


Program Assessment Report for Instructional Programs Directions: All items should be addressed in a clear and concise manner. The completed report should be uploaded to the Moodle Assessment Course Shell as a single PDF or Word document. Be sure to include relevant graphs/charts/tables. Please also attach minutes that document departmental discussions about assessment.	
Assessment Coordinator	June N. Price-Shingles
Program	Parks, Recreation and Sports Administration
Academic Year of Evaluation	AY 2023-2024
Program Mission Statement	The Recreation Program at Chicago State University serves an urban community traditionally underrepresented in parks, recreation, and the leisure profession. The Recreation Program provides quality undergraduate education and partners with a wide variety of recreation and leisure providers within the Chicago Metropolitan Area. The faculty provides knowledge, training, and supportive research to the profession to further the development of leisure and recreation opportunities in the community.
Program Goals <i>Please list the general or broadly stated goals/objectives of your program</i>	<ol style="list-style-type: none"> 1. To provide students with a conceptual foundation of the leisure and recreation profession laying the groundwork for them to be successful in a recreation related position. 2. To strengthen students' academic and lifelong learning skills (e.g., communication, technology, study, time management, library and research, reading, mathematics). 3. To increase the number of under-represented professionals in the field of recreation. 4. To provide students with the tools needed to organize and prepare programs and events to all populations. 5. To provide students with the skills and abilities to be effective managers in the recreation profession. 6. To provide students with 'hands on' experiences during their education which give them a firsthand knowledge of the expectations in the recreation profession. 7. To conduct a mid-program evaluation of every recreation student to ensure the graduation of qualified recreation professionals. 8. To support and participate in the CSU and COE recruitment and retention goals and efforts.
Program-Level Student Learning Outcomes (PSLOs) <i>Please list all PSLOs</i>	<ol style="list-style-type: none"> 1. Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services. 2. The ability to plan, lead, and evaluate recreation programs/events/activities for all populations. 3. Demonstrate the skills and knowledge necessary for successful employment as a professional in leisure services. Students who are part of an under-represented culture will find employment in a recreation profession of their choice. 4. Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions. 5. Demonstrate professionalism and understanding of the expectations of the recreation profession. 6. Plan, lead, and evaluate recreation programs/events/activities for all populations. 7. Cite and discuss trends and issues related to the delivery of leisure services. 8. Demonstrate an understanding of the knowledge and skills related to the management of leisure services. 9. Utilize a variety of communication, technology, and research skills reflective of a professional.
Alignment of Program-Level Student Learning Outcomes (PSLOs) to Program Mission and Goals	Briefly discuss the ways in which the PSLOs align with and/or reinforce your program's mission and goals. Our PSLOs directly align with the overall mission of the university, HEPER Department and finally the standards adopted by the Recreation program taken from The Council On Accreditation, Professionalism, Recreation and Tourism (COAPRT), specifically the following statement by COAPRT: "To increase the number of under-represented professionals in the field of recreation." Program faculty are intentional about increasing the number of under-represented professionals in recreation. Our PSLOs demonstrate our commitment to ensuring that upon graduation, students are able to articulate, demonstrate, assess, manage and lead in diverse communities within our profession. Recreation faculty

	maintain contact with professional organizations, practitioners, and various recreation agencies with diverse staff and community make-up, ensure students have volunteer opportunities, mentors and professional contacts.
Curriculum Map <i>Identify where, in the curriculum, learning is taking place</i>	Please insert your Curriculum Map here or attach it to this document. SEE ATTACHED.
Assessment Methods & Measures <i>Check all that apply</i> <i>*Please note that at least two direct methods and one indirect method are required for each program being assessed</i>	<p>LAST CYCLE 2022/2023</p> <ul style="list-style-type: none"> ▪ Direct (students demonstrate their learning) REC 4300 and 4540 ▪ Indirect (students report, describe, or reflect on their learning) REC 4240 and Faculty Assessment Report (FAR). <p>THIS CYCLE 2023/2024</p> <ul style="list-style-type: none"> ▪ Direct (students demonstrate their learning) REC 4300 (NOT ASSESSED THIS CYCLE. COURSE WAS CANCELLED BY ADMINISTRATION). REC 2000 was added to this cycle along with REC 4540 as the other Direct item. ▪ Indirect (students report, describe, or reflect on their learning) REC 4240 (COURSE NOT OFFERED THIS CYCLE) REC 2200 was added to this cycle along with the Faculty Assessment Report (FAR).
Assessment Plan & Procedures	<p>Briefly outline the assessment plan for your program by <u>listing the steps</u> taken during the assessment process.</p> <p>Program Director meets with Unit B Faculty periodically to discuss all program issues, of which assessment is a standing item on the agenda. Once a semester (December and May), a comprehensive curriculum meeting is held to discuss issues surrounding revision of assignments and other direct and indirect assessment instruments. All coursework is reviewed to ensure it aligns with standards from COAPRT, as well as NCTRC (National Council for Therapeutic Recreation Certification). Each core course for our program curriculum has at least one assignment earmarked for assessment. Evidence is collected via FAR reports at the conclusion of the fall and spring semester each AY. See appendices for completed FAR for Fall 2023 and Spring 2024.</p> <p>Be sure to describe how the assessments are administered.</p> <p>Assessment instruments are administered by faculty throughout the 16-week course(s) via assignments, exams, quizzes, class participation and group work.</p>
Assessment Methods, Instrument, and Performance Indicator	<p>List the assessment method(s) and instrument(s). Then, identify the performance indicator (specific and observable measurement used to determine achievement of SLOs). Please be sure to provide a separate response for <u>each</u> PSLO assessed.</p> <ul style="list-style-type: none"> ✚ Direct Instrument #1 (REC 4540): The Seminar course is a culmination of artifacts students have created during their tenure as a recreation major here at CSU. The end product is a Portfolio containing core assignments from selected courses. This portfolio is designed such that it can be shared with potential employers during job interview. ✚ Direct Instrument #2 (REC 2000): This course examines the principles, components, and process of planning leisure experiences and recreation programs. This course represent one of the core functions of entry level recreation professionals. The end product is 6 week program and special event. ✚ Indirect Instrument #1 (REC 2200): The content of this course is designed to introduce leadership and supervision theories, techniques, and skills. Topics include direct leadership, communication, conflict resolution and discipline, motivation, human resource management, risk management, and professionalism. This course provides traditional instruction as well as experiential learning opportunities that facilitate the development of operational skills in

	<p>leadership, group dynamics, and supervision</p> <p> Indirect Instrument #2: The Faculty Assessment Report (FAR). The FAR is used to gather specific data from faculty. The data is shared with recreation faculty in formal meetings to make adjustments where needed regarding delivery, instruction, relevance of class material, etc.</p>			
	Program-Level Student Learning Outcomes (PSLOs)	Assessment Method	Assessment Instrument	Performance Indicator
	Demonstrate the skills and knowledge necessary to be successfully employed as a professional in leisure services. Students who are part of an under-represented culture will find employment in a recreation profession of their choice.	As students matriculate through the curriculum, specific artifacts/ assignments are set aside as products for their e-portfolio and/or Binder hard copy compiled in REC 4540 the Seminar course. This course prepares students for interviews to locate internships	Direct Instrument #1 (REC 4540) The Seminar course is a culmination of artifacts students have created during their tenure as a recreation major here at CSU. The end product is a Portfolio containing core assignments from selected courses. This portfolio is designed such that it can be shared with potential employers during job interview.	<p>"Target: A 90-100% " is mastery or above average evaluation in regard to student course work throughout the semester and is the performance measure that is most desirable by successful completion of course objectives as indicated by syllabus.</p> <p>"Acceptable: B or C 89-70%" refers to an average performance with potential to improve through increased practice and application of academic knowledge.</p> <p>"Unacceptable: Below 69%" refers to below average performance and indicate student failed to achieve the desired learning outcomes. As such, they must repeat the course.</p>
	Plan, lead, and evaluate recreation programs/events/activities for all populations.	Student will demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity by designing a program	Direct Instrument #2 (REC 2000): This course examines the principles, components, and process of planning leisure experiences and recreation programs. This course represent one of the core functions of entry-level recreation professionals. The end product is six week program and one day special event.	SAME AS ABOVE










		and special event as final products for submission.			
	Plan, lead, and evaluate recreation programs/events/activities for all populations	Student will demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity by designing a program and special event as final products for submission.	Indirect Instrument #1 (REC 2200): Leadership is an integral part of the delivery of recreation and leisure services. Leadership and supervision theories, techniques, and skills will be explored. Topics to be addressed include direct leadership, communication, conflict resolution and discipline, motivation, human resource management, risk management, and professionalism. This course provides traditional instruction as well as experiential learning opportunities that facilitate the development of operational skills in leadership, group dynamics, and supervision.	SAME AS ABOVE	
	Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services.	Completion of FAR by faculty at the end of each semester for core courses instructed.	Indirect Instrument #2: Faculty Assessment Report (FAR). The FAR is used to gather specific data from faculty. The data is shared with all REC faculty in formal meetings to make adjustments where needed regarding delivery, instruction, relevance of class material.	Performance Indicator Sharing of data with program faculty. Adjustments to course curriculum for next cycle. Addition/Deletion of lecture(s) Change of textbook(s) Addition/deletion of assignment(s).	
Evaluation of Assessment Instrument Effectiveness	<p>Is your program using the most effective assessment instrument to measure student achievement of PSLOs and GELOs? We feel our assessment instruments are effective because they align with the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) and the National Council for Therapeutic Recreation Certification (NCTRC), which has standards we use exclusively to measure our student's progress as they matriculate.</p> <p>Do your current instruments provide answers to the questions that you have about student learning in your program and general education courses? Yes, as it relates to our program. Regarding general education courses, it is hard for us to assess that because typically students in our program transfer to CSU from other institutions, whereby they have already completed general education requirements.</p> <p>In the past cycle, we made referrals for tutoring services for two international students. We believe there were some language barriers that impacted their learning in REC courses, which likely carried over into their general education courses.</p>				

	<p>This year, we're noticing an overall level of unpreparedness as it relates to their level of comfort during presentations, peer instruction and small group interaction. This is of great concern because our profession relies on professionals leading small and large groups in recreation activities, presenting to boards, soliciting funding, garnering partnerships, engaging with legislators and grantors.</p> <p>For consideration, we may look at additional or different communication courses, in an effort to bolster students to become more comfortable and embolden with their speaking voices.</p> <p>Is your assessment instrument valid, reliable, and equitable? Yes, as previously mentioned our instruments meet these criteria. We continue to be intentional about assessing our curriculum and assignment(s) by using the exact criteria as prescribed by COAPRT and NCTRC.</p>																		
Data Collection & Analysis	<p>Briefly describe the data collection and analysis process.</p> <p>Each semester REC faculty completes a FAR for each core course instructed. The FAR is the key piece of information we use as we discuss how we will redesign and/or make course modifications. The FAR is submitted December 15th and May 15th by faculty to the Assessment Coordinator (including courses taught by the Assessment Coordinator). Once submitted, faculty convene to review and recommendations are suggested for modifications (if necessary). Our goal is to continuously assess and improve upon each course prior to the next offering. As a result, our goals are fluid for how we assess and move forward.</p> <p>We think our process is important because it give us the opportunity to critique each other's format with regards to instruction, assignments, textbook, supplemental materials and delivery. Furthermore, it allows for a group discussion on why or why not an assignment or lecture should remain part of the course based upon new information obtained in the faculty assessment report and on-going discussion.</p> <p>Lastly, the information concluded in the FAR is used as data to compile university assessment reports, college program report and shared with Advisory Board members during our annual meeting to assist with effective dialogue during our meetings.</p>																		
Assessment Findings *Please use tables, charts, and/or graphs to indicate assessment findings (student achievement of PSLOs)	<p>What do the data reveal? Please insert any relevant tables/charts/graphs here.</p> <p>REC 2000: Overview of Therapeutic Recreation (DIRECT)</p> <table border="1" data-bbox="380 1205 1442 1367"> <thead> <tr> <th>STUDENT WORK SAMPLE</th><th>STANDARD</th><th>RESULTS</th></tr> </thead> <tbody> <tr> <td>6 Week Program 1 Day Special Event</td><td>The ability to plan, lead, and evaluate recreation programs/events/activities for all populations</td><td>50% Target 37.5% Acceptable 12.5% Unacceptable</td></tr> </tbody> </table> <p>REC 4540: Seminar and Methods (DIRECT)</p> <table border="1" data-bbox="380 1430 1442 1612"> <thead> <tr> <th>STUDENT WORK SAMPLE</th><th>STANDARD</th><th>RESULTS</th></tr> </thead> <tbody> <tr> <td>Professional Portfolio</td><td>Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.</td><td>100% Target 0% Acceptable 0% Unacceptable</td></tr> </tbody> </table> <p>REC 2200: Leadership and Supervisor of Leisure Services (INDIRECT)</p> <table border="1" data-bbox="380 1675 1442 1837"> <thead> <tr> <th>STUDENT WORK SAMPLE</th><th>STANDARD</th><th>RESULTS</th></tr> </thead> <tbody> <tr> <td>Leadership Project Implementation</td><td>Plan, lead, and evaluate recreation programs/events/activities for all populations.</td><td>50% Target 30% Acceptable 20% Unacceptable</td></tr> </tbody> </table>	STUDENT WORK SAMPLE	STANDARD	RESULTS	6 Week Program 1 Day Special Event	The ability to plan, lead, and evaluate recreation programs/events/activities for all populations	50% Target 37.5% Acceptable 12.5% Unacceptable	STUDENT WORK SAMPLE	STANDARD	RESULTS	Professional Portfolio	Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.	100% Target 0% Acceptable 0% Unacceptable	STUDENT WORK SAMPLE	STANDARD	RESULTS	Leadership Project Implementation	Plan, lead, and evaluate recreation programs/events/activities for all populations.	50% Target 30% Acceptable 20% Unacceptable
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	FAR REPORTS: See Fall 2023 and Spring 2024 Reports attached. (INDIRECT)		
	REC 2000 Spring 2024	REC 4540 Fall 2023	REC 2200 Spring 2024
Interpretation of Findings	<p>To what degree have students achieved the PSLOs? All but two students this cycle have achieved the desired PSLOs by performing at either “acceptable or target” level.</p> <p>In what areas of the assessment do students do well? Student work samples submitted this cycle for the most part were acceptable. Some students did better in some areas than others. Nonetheless students continue to demonstrate their ability to cross-pollinate curriculum learned in one course and translate it to the next. It is absolutely critical that students carry information forward to the next course.</p> <p>In what areas of the assessment have students not succeeded? PLEASE SEE AY 23/24 FAR REPORTS.</p> <p>Are there identifiable gaps in student learning? This cycle we had a few students that received promotions at work during the school year, which presented some gaps in student learning due to work schedules. Three students were promoted to supervisory level positions, which certainly affected classroom attendance at times. The gaps are not insurmountable. Information will be recaptured in upcoming fall/spring courses where applicable.</p> <p>In comparison to previous benchmark standards, or past performance trends, how successful were students in meeting the PSLOs? Students have achieved the desired PSLOs.</p>		
Review of Assessment Process & Instrument	<p>Does the assessment instrument effectively reveal data? Yes.</p> <p>Is there enough data to identify a pattern? Yes.</p> <p>Does the assessment plan, instrument(s), indicator(s), or method(s) require revision? No.</p> <p>If so, what changes do you recommend? NA.</p>		
Conclusions & Data-Driven Decision Making <i>List all key “high-level” changes here</i>	<p>What can be done to help unsuccessful students achieve the PSLOs? This cycle we had some student athletes that were unsuccessful due to travel schedules and entering into the major for the first time. There was a lot of new information shared that was hard for some of our student athletes to grasp, again due to their travel schedules that resulted in a lot of missed classes.</p> <p>What role can faculty play in improving student achievement of the PSLOs? Faculty will continue to review assignment criteria to ensure it contributes to assessment data. Faculty will continue to share with our Recreation Advisory Board and Internship Agency Partners to verify that our curriculum is current, relevant, and realistic and mirrors current best practices.</p> <p>Where student athletes are concerned, faculty will make a more concerted effort to engage these students in conjunction with the athletic academic advisors and liaisons to ensure they are taking advantage of all the academic resources at their disposal.</p> <p>List all key “high-level” changes that will be made based upon assessment findings. PLEASE SEE FAR REPORTS.</p>		
Assessment and the Continuous Improvement of Student Learning	<p>In what specific ways do assessment data help you continuously improve student learning in your program? We rely heavily on assessment data to inform us prior to the next offering of the same course. We also use that data to make sure we are reinforcing our PSLO. Our goal is to ensure faculty are connecting the dots to each other’s courses and subsequently to the workplace and volunteer spaces, our students are in.</p> <p>How do assessment findings and changes relate to immediate or long-term budget requests? I hope</p>		







	to add a Unit A position back to our program. Currently, I am the only Unit A and our Unit B faculty member can only acquire so many CUES. This shortage is crippling our ability to offer a full complement of courses.																																			
Data Sharing & Assessment as a Shared Responsibility	<p>How do you share assessment data? We share data in meetings with Advisory Board, Internship Supervisors, and Practitioners. At the end of the semester, we ask students what they would have liked to spend more time on or to share anything that did not resonate.</p> <p>We also review student evaluations via course evaluations, which unfortunately will likely go largely uncollected for the Spring 2024 semester due to IT difficulties.</p> <p>How often is the program assessment process reviewed by faculty in your department? Typically, our program meets monthly whereby assessment is a standing item on the agenda. However the AY we were not as consistent as in the past.</p> <p>What active role do faculty play in the refinement of your program assessment plans? Faculty are required to submit a FAR at the end of each semester, followed by group discussion.</p>																																			
Trend Data <i>Three-Year Assessment Cycle</i>	<p>Please provide an analysis of the trend data.</p> <table border="1"> <thead> <tr> <th>Assessment Instrument(s)</th><th>AY 21-22 Results</th><th>Summary of Actions Taken</th><th>AY 22-23 Results</th><th>Summary of Actions Taken</th><th>AY 23-24 Results</th><th>Summary of Actions Taken</th></tr> </thead> <tbody> <tr> <td>Direct</td><td>100%</td><td>PLEASE SEE AY 21/22 FAR REPORTS</td><td>REC 4300 100% Target 0% Acceptable 0% Unacceptable</td><td>PLEASE SEE AY 22/23 FAR REPORTS</td><td>REC 4300 NOT ASSESSED THIS CYCLE</td><td>NOT ASSESSED THIS CYCLE</td></tr> <tr> <td>Direct</td><td>NOT ASSESSED THIS CYCLE</td><td>NOT ASSESSED THIS CYCLE</td><td>NOT ASSESSED THIS CYCLE</td><td>NOT ASSESSED THIS CYCLE</td><td>REC 2000 50% Target 37.5% Acceptable 12.5% Unacceptable</td><td>PLEASE SEE AY 23/24 FAR REPORTS</td></tr> <tr> <td>Direct</td><td>100%</td><td>PLEASE SEE AY 21/22 FAR REPORTS</td><td>REC 4540 100% Target 0% Acceptable 0% Unacceptable</td><td>PLEASE SEE AY 22/23 FAR REPORTS</td><td>REC 4540 100% Target 0% Acceptable 0% Unacceptable</td><td>PLEASE SEE AY 23/24 FAR REPORTS</td></tr> <tr> <td>Indirect</td><td>66%</td><td>PLEASE SEE AY 21/22 FAR REPORTS</td><td>REC 4240 25% Target 75% Acceptable 0% Unacceptable</td><td>PLEASE SEE AY 22/23 FAR REPORTS</td><td>REC 2200 50% Target 30% Acceptable 20% Unacceptable</td><td>PLEASE SEE AY 23/24 FAR REPORTS</td></tr> </tbody> </table>	Assessment Instrument(s)	AY 21-22 Results	Summary of Actions Taken	AY 22-23 Results	Summary of Actions Taken	AY 23-24 Results	Summary of Actions Taken	Direct	100%	PLEASE SEE AY 21/22 FAR REPORTS	REC 4300 100% Target 0% Acceptable 0% Unacceptable	PLEASE SEE AY 22/23 FAR REPORTS	REC 4300 NOT ASSESSED THIS CYCLE	NOT ASSESSED THIS CYCLE	Direct	NOT ASSESSED THIS CYCLE	NOT ASSESSED THIS CYCLE	NOT ASSESSED THIS CYCLE	NOT ASSESSED THIS CYCLE	REC 2000 50% Target 37.5% Acceptable 12.5% Unacceptable	PLEASE SEE AY 23/24 FAR REPORTS	Direct	100%	PLEASE SEE AY 21/22 FAR REPORTS	REC 4540 100% Target 0% Acceptable 0% Unacceptable	PLEASE SEE AY 22/23 FAR REPORTS	REC 4540 100% Target 0% Acceptable 0% Unacceptable	PLEASE SEE AY 23/24 FAR REPORTS	Indirect	66%	PLEASE SEE AY 21/22 FAR REPORTS	REC 4240 25% Target 75% Acceptable 0% Unacceptable	PLEASE SEE AY 22/23 FAR REPORTS	REC 2200 50% Target 30% Acceptable 20% Unacceptable	PLEASE SEE AY 23/24 FAR REPORTS
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Accomplishment and Challenges	<p>Please discuss your program's accomplishments and challenges in assessment.</p> <p>Students learned most concepts set forth by our internal recreation program course objectives and</p>																																			

	<p>student learning outcomes. It is important to note that while we feel students have been mostly successful in understanding information presented in classes, it has been at varying degrees.</p>
<p>Publicizing Student Learning</p> <p><i>This answer <u>may</u> be the same for all of your general education courses</i></p>	<p>How do you inform the public about what students learn and how well they have learned it?</p> <p>The program has an Advisory Board that convenes annually, although not as consistent since the Covid-19 era. We are trying to identify a date for 2024. In the interim, we rely on feedback from our internship supervisors and feedback from practitioner's we serve with on various boards, committees and special projects.</p> <ul style="list-style-type: none"> ✚ Recreation Website (FOR POSTED ASSESSEMNT DATA- NEEDS TO BE UPDATED WITH CURRENT AY DATA) ✚ Fall and Spring Department newsletter ✚ Partner with the Chicago Park District Workforce Development Department ✚ Regular visits (each semester) to two-year institutions in the area in conjunction with Articulation Agreements ✚ Articulation agreement with two-year institutions: <ul style="list-style-type: none"> ○ Moraine Valley Community College ○ Triton College <p>Mr. McNicholas and Price-Shingles are members of the Moraine Valley Recreation Management Advisory Board and also Triton College Health, Exercise and Recreation Advisory Board. We also publicize our student learning by participating in several local, regional and national conferences where our students present.</p> <p>What data or results do you use? We use all data, but are always particularly interested in our advisory board members input and students as the end of the semester.</p> <p>Do you share information that publicizes student learning on departmental websites, brochures, media, social media, etc.? Recreation Website</p> <p><i>You may include the hyperlink to your program's assessment page here to allow quick access for review.</i></p>
<p>Supplemental Data</p> <p><i>If applicable, please briefly explain how your assessment plan is impacted or informed by professional standards or requirements from your college, IBHE, accrediting bodies, or professional organizations.</i></p>	<p>Prior to October 2022, our program was accredited by The Council on Accreditation, Professionalism, Recreation and Tourism (COAPRT). They are seven (1.0-7.0) sets of standards, with the 7.0 series criteria being what we use to measure student learning outcomes for core courses. Our program adhere to COAPRT 7.0 series because we believe it is the best tool to measure academic rigor. Additionally, we continue to adhere to criteria by NCTRC so students in our Therapeutic Recreation concentration.</p>
<p>Co Curricular</p>	<p>CORE COURSES SYLLABI WITH EMBEDDED FIELDWORK</p> <ul style="list-style-type: none"> • REC 4540 Seminar (50 hours) • REC 1000 Introduction to Leisure Studies (10 hours) • REC 2580 Leisure for Aging Populations (20 hours) • REC 4750 Internship (400-560 hours) • REC 2200 Leadership (10 hours) • REC 3310 Clinical Practices (20 hours) • REC 4300 Therapeutic Recreation (10 hours) <p>PROFESSIONAL ASSOCIATIONS MEMBERSHIP & ATTENDANCE WITH STUDENTS AND FACULTY TOGETHER</p> <ul style="list-style-type: none"> ✚ Professional Association Membership <ul style="list-style-type: none"> ○ Illinois Parks and Recreation Association ○ National Parks and Recreation Association ○ Midwest Symposium of Therapeutic Recreation Professionals ✚ PERC: Physical Education and Recreation Club (Department Physical Education and Recreation students)

	<ul style="list-style-type: none">  Annual Conference Attendance  Presentations  Poster Presentations  Professional Meetings <ul style="list-style-type: none"> ○ SSSPRA (South Suburban Parks and Recreation Association) ○ Recreation Advisory Board ○ IPRA Section Meetings <ul style="list-style-type: none"> ▪ Diversity ▪ Administration and Finance <p>CERTIFICATIONS OBTAINED THAT ARE EMBEDDED IN COURSES</p> <ul style="list-style-type: none">  Project Learning Tree (PLT) Environmental Education Association of Illinois  Mental Health First Aid  First Aid & CPR (HS 1575)  WSI & Lifeguard (PE/REC 2360) <p>VOLUNTEER ACTIVITIES</p> <ul style="list-style-type: none">  Municipal Parks; multitude of volunteer activities for special events throughout the Chicago Metropolitan area.
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Please attach minutes that document departmental discussions about assessment.

Appendices

-  Curriculum Map
-  Faculty Assessment Report Template
-  Faculty Assessment Reports: 2000, 2200, 4540
-  Recruitment Retention and Graduation Plan
-  Recreation Program Review
-  Department newsletter