

CHICAGO STATE UNIVERSITY



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FACULTY ASSESSMENT REFLECTION REPORT

Faculty: June N. Price-Shingles Semester: FALL 2021

Program: HEPER-Recreation Course: REC 4500

COE Unit Scoring Guide	Name of Assessment / Experience
<p>COE 4.8 Student must perform at above or acceptable level to be considered to have an understanding of how to conduct research, analyse and summarize.</p> <p>COAPRT STANDARDS:</p> <p>7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</p> <p>7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p> <p>7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p>	<p>Research Manuscript</p>

Student Work Sample [Representative Levels]	Percentage% of Student(s) Name of Student(s)	LiveText Document Number/Location
Target	0%	
Acceptable	100%	
Unacceptable	0%	

Performance Level	Grade Distribution		[Note: if you are a recreation major, you must earn at least a C in this course to count for graduation. Also, you must have a 2.5 GPA prior to doing your internship.]
Target	90-100	A	
Acceptable	70-89	B or C	
	60-69	D	
Unacceptable	< 59	F	

ASSESSMENT MEASURES: CRITERIA FOR GRADING:

Method	% of grade (points)	
Exams	20%	(20)
Program/Event Evaluation	10%	(10)
Research Manuscript & Presentation	50%	(50)
Chapter Reviews	20%	(20)
Total	100	(100)

Method	Description	Course Objectives: [COAPRT Standards]	Points
Chapter Reviews		1 [7.03]	20 points
Exams	Two exams will be given. Each test may include one or more of the following types of questions: multiple choice, short answer, and essay	1 [7.03]	20 points
Research Proposal	Research proposal to include: 1) Research Question 2) Statement of purpose 3) Literature review 4) Proposed method 5) Final Draft of Research manuscript or a needs assessment.	2 [7.03]	Research Question(4 pts) Statement of Purpose (8 pts) Literature Review (10 pts) Proposed method (8 pts) Final Draft (20 pts)
Needs Assessment	Needs Assessment: Observation, Analysis, and Report Required.	6 [7.02]	10 points
Total Points			100

Impact Statement/Reflection on Student Learning

A) Write a reflection or impact statement on this assessment.

Articulate how you have grown and what you have learned about your own and your candidates' teaching and learning practices in the areas of Content, Planning, Effective Practice, Impact on Learning/Environment, Reflection, Dispositions, Diversity, Adaptation/Modification, English Language Learners, and/or Technology.

Planning

Students were tasked with writing a research proposal or conducting a Needs Assessment which serves as their Student Capstone/Senior Thesis.

Content

Students demonstrated their ability to conduct meaningful research, identify trends and advocate for their position on a subject matter. This semester (FALL 2021) in-person instruction resumed. This course re-examines previous concepts learned over the length of the curriculum, specifically conducting needs assessments and refreshing the evaluation

process. Students were able to discern how concepts taught in this course were an extension of content previously introduced throughout their matriculation.

Effective Practice

Students were encouraged to participate in class giving real-time feedback to each other. This allowed us to think as a group and give support regarding ways to pursue each individual's research project. A library learning session was implemented to insure that students were aware of resources the university provides to assist with their research efforts.

Impact on Learning/Environment

The classroom setting was useful for the instructor's presentation of materials and lecture. Moodle provided an on-line environment to deliver assignments, exams, and course resources in efforts to allow the opportunity for student success.

Reflection

Students were provided reflection opportunities in class, via Moodle, and one- on-one conferences with the instructor. Students were responsible for meeting several deadlines whereby drafts were submitted for each section. Drafts were reviewed with me and in class with the group. Afterwards, students made edits to be include in their final drafts.

Diversity

Students were exposed to research by others via peer reviewed journals, magazines and instructor supplemental materials. I believe this helped inform our students on the importance of reading various authors and understanding how to insert their voice into the conversation regarding diversity in the profession.

Adaptation/Modification

Moving forward, I will continue with class discussions, provision of examples of research papers/projects. Next offering of this course, I plan to spend more time on the Methods Section of conducting research.

B) What are your future needs and/or plans to disseminate what you have learned?

Students learned how to create an informed opinion and how to support that opinion through research. I will continue to use the same text.

Faculty Signature: Dr. June N. Price-Shingles **Date:** January 9, 2022

Scholarship & Responsibility