how many hours were collected; discuss progress in terms of being able to complete the practicum on time.</p>	<p>75 points</p> <p>Identify the progress made on the practicum since the first progress report (which goals/tasks have been accomplished/met); discuss any tasks that were not accomplished by the end of this period that you think should have been according to your practicum proposal; discuss any challenges encountered during this last reporting period; report how many hours were collected and the total of accumulated practicum hours.</p>	
<p>Final Report/Documentation: (150 points)</p> <p>*Grade is based on level of adherence to guidelines provided.</p>	<p>60 Points</p> <p>Report on how the practicum proposal worked out (or turned out differently) according to the original plan; speak to the outcomes for the agency and its clients from your contributions; address how you developed professionally from the experience.</p>	<p>40 points</p> <p>Reflect on what aspect(s) of the practicum you wish had gone better; list the hours you collected at the agency during the practicum.</p>	<p>50 points</p> <p>Submit documentation from the practicum that showcases some of the work that you performed for the agency during the practicum.</p>

<p>Agency Supervisor Evaluation: (150 Points)</p>	<p>150 Points This portion of the assessment provides the agency supervisor an opportunity to share formal feedback with WKU about the student's performance during the practicum.</p>	<p>We utilize an online survey which allows us to collect the same data for each student who takes the course. This is very helpful when we want to look at our student performance over time. To administer the survey, and to help protect the integrity of the data, the faculty member sends the link directly to the agency supervisor near the end of the course.</p>	<p>The student would not have access to the survey unless the supervisor were to send the link to the student. This is a critical piece in determining whether a student has demonstrated the ability to work successfully with the agency.</p>
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	M.S. RSA (#095) SLO 3 Rubric	
Category	Novice	Competent
Instructions	(0 – 5 points) Didn't follow any or some of the stated instructions.	(6 – 10 points) -Follows all stated directions including font type, size, spacing, etc. -Identifies a grant/contract from a recreation or sport related agency. -Attached official application
Content	(0 – 14 points) -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	(15 – 30 points) 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.
Format	(0 – 5 points) -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	(6 – 10 points) -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