

Academic Assessment Report - AY 2012-2013

College, School/Department, Name of Program: RECREATION ADMINISTRATION, COE/PERH

Program SLOs:

SLO1: Identify the role that leisure and recreation services have in helping individuals lead a balanced and healthy lifestyle. (KU 1,2,3,4)(GE K1, S1, S4, S5, GEV 2, 3, 4, 5)

SLO2: Advocate for the rights of people with disability to leisure and an enhanced quality of life for all individuals. (KU 1,2,3) (GE S1,2,3,4, GEV1, 2, 3,4 & K1)

SLO3: Demonstrate knowledge the value of leisure and recreation in supporting healthy lifestyles and communities from a local and global perspective. (KU 1,2,3,4) (GE K1, GEV 4, K2, S1,S2, S3, S4, S5)

SLO4: Demonstrate the ability to plan, implement, administer and engage a diverse public in inclusive recreation services and settings. (KU 1,2,3) (GE K1,K2, GEV1,2,3,4,5; S1,S2,S3,S4)

SLO5: Apply knowledge and skills necessary for professional practice in the community, commercial and therapeutic recreation fields. (KU 1,2,3,4) (GE K1,K2, GEV 1,2,3,4,5; S1,S2,S3,S4, S5)

SLO6: Demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services. (KU 1,2,3,4) (GE K1,K2,K3; GEV 2,3,4, S1,S2,S3, S4)

SLO 7: Demonstrate knowledge of professional identity and the importance of professional involvement. (KU 1,2,3,4) (GE K1, GEV 1,2,3,4; S1,S2, S3, S4, S5)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria (Describe how data is collected--rubric, survey, etc.)	Results of Assessment (Specific to Data Collected)	Action Taken (Closing the Loop: New action or follow up from last Assessment Report – Specific to the results of assessment)
<p>SLO1: Identify the role that leisure and recreation services have in helping individuals lead a balanced and healthy lifestyle.</p>	<p>Direct 1: REC 4903 Capstone D # 1 - Assessment Portfolio review in capstone class and after the completion of REC 3910 Practicum</p>	<p>D # 1 – Score of 20 on Assessment Portfolio with grading rubric in capstone.</p> <p>Non-scored Portfolio review at completion of 18 credits and after completion of REC 3910.</p>	<p>D # 1 - A total of 37 students completed the portfolio. Portfolios mean score was 17 which is an increase of 1.5 over the previous academic year scores. Review of the specific rubric categories reflected improved student scores on incorporating artifacts that relate SLOs. Artifacts also improved in quality. This area was identified as a problem area in the 2011/2012 assessment report. Category scores in the areas of organization of materials and creativity remain lower.</p> <p>Portfolio reviews at 18 credits and after completion of REC 3910 were applied inconsistently. Revise this assessment measure.</p>	<p>D # 1 – Assessment Portfolio Action Plan</p> <ol style="list-style-type: none"> 1. In order to provide adequate support the cap size for the Senior seminar class should be no more than 15-20 students to allow more time to revise student work and provide portfolio support (Spring class 24 students). Implement Fall 2013 2. Develop sample portfolios for each option for student review. 3. Update presentation on how organize the portfolio and how to make your portfolio more creative. 4. Meet with Center for Professional Development to discuss techniques to enhance portfolio design using technology. 5. Link the portfolio review to specific classes to provide a more structured system for reviewing work. During the summer faculty will meet to identify at least two courses other than REC 4903 that would have portfolio review as a component. Implement in Spring 14 semester.
	<p>Direct 2: Philosophy Statement</p>	<p>D# 2 – Score of 15 on Philosophy statement with grading rubric in capstone course.</p>	<p>D# 2- Philosophy statement</p> <p>Average score on philosophy rubric in capstone class is 13 out of 15. Score reflects a similar score to last year’s scores. Students were required to</p>	<p>D#2, 3 & 4 – Writing the philosophy statement remains a struggle for students although the student scores appear higher than last year. These scores were achieved after several drafts.</p> <p>Philosophy Statement Action Plan:</p>

		complete between 2 and 4 drafts of the statement before final score was given. Most significance area in need of improvement in paper was the use of references to support statements. Based on the Kean Writing rubric the mean score was 26/30. Writing scores were slightly higher than 2011/12.	<ol style="list-style-type: none"> 1. Develop additional sample philosophy statements for students. 2. Revise philosophy assignment to include the development of annotated bibliography related to benefits of Recreation and SLOs prior to the development of the philosophy statement. Implementation Fall 2013. 3. Send students to writing center when they display significant writing problems. 4. Re-introduce the philosophy statement in REC 2901 and in the initial course for each option. Fall 013 5. Implement common format with revised rubric. Fall 2013
Direct 3: REC 2901 Philosophy statement	D#3 – REC 2901 - Score on grading rubric on initial Philosophy paper in Foundations Course	D#3 – REC 2901 - Several approaches to developing philosophy statements in other courses were piloted during this academic year. Rec 2901 and REC 3910 used a question approach different than the format in REC 4903.	
Direct 4: REC 3910 Philosophy Statement	D # 4 - REC 3910 Score on Philosophy statement in Practicum course.	D # 4 - REC 3910 Using the REC 3910 practicum class created problems in consistency with scoring because this is a field class and is predominantly supervised by adjunct instructs.	
Indirect 1: I # 1 - Graduating Student Survey	I # 1/2 -Responses on Likert scale on Graduating Student Survey.	I # 2 - Distributed to 140 students on line and completed by 50 students to date. 22 students strongly agreed, 24 agreed and 2 somewhat agreed that through their course work they were receiving the knowledge, skills and abilities to be a successful practitioner in their chosen option. This is a slight improvement from the 2011-2012 assessment in the area of somewhat agreed. 2.	I #2 –Because this survey covers all current students, this information is being answered by sophomores, juniors and seniors. This may directly impact on their response to this question. Some students had completed field work others had not. More the half the students had transferred into the program.
Indirect 2: 1 # 2 - Current Student Survey and Focus Groups	I # 2- Current Student Survey related to SLOs		<p>CSS Action Plan</p> <ol style="list-style-type: none"> 1. The RA faculty members will me with the Center for Professional Development to identify how to construct the survey to

				more effectively gather student feedback based on class level, field work experience, number of courses and other identified variable. Identify ways to incorporated SLOs into the survey as indicated in the 2011/2012 report. Revised survey implemented in Spring 14.
<p>SLO2: Advocate for the rights of people with disability to leisure and an enhanced quality of life for all individuals.</p>	<p>Direct 1: REC 4903 D # 1 - Philosophy Statement</p>	<p>D # 1 - Score out of 10 points on Philosophy statement based on grading rubric.</p>	<p>D# 1- D# 2- Philosophy statement Average score on philosophy rubric in capstone class is 13 out of 15. Score reflects a similar score to last year's scores. Students were required to complete between 2 and 4 drafts of the statement before final score was given. Most significance area in need of improvement in paper was the use of references to support statements. Based on the Kean Writing rubric the mean score was 26/30. Writing scores were slightly higher than 2011/12.</p>	<p>D 2#1 See SLO # 1 - Philosophy Action Plan</p>
	<p>Direct 2: D # 2 - Student Assessment Portfolio</p>	<p>D # 2 - Score out of 20 based on grading rubric on Assessment portfolio</p>	<p>D # 2 - A total of 37 students completed the portfolio. Portfolios mean score was 17 which is an increase of 1.5 over the previous academic year scores. Review of the specific rubric categories reflected improved student scores on incorporating artifacts that relate SLOs. Artifacts also improved in quality. This area was identified as a problem area in the 2011/2012 assessment report. Category scores in the areas of organization of materials and</p>	<p>See SLO D # 2 - Assessment Portfolio Action Plan</p>

		creativity remain lower.	
Direct 3: REC 3300 D # 3 - Accessibility Assessment	D # 3 -Score of 10 on Accessibility Assessment	D # 3 -Score of 10 on Accessibility Assessment Based on 47 students over 2 semesters. Average accessibility score was 9.3. Students did well overall on the assignments and appeared to have a good understanding of ADA physical accessibility assignment. Scores reflect a slight increase in scores from previous year assessment. SLO #2 outcome met.	D # 3 - Accessibility Assessment Action Plan Continue to monitor scores and increase opportunities to practice accessibility assessments. 1. Review for consistency the grading rubrics for REC 2910 and 3903 that also have accessibility related assignments. 2. Add accessibility assessment to Field classes as a required assignment. Fall 2013. Currently extra credit.
Direct 4: D # 4 - Accommodation Plan	D # 4 -Score of 20 on Accommodation Plan	D # 4 -Score of 20 on Accommodation Plan –Based on 47 students over 2 semesters the mean score was 15. (31 students in Spring 13 semester) The range was 12 and the mode was 17. This course is taken by majors and non-majors. Some of the lower scores were achieved by non-majors. This class was also taught with 33 students in the second semester. Students completed the assignment in pairs rather than individually. The Accommodation plan is more complicated than the accessibility plan and requires more skills and a broader knowledge base. Students need more support for this aspect of SLO #2.	D# 4 – Accommodation plan scores average in the 80s. Accommodation planning was introduced in REC 2910 (02) in Fall 2012 but not in section 01. However not all students in REC 3300 in the Spring had 2910. Action Plan: 1. Review sequencing of classes to ensure students are exposed to the concept of accommodation planning prior to REC 3300. 2. Incorporate accommodation planning in both sections of REC 2910 in the Fall 13. 3. Review accommodation plan assignment for clarity and accuracy and revise grading rubric. 5. Incorporate opportunities for revision of the plan into class format. 6. Monitor non major and major scores. 7. Maintain class size of 25 to provide more opportunity for revision and

			discussion of plan.
Indirect 1: I # 1 - Graduating Student Survey (GSS)	I # 1 - Responses on Graduating Student Survey	I # 1- Graduating students scored 13 strongly agreed and 11 agreed as opposed to last year's score which was 14 SA 3 Agreed	I #1 – GSS Action Plan 1. Review all course outlines and syllabi to ensure that diversity is addressed in all recreation classes with specific focus in recreation core classes. 2. Review SLOs with students in all core courses.
Indirect 2: I # 2 - Current Student Survey(CSS)	I#2 – Responses to CSS	I # 2 – See comments in SLO #1 I # 2 - Distributed to 140 students on line and completed by 50 students to date. 22 students strongly agreed, 24 agreed and 2 somewhat agreed that through their course work they were receiving the knowledge, skills and abilities to be a successful practitioner in their chosen option. This is a slight improvement from the 2011-2012 assessment in the area of somewhat agreed.	See SLO 1 I # 2 CSS Action Plan
Indirect 3: 1 # 3 - Fieldwork site supervisor feedback	1 # 3 - Documented Focus group sessions with students and Field supervisors. Revised for Fall 13/14	1# 3 – General feedback from field site supervisors that students were knowledgeable about the importance of inclusion and the rights of people with disabilities. Community recreation students conducted recreation programs for people with disabilities and work with student in inclusive programs.	1 #3 - Feedback from field supervisors was informal not through focus group which was difficult to organize because of availability of site and Kean field supervisors. Similar problems existed in bringing field students together for focus group meeting. Students begin and end at different times. Field Supervisor Feedback Action plan: 1. Develop post field work on line survey for practicum and internship supervisors to get more detailed feedback beyond specific student evaluations. 2013-14 2. Review Community /Commercial

				evaluations to ensure questions related to working with people with disabilities and diversity are incorporated. 2013-14 3. Develop post field evaluation on line for students. Fall 2013
	Indirect 4: I # 4 - Alumni Survey (every 4 years)	1 # 4 - Comprehensive Alumni survey using Likert scale.	1# 4 - Next survey 2016	
<p>SLO3: Demonstrate knowledge the value of leisure and recreation in supporting healthy lifestyles and communities from a local and global perspective.</p>	Direct 1: D# 1 - Student Assessment Portfolio	D # 1 - Score out of 20 based on grading rubric on Assessment portfolio. Non scored Portfolio review at completion of 18 credits and after completion of REC 3910.	D # 1 - A total of 37 students completed the portfolio. Portfolios mean score was 17 which is an increase of 1.5 over the previous academic year scores. Review of the specific rubric categories reflected improved student scores on incorporating artifacts that relate SLOs. Artifacts also improved in quality. This area was identified as a problem area in the 2011/2012 assessment report. Category scores in the areas of organization of materials and creativity remain lower.	See Assessment Portfolio Action Plan for SLO 1 for D#1
	Direct 2: D # 2 - REC 4903 Philosophy statement	D # 2 - Score out of 10 points on Philosophy Statement based on grading rubric.	D# 2- Philosophy statement Average score on philosophy rubric in capstone class is 13 out of 15. Score reflects a similar score to last year's scores. Students were required to complete between 2 and 4 drafts of the statement before final score was given. Most significance area in need of improvement in paper was the use of references to support statements.	See Philosophy Statement Action Plan for SLO 1D # 2,3,4

Direct 3: D # 3- REC 2901 – Philosophy statement	D # 3 – 2901 - Score on grading rubric on initial Philosophy paper in Foundations Course	D#3 – REC 2901 - Score on grading rubric on initial Philosophy paper in Foundations Course. (to be revised)	
Direct 4: D # 4 – REC 3910 Philosophy statement	D # 4 – REC 3910 Philosophy statement Scored with grading rubric	D#3 – REC 2901 - Score on grading rubric on initial Philosophy paper in Foundations Course. (to be revised) D # 4 - REC 3910 Score on Philosophy statement in Practicum course. (to be revised)	
Direct 5: D # 5 – REC 3910 – Practicum	D # 5 REC 3910 – Overall grade of a B or better scored on a grading grid.	D # 5– Since Summer 2 2012 a total # of 42 students registered for Practicum. To date of those who have successful completed the practicum all have passed with a B or better. One student was dropped by the field site in Spring 2013 and re-assigned. SP 13 – 12 students – 8 incompletes currently – faculty waiting for final reports or hours to be completed. SS1 13 – 13 practicum students – 3 students still identifying field sites. Feedback from field supervisors as reflected field supervisors’ assessments and in person meetings with Kean field supervisors identified that students demonstrated the ability to lead and implement recreation programs for diverse populations. Continue to need to develop more program ideas, resources and activity skills. Students scored on average between 4 and 5 on student	<p>D # 5 – <i>Field Experience Action Plan:</i></p> <ol style="list-style-type: none"> 1. Advise students to take new one credit activity classes to increase activity skills. 2. Increase volunteer experiences for students such as paralympics and special Olympics and Plainfield summer program. 3. Refer all students with writing skills issues to the writing center. 4. On line weekly report system to be incorporated in 2013-2014 academic year. 5. Develop self-reflection and final report writing samples for students. <p>5. Address development of resources skills in 2910. Fall 2013</p> <p>Field placement issues</p> <p>There has been a consistent increase in the number of students doing field placements (in both REC 3910 and REC 4510). This increase has created problems with finding adequate field placements. Increase in incompletes because of problems with finding placements, late starts and extended hours required in the internship. Ongoing problems with the contract approval process also caused</p>

evaluations.
Timeliness submission of field work and quality of writing of the required paperwork is primary cause for lower grades in field experience.

delays in field placements.

Additional Field Experience Action Plan:

- 1. Recommendation to hire a part time field work coordinator or full time clinical instructor position that would coordinate all field placements, monitor student progress, develop additional sites, and monitor contracts.***
2. Order list of CTRSs in NJ from NCTRC and mail surveys to identify appropriate additional TR site with certified professionals.
3. Obtain mailing lists from NJRPA and RCRA to develop additional community and commercial recreation sites.
3. Meet with the attorney's office to review contract procedures to increase contracted sites for clinical placements.
4. Initiate semester training program for potential field sites and for current field sites to ensure consistency in evaluation and opportunities provided to students.
5. Fall 13 -Submit new course REC 4520 for TR internships for College Curriculum committee for implementation in Spring 13.
6. Meet with Teaching performance Center to review procedures and guidelines for student teachers and applicability to Recreation field classes.
7. Meet with Office of Disability services to identify reasonable accommodation supports for field students.

	Indirect: I # 1 - Graduating Student Survey	I # 1 -Responses on Graduating Student Survey	I # 1- Scores 15 SA and 9 A. Comparison Score 11 SA and 6 A in 2011/12 GSS.	1# 1- GSS Action Plan Although scores were positive continue the following: 1. Review with all faculty SLOs and update course outlines and review syllabi to ensure course outlines are addressing healthy lifestyles from a global perspective. Fall 13 and Spring 13. 2. Email adjunct faculty for Fall 2013 the list of SLOs and direct that all courses should have a diversity component. 3. Identify on line diversity training for all faculty and diversity opportunities on campus.
SLO4: Demonstrate the ability to plan, implement, administer and engage a diverse public in inclusive recreation services and settings.	Direct 1: D # 1 - REC 4903 Capstone Course Assessment Portfolio	D # 1 - Score out of 20 based on grading rubric on Assessment Portfolio	D# 1 – See SLO1 #1 – SLO #4 represented in Portfolio	See SLO 1 #1 for Assessment Portfolio Action plan.
	Direct 2: D # 2 - REC 4900 Instructional Plan and Presentation	D # 2 - Instructional Plan and Presentation Score of 15 points on teaching presentation and instructional plan. Component scores: Presentation 4 points Plan 6 Evaluation 3 Writing 2	D#2 – Fall 12 class had 25 students and 23 participated in the instructional Plan. Because of the size of the class the plan was done in group format. Mean score was 12.7. Based on the 2012 Recreation Program Review document two sections of the class was offered in SP 2013 to reduce size of the class so individual presentations could be implemented. Spring 2013 30 students in two sections. Mean score 13 with students in (01) scoring lower with a mean score of 12.4. Overall improvement in component scores with TR students and CR/COM Rec students scoring equally on activity analysis and task analysis	D# 2- The reduction in class size for REC 4900 and offering 2 sections allowed more time for individual student presentations and more focused class preparation time. Differences in the performance of students in two sections may be due to differences in interpretation of rubric categories. Instructional Plan Action plan 1. Maintain smaller class size for this course 2. Review grading rubric to ensure consistency and correct interpretation of requirements for each category 3. Offer more leadership opportunities in all classes.

		which is an improvement over last year's assessment data. This score does reflect a 1.5 improvement over previous year scores.	
Direct 3: D # 3 - REC 3910 Practicum	D # 3 - REC 3910 – Overall grade of a B or better scored on a grading grid	<p>D #3- REC 3910</p> <p>Since Summer 2 2012 a total # of 42 students registered for Practicum. To date of those who have successful completed the practicum all have passed with a B or better. One student was dropped by the field site in Spring 2013 and re-assigned.</p> <p>SP 13 – 12 students – 8 incompletes currently – faculty waiting for final reports or hours to be completed.</p> <p>SS1 13 – 13 practicum students – 3 students still identifying field sites.</p> <p>Feedback from field supervisors as reflected field supervisors' assessments and in person meetings with Kean field supervisors identified that students demonstrated the ability to lead and implement recreation programs for diverse populations. Continue to need to develop more program ideas and activity skills. Students scored on average between 4 and 5 on student evaluations.</p> <p>Timeliness submission of field work and quality of writing of the required paperwork is primary cause for lower grades in field experience.</p>	See SLO 3 D #5 Field Placement Action plan

<p>Direct 4: D # 4 - REC 4510: Internship - Overall passing grade of a B or better in field work.</p>	<p>D # 4- Internship - Student overall passing grade of a B or. Scored on grading grid based on 100 points.</p>	<p>D# 4 – 28 students registered for internship between SS2 12 and SS 1 13 SS II – 3 students FA 12- 3 students SP 13 – 14 students SS 1 13 – 8 students All students who completed the internship hours received a B or better. Currently 8 Spring 13 students have incompletes. All of the students who have completed their internships this year have achieved a B or better. All students appear to be doing well over all. Field site supervisors attribute ranges in grades primarily to students’ timeliness with submission of paperwork. Ability to self-reflect is also an area that continues to be problematic.</p> <p>Spring 13 16 interns - students have incompletes either because of late starts because of difficulty finding sites or availability or incomplete paperwork.</p> <p>13/SS 1 – 8 students registered for internship. 2 students are still in the process of confirming sites.</p>	<p>See SLO 3 D #5 Field Placement Action plan</p>
<p>Indirect 1: I # 1 - Graduating Student Survey(GSS)</p>	<p>I# 1 – Survey scored on a Likert scale.</p>	<p>I # 1 – Student scores on this SLO on GSS – 10 Strongly Agree and 13 Agree. This question was revised for the GSS survey for 12-13.</p>	<p>I # 1 – Lower scores in strongly agree is significant since inclusive recreation is a major focus area in Recreation and Parks. Actions Plan 1. Review REC 2910 to ensure Inclusive recreation programming is addressed.</p>

			2. Provide workshop each semester on inclusive recreation.
	Indirect 2: I # 2 - Field site supervisors' comments for REC 4510 Internship students.	1 #2 – Documented Focus group sessions with field supervisors. Revised for Fall 2013	I # 2- see comments in SLO #3. General feedback based on evaluation forms and discussions with Kean supervisor. TR students continue to need support in goal writing and documentation. Current students have reflected stronger leadership skills.
			<p>I # 2 – Field Supervisor Comments Action Plan</p> <p>Meeting with consultant Spring 2013 indicated that additional courses needed in TR to provide students with more focused skill development. Proposed new BS in Therapeutic Recreation should provide students with additional course opportunities that expand education base for students. Implementation Spring 2015.</p> <p>1. Development Introduction to Therapeutic Recreation to focus on introductory knowledge of the profession and basic disability knowledge. As recommended by consultant. Will replace REC 3300 for TR majors.</p> <p>2. Revise REC 3310 and REC 4310 to meet current NCTRC guidelines for assessment and documentation classes. Implement Spring14</p>
SLO5: Apply knowledge and skills necessary for professional practice in the community, commercial and therapeutic recreation fields.	Direct 1: D # 1 - REC 4903: Assessment Portfolio	D # 1 - REC 4903: Assessment Portfolio	<p>D # 1 - A total of 37 students completed the portfolio. Portfolios mean score was 17 which is an increase of 1.5 over the previous academic year scores. Review of the specific rubric categories reflected improved student scores on incorporating artifacts that relate SLOs. Artifacts also improved in quality. This area was identified as a problem area in the 2011/2012 assessment report.</p> <p>See Action Plan for SLO 1 D#1 Assessment Portfolio</p>

		Category scores in the areas of organization of materials and creativity remain lower.	
Direct 2: D # 2 - Research Presentation/ Oral Grading rubric	D # 2 - A score of 15 for Research Presentation Maximum overall average score on Oral Presentation Rubric 5	D #2 – 36 students over two semesters completed the Research presentation. Mean score 13.56. Scores for class (13) mean 14. Spring 13 (23) mean 13.7. Slight difference in scores. Oral Presentation Scores only available for Spring class. Mean Oral Presentation score 4 out of 5. Areas in need of improvement include eye contact with audience, speaking without reading everything from the power point and memorable quality of the presentation. Overall slight improvement from 2011-2012. Only one student’s presentation was scored as memorable. General quality of the presentation good with power points of a much higher quality in previous years.	D # 2 – Slight differences in scores may be due to differences in rubrics for each class. Research Presentation Action Plan 1. Review rubric and revise to ensure consistency. 2. Identify classes where PowerPoint presentations are required and review requirements and implement oral common rubric to ensure consistency. 3. Discuss oral rubric with GE to identify how best to score the rubric with PowerPoint research presentation. Oral rubric used is designed for communication students.
Direct 3: D # 3 - Writing rubric scores on writing assignment in REC 4903. Revised 1/13	D # 3 - A score of 30 on the writing rubric. Based on capstone class. Revised 1/13 Should be used in writing emphasis classes: REC 2901, REC 3310 and REC 3903	D#3 – Writing rubric used to score writing skills on REC 4903 capstone Philosophy paper. Based on the Kean Writing rubric the mean score was 26/30. Writing scores were slightly higher than 2011/12. Medium 26 and Mode 30. One student scored 19/30.	D# 3 - Writing Action Plan 1. Refer students with ongoing problems to writing center or for project excel evaluation. 2. Conduct writing workshop for adjuncts 3. Support assignment revision in courses whenever possible. Fall 2013 4. Utilize common writing rubric in writing emphasis classes to continue to identify students with writing issues earlier in their academic career. Implement in Fall 2013 and Spring 2014.

<p>Direct 4: D # 4 - REC 4510 Overall passing grade in Internship</p>	<p>D # 4 - REC 4510 Internship Overall grade of B or better based in internship Scored on a grading grid based on 100.</p>	<p>D # 4 – 28 students registered for internship between SS2 12 and SS 1 13 SS II – 3 students FA 12- 3 students SP 13 – 14 students SS 1 13 – 8 students All students who completed the internship hours received a B or better. Currently 8 Spring 13 students have incompletes. All students appear to be doing well over all. Kean field site supervisors attribute ranges in grades primarily to students’ timeliness with submission of paperwork. Ability to self-reflect is also an area that continues to be problematic. On site supervisors recommend students develop more programmatic skills, improve general and clinical writing skills, but observed improvements in leadership abilities and willingness to take initiative. Spring 13 16 interns - students have incompletes either because of late starts because of difficulty finding sites or availability of sites, contract delays or failure to submit required paperwork. 13/SS 1 – 8 students registered for internship. 2 students are still in the process of confirming sites</p>	<p>D # 4 -See SLO 3</p>
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Direct 5: D# 5 – REC 1200 Web Design and Questionnaire Development	D #5 – Scores on Web & Questionnaire on Grading Rubric	D#5 – 44 students took Rec 1200 over two semesters. Average score on Questionnaire 96 out of 100. Average score on web design project 98 out of 100. Students’ feedback - expressed confidence in the ability to replicate both projects in a work setting and applied skills to other classes. Improved Power point presentation skills also reflect in REC4903.	D # 5 for Fieldwork Action Plan
Indirect 1: I # 1 - Graduating Student survey	1 # 1 – Responses on Graduating Student survey on related questions.	I #1- Scores on the GSS were 12 Strongly Agree and 12 Agree. In the 2011-12 GSS the score was 11 SA and 6 A.	I # 1- More detail information needed to determine why students do not feel more confident about the ability to practice the profession upon graduation. May have to do with whether or not the student completing the survey has completed internship or is completing internship in the summer. GSS Action Plan 1. Meet with assessment office to discuss the addition of questions to clarify student status. Spring 2014 GSS 2. Conduct follow up phone interview or survey to gain more insight student Assessment of SLO. Implement July 2013.
Indirect 2: I # 2 – Current Student Comments (CSS)	I # 2 – Responses on Current Student Survey	1# 2- This specific SLO was incorporated into the CSS as indicated in the 2011/2012 report and in the 2012/13. Current student scores: 22 SA and 24 A and 2 Somewhat agree. Slight improvement over 2011/12 scores: 29 SA, 34 A and 7 Somewhat agree. See action plan. Stage that the student is at	1# 2 – CSS Action Plan 1. Student Survey will be revised for Spring 2014. 2. The RA faculty members will meet with the Center for Professional Development to identify how to construct the survey to more effectively gather student feedback based on class level, field work experience, number of courses and other identified variable. Revised survey

			academically may impact on the response. See Action Plan	implemented in Spring 14.
<p>SL06: Demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services.</p>	<p>Direct 1: D # 1 - REC 3903: Final Project including Budget excel spread sheet</p>	<p>D # 1 – REC 3903 – Score on Final Project including Budget excel spread sheet.</p>	<p>D#1 – Two sections of Rec 3903 were offered this semester. One section was designated for TR students only. Average score for TR only section on final project was 89. Community/Commercial section used different scoring system. 7 out of 18 students scored an A and 5 an A-. Only 1 student scored in the C range. Feedback from site supervisors noted that while students have programmatic budgeting skills they are not as knowledgeable about the NJ Budget process.</p>	<p>D#1 – Two sections of Rec 3903 were offered this semester. One section was designated for TR students only. Average score for TR only section on final project was 89. Community/Commercial section used different scoring system. 7 out of 18 students scored an A and 5 an A-. Only 1 student scored in the C range. Feedback from site supervisors noted that while students have programmatic budgeting skills they are not as knowledgeable about the NJ Budget process.</p>
	<p>Direct 2: REC 4903: Assessment Portfolio</p>	<p>D # 2 - Score out of 20 based on grading rubric on Assessment Portfolio. Non scored Portfolio review at completion of 18 credits and after completion of</p>	<p>See SLO 1 D# 1 – Students portfolio uniformly contained artifacts reflecting this SLO. See portfolio assessment data SLO1.</p>	<p>See SLO 1 D # 1 for Assessment Portfolio Action Plan</p>
	<p>Indirect: I # 1 - Graduating student Survey (GSS)</p>	<p>I # 1 – Scores on related questions on Graduating Student Survey.</p>	<p>I# 1 – Student scores 10 SA and 14 A. No comparison with 2011/12 because this SLO was not on the previous GSS. Further details are needed. The difference in scores may reflect that the majority of majors are TR students who receive the least course work as related to management, budgeting and administrative responsibilities.</p>	<p>I # 1- More detail information needed to determine why students do not feel more confident about the ability to practice the profession upon graduation. May have to do with whether or not the student completing the survey has completed internship or is completing internship in the summer.</p>

				<p>GSS Action Plan</p> <p>1. Meet with assessment office to discuss the addition of questions to clarify student option that may impact on response to this question. Spring 2014 GSS</p> <p>2. Conduct follow up phone interview or survey to gain more insight student assessment of SLO. Implement July 2013.</p>
<p>SLO 7: Demonstrate knowledge of professional identity and the importance of professional involvement.</p>	<p>Direct 1: D # 1 - REC 4903 Philosophy statement</p>	<p>D # 1 - Score of 10 on Philosophy statement using grading rubric.</p>	<p>See SLO 1 D # 2 Philosophy statement average score on philosophy rubric in capstone class is 13 out of 15. Score reflects a similar score to last year.</p> <p>Students were required to complete between 2 and 4 drafts of the statement before final score was given. Final statements reflected good knowledge of professional identity.</p> <p>Most significance area in need of improvement in paper was the use of references to support statements. Based on the Kean Writing rubric the mean score was 26/30. Writing scores were slightly higher than 2011/12.</p>	<p>See SLO 1 – D# 2 for Philosophy Action Plan</p>

	<p>Direct 2: D# 2 - Conference report</p>	<p>D # 2 – Responses on Conference report (revised to use reports).</p>	<p>D#2 – 26 students in REC 4903 attended a conference or participated in a webinar over the 2012-13 academic year. Students indicated that they were able to network and make potential field work contacts as part of the conference attendance. Students submitted conference summary reports. Students also indicated that they had a better understanding of the profession and a greater sense of what it means to be a professional.</p> <p>Two workshops as indicated in the 2011-2012 assessment report were schedule on Campus in Fall 2012: Inclusion U assessment and certification review. All students had the opportunity to attend all or part of the conferences. One workshop was subsidized by the Kean Foundation. Students attending this conference after completing an exam were also certified as Certified Inclusion Assessors. One student was given a scholarship to attend the NJEPA TR conference. Both TR and Disabilities conference were cancelled due to Hurricane</p>	<p><i>D # 2 - Conference Report Action Plan</i></p> <ol style="list-style-type: none"> 1. Continue to offer onsite conferences in Fall and Spring semesters. Certification workshop scheduled for Fall2013. 2. Additional conferences were identified for Spring 2013 and these conferences will be recommended for Spring 2014. 3. Seek scholarship opportunities to increase students’ ability to pay for and attend these conferences. 4. Identify specific funding sources for TR students to attend TR national conference in Pittsburgh Pennsylvania this Fall. 5. Work with Recreation Majors Club to conduct fundraising activities to support student conference activities. 5. Create Conference participation survey form
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Direct 3: D # 3 - Passage rates on NCTRC certification exam for TR students only	D # 3 - Passing score for the exam is not identified to the public by the certification agency. Overall student passage rate and scores on individual exam categories	D# 3 - Data received on passage rates for first time students in 2010, 2011 and 2012 (October) indicated passage rate on the Exam remains mean score is 54% percentile based on 22 students. National mean score for 2,906 students was 64 % Indicate specific areas in need of improvement in Foundational knowledge and advancement of the profession. Review class was offered in Fall 2013. New TR course was implemented in Spring 2013 REC 3750.		<p><i>D # 3 Certification Exam Action Plan</i></p> <p>Meeting with consultant Spring 2013 indicated that additional courses needed in TR to provide students with more focused skill development. <i>Proposed new BS in Therapeutic Recreation should provide students with additional course opportunities that expand education base for students. Implementation Spring 2015.</i></p> <p>2. Set up meeting with NCTRC to review student data in more detail to identify impact of English as a 2nd language, existence of learning disabilities and other data that would be important to an analysis of exam passage rates. This will allowed additional appropriate actions to be developed and implemented. Summer 013</p> <p>3. Develop <i>Introduction to Therapeutic Recreation</i> to focus on introductory knowledge of the profession and basic disability knowledge. As recommended by consultant. Will replace REC 3300 for TR majors.</p> <p>4. Revise REC 3310 and REC 4310 to meet current NCTRC guidelines for assessment and documentation classes. Implement</p>

				<p>Spring14</p> <p>5. Continue offering separate sections of core courses for TR majors: REC 2910 Fall and REC 3903 Spring until BS degree is approved.</p> <p>5. Offer exam review in Spring and Fall Semesters.</p> <p>6. Conduct follow up survey to students who have taken the exam to identify benefits from exam review and areas that need improvement.</p> <p>7. Refer students to other exam reviews classes as they become available.</p>
	Indirect 1: I # 1 – Graduating Student Survey (GSS)	I # 1- Graduating Student responses on sections related to SLO.	I #1 – Students scored on GSS - 15 SA and 9 A. No comparison with GSS 2011/12. This SLO was omitted.	<p>I # 1 – GSS Action Plan</p> <p>1. Continue to explore opportunities for students to attend professional conferences and meet with professionals to support development of a strong professional identity.</p> <p>2. See Actions Plan in SLO 1 D #2 related to the development of Philosophy statement.</p>
	Indirect 2: I # 2 Current Student Survey (CSS)	I # 2- Current Student Survey responses related to SLOs.	1#2 –Only one SLO included in CSS.	<p>I #2 – CSS Action Plan</p> <p>1. Revise Current Student Survey for Spring 2014.</p> <p>2. Meet with the Center for Professional Development to identify how to construct</p>

				the survey to more effectively gather student feedback based on class level, field work experience, number of courses and other identified variable. Revised survey to be implemented in Spring 14.
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