

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs.

Program: Recreation Administration

Planning Year: 2014-2015

Last Year CPPR Completed: 2009-2010

Unit: Kinesiology, Health Science, Athletics

Cluster: Math, Sciences, Nursing/Allied Health, Kinesiology, Health Sciences and Athletics

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program

- **Program Mission Statement**

Cuesta College Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce. Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Recreation Administration Program Mission Statement

The Recreation Administration Program has a strong commitment to offer students opportunities to be successful in their academic career. Through the many courses offered students gain tools to reach their academic and career goals they set out to accomplish. Students also have the opportunity to impact the community through volunteer experiences which allow them to recognize the uniqueness of individuals as well as community needs in recreation and leisure. These opportunities in and outside of the classroom allow for positive experiences in lifelong learning

- **History of the program**

In 1991, the Recreation Administration Program was introduced to the Physical Education Division. The two year degree program prepares students to succeed as planners and leaders in and outside of the Cuesta College Community. The program also offers a solid base for those planning to seek employment after two years.

The program has expanded its course offerings and is also looking in the near future to expand by adding new courses which transfer to four year universities. Currently the program offers five core recreation courses which include introduction to recreation and leisure services, intramural and sports programming, introduction to therapeutic recreation, recreation leadership and recreation program planning. Other required courses in the program include as introduction to computers, health education, standard first aid and CPR, and introduction to statistics. A total of 28 units are required for the program.

Before the spring of 2008, there were many adjunct instructors from within the recreation community guiding students in the Recreation Program. In the spring of 2008 a new full time faculty member was hired within the Kinesiology, Health Science, and Athletic Department to lead the Recreation Program. Throughout the years instructors have guided students to become positive leaders in the field of recreation and leisure. Students who have completed the program pursue continued education and ultimately careers in sports program planning, special event planning, tourism planning and management, outdoor adventure and resource recreation, and community service management. Over the past 6 years, the students of the Recreation Administration program at Cuesta College have raised over \$7000 for the Special Olympics, cancer research, the Cuesta College Kinesiology and Recreation Program. Students have acquired many opportunities for hands on experiences through class projects and activities.

The Recreation Administration program is structured to simultaneously prepare students to continue their education at a four-year college while also providing students with the necessary skills to enter the workforce after completing their studies at Cuesta College. In the spring of 2013 a total of 19 students in the Cuesta College Recreation Administration Program were accepted into a four year university. Out of those 19 students, a total of 16 students were accepted into Cal Poly State University SLO Parks, Recreation, and Tourism Administration Program. This program is in high demand and difficult to get into each academic year. This is the most students accepted into the Cal Poly program over the past 6 years at Cuesta College. It is a proud accomplishment for the students and instructor.

Students continue to learn the theoretical and practical applications of program planning, recreation administration, leadership, recreational sport management, tournament planning and event planning. Throughout the years the Cuesta College Recreation Administration students will continue to work with the college and local community to make a difference and present the positive impact recreation can have on the lives of every individual.

- **Describe how the Program Review was conducted and who was involved**

The program review was conducted by the one full time lead instructor for the program. The program review has been on going through individual class student learning outcomes as well as spring semester program learning outcomes and general student university transfer information. Detailed information is listed in Area III and Area VI of this folder. Please see this specific data related to each area of the program.

- **List current and/or new faculty, including part-time faculty**

Currently there is no new full time faculty teaching the main core courses in Recreation Administration. There is one new part time instructor hired to teach HEED 202 and 208.

B. Program Goals:

The goals of the Recreation Administration program are to prepare students for a transfer opportunity in one of the excellent Recreation programs offered in California or throughout the United States. Another goal of the program will offer students an opportunity for a full or part time position in an entry level area such as a local Parks and Recreation Department. A basic introduction to Recreation as well as leadership and program planning experiences are also another important aspect of the program. These goals allow many unique options for students pursuing a degree in Recreation Administration.

Cuesta's program in recreation administration has a dual purpose. One is to provide a sound base for the student planning to continue their education at the four year level. Two, completion of an associate degree would provide the skills necessary to perform at an entry level position in public, commercial, private, or nonprofit settings.

The successful student will attain theoretical as well as practical knowledge of program planning, administration, leadership, recreational sports, tournament, and event planning. Classes include an overview of many facets of recreation including therapeutic, meetings and conventions, parks, tourism, and many others.

**Recreation Administration Program
Tentative Course Map**

	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
REC 201: Introduction to Recreation and Leisure Services (formerly REC 207)		X		X		X		X		X		X
REC 203: Intramural and Recreational Sports Programming		X			X			X			X	
REC 204: Recreation Program Planning	X			X			X			X		
REC 206: Introduction to Therapeutic Recreation	X		X		X		X		X		X	
REC 208: Recreation Leadership			X			X			X			X

C. Program Outcomes

- **List the student learning outcomes established for your program**

A: Outcome

Demonstrate an understanding of special events and sport programming through assessment, planning, implementation, and evaluation.

Assessment

Students will design and implement an assessment tool to gain information regarding participant interests. Students will construct various marketing tools to advertise program/event. Students will plan and implement a recreational program/event and record all required steps in a portfolio. Students will design a Likert Scale evaluation to survey participants input on program/event experiences.

B: Outcome

Identify how to develop, operate, and maintain recreation activities for diverse and special population.

Assessment

Students will create, present, and distribute fact sheets describing developmental disabilities, mental health, orthopedic and neurological impairments. Students will develop lesson plans related to recreation activities for diverse and special populations.

C: Outcome

Demonstrate the ability to provide leadership in a wide variety of Recreation Administration settings and agencies.

Assessment

Students will write a summary report and evaluation regarding leadership experiences while serving as a volunteer. Volunteer opportunities will be included within the local community and local Parks and Recreation agencies.

D: Outcome

Acquire knowledge of career opportunities and current issues and events as it relates to human wellness and recreation delivery services in Recreation Administration.

Assessment

Students will prepare and present a fact sheet, chart, or report related to specific case studies as they pertain to the field/careers of Recreation Administration issues as well as how human wellness relates to recreation.

II. PROGRAM CONNECTIONS TO COLLEGE MISSION, VISION AND VALUES, STRATEGIC GOALS, AND/OR COLLEGE PLANS

- A. Identify how your program addresses or helps fulfill one or more of the following: the College Mission, Vision and Values; a specific Strategic Goal(s); and/or elements of the College Master Plans

Program Connections to College Mission, Vision, and Values, Strategic Goals and/or College Master Plans:

Cuesta College Mission

At Cuesta, students acquire the tools to be academically successful, develop critical thinking skills and expertise, and learn to appreciate the contributions of all people in a diverse society. At Cuesta, we work together with dignity and respect toward the common goal of serving our students. At Cuesta, we respond effectively to the personal, academic, and professional needs of our community.

Cuesta College Vision

Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

Cuesta College Values

Access-Success-Excellence

In alignment with the College, mission, vision and values, maintain the quality of education currently provided.

The Cuesta College Recreation Administration program promotes the mission, vision and values of the college.

The Recreation Administration Program enables students to achieve their academic, transfer, career advancement, personal and workforce preparation goals by offering a variety of courses within the field of Recreation, Parks, Therapeutic Recreation, Special Event and Sport Programming, and Tourism.

The Recreation Administration Program faculty provides students with a supportive learning environment which allows for positive growing opportunities within the field of Recreation Administration. Students have the opportunity to volunteer within the community to gain valuable experience working with many diverse populations. Students also gain an appreciation and hands on experience in assessment, planning, implementation, and evaluation of many different types of programs within the field of Recreation Administration.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Data provided by Office of Institutional Research – Ryan Cartnal)

A. Data Summary – Relevant Comments and Analysis

Please see the attached link for overall data for the Recreation Administration Program provided by Institutional Research.
http://cuesta.edu/aboutcc/documents/inst_research/program_review_data/Recreation%20Administration.pdf

B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth

The overall program data for the Recreation Administration program is very positive. For the 2010-2011 year fill rates for four of the Recreation courses were at 86.4%, 2011-2012 year 92.7% and 2012-2013 year 89.6%. The retention rates for the courses are also very positive where in 2011-2012 there was a 99% retention rate and a 92.2% success rate in the classroom. In the year 2012-2013, there was a 90.3% retention rate and an 84.5% success rate.

The one course which has struggled with fill rates is REC 206: Introduction to Therapeutic Recreation. This course may be adjusted within the next year in order to help students streamline into four year universities. Just recently, summer of 2013, the lead instructor became aware of changes universities are making to their Therapeutic Recreation courses. Four year universities are combining or deleting Therapeutic Recreation from their programs. It has been a challenge for the lead instructor to delete Therapeutic Recreation from the program as students will be coming in contact with clients/participants who have special needs throughout their entire career in Recreation Administration. Students do see a need for the course yet the fill rates are very low. Curriculum adjustments will be made in the spring of 2015 to be up to date with what other universities are offering in Therapeutic Recreation.

The current courses of REC 201, REC 203, REC 204, and REC 208 are very successful courses and hold high retention rates each semester. Currently there is no change in the forecast for these four courses. Each year the courses continue to fill and retain students. These courses also transfer and articulate with many of the top universities offering Recreation Administration.

IV. CURRICULUM REVIEW

A. Review courses including all course delivery modalities for currency in teaching practices and compliance to current policies, standards, and/or regulations

Student learning outcomes have been identified for each course and are located in Section V of this folder. Revisions to Students Learning outcomes were completed in 2011 and are currently in rotation for each course. The connection between the Student Learning Outcomes of each course and the Program outcomes is very important. When looking at the five main recreation courses offered at Cuesta, they do correlate with the program outcomes.

The course that gives students an introduction to Recreation and Leisure services is REC 201. This course helps students become aware of general knowledge and services offered. It also provides a background on past and current issues within the Recreation field. One of the most important aspects of this course is to differentiate between the many diverse populations and agencies of recreation and leisure. The role of the family, school, employer, church, private enterprise, and voluntary agencies all play a positive role in the field. The opportunities for careers are abundant.

In REC 203, Sports Programming students gain hands on experience in leadership opportunities in class as well as in the lab setting. They also learn the importance of safety and risk management when implementing an event at the college or community level. Planning a program is also important and students have the hands on opportunity to develop, operate, and maintain intramural and sporting activities for many different populations.

When looking at REC 204 (Recreation Programming) it is very similar to sports programming but the opportunities to have a broader view of events is recognized. In this course, students gain knowledge in assessment, planning, implementation, and evaluation of an event. This course also allows students the opportunity to recognize recreation as a form of wellness and analyze the many different unique issues and events in recreation.

REC 206 offers students a perspective related to Therapeutic Recreation. Within any recreation program the majority of the time there will be one or more individuals with special needs. Students learn the importance of the person first philosophy as well as hands on experiences of directly working with individuals with special needs through the Special Olympics. Students also gain knowledge of facility challenges for those with special needs.

What is the role of a leader in the field of Recreation and Leisure? REC 208 helps students recognize appropriate and professional leadership techniques. Students have the opportunity to gain knowledge in theories of leadership as well as work cooperatively with each other and community members to apply leadership techniques learned in class.

B. Review Prerequisite/Co-requisite/Advisory validations

Currently there is an Advisory of English 156 for REC 201, REC 203, REC 204, and REC 208. At this time it is not necessary for changes regarding pre/co/advisory validations of the Recreation Administration Program.

C. May include comparisons to other college course descriptions, faculty development activities that make contributions to the program, etc.

Hands on activities are the most important aspect to any Recreation Administration Program. Angela Neary, the lead instructor of the program, has collaborated with many instructors at Cal Poly SLO including classroom visits, meeting with professors at Cal Poly to see their current teaching style, as well as attending leadership field trips with the Cal Poly professors. This opportunity has allowed Angela Neary to create positive connections as well as see what other Recreation Administration Programs are doing with their students.

Over the past 4 years, Angela Neary has exposed students to the Cuesta College and the San Luis Obispo County community and has had the opportunity to collaborate with local Recreation leaders throughout the San Luis Obispo County. Students have had the opportunity to volunteer with Special Olympics, growing grounds, Cuesta College Children's Center, local nursing homes, YMCA, as well as with San Luis Obispo Parks and Recreation. Over the past 6 years, students have raised over \$7000 for cancer research, the Special Olympics, as well as the Kinesiology and Recreation program at Cuesta College. Students have planned and implemented many successful programs on and off campus which has provided not only the community with a positive experience but the students with real life experiences.

Angela Neary is also continuing with her PhD in Health Science with a hopeful completion in December of 2016. With the knowledge and experience the full time faculty member brings, it will not only enhance the Kinesiology, Health Science, and Athletics Division and Recreation Administration Program but offer students a great education in the field.

D. List changes and recommendations to curriculum

As mentioned above, currently the lead instructor is looking to make necessary changes to streamline REC 206 with other four year university programs. A new course offering at four year universities include professionalism and customer service as well as a course related to information technology in Recreation, Parks, and Tourism. These new courses can be recommended into the program for the fall 2015 semester.

Another change that was implemented after the past CPPR was a deletion of the 6 unit of activity courses for students.

It was discussed among the department that it may be pertinent to delete these 6 units as other four year universities were not requiring these types of activity courses.

One other change that was made since the last CPPR was changing the top code from PE Theory to REC. Most Recreation Administration programs at four year universities are now their own program. The majority of programs are no longer linked to Physical Education therefore the change in the top code was necessary for students to recognize the program as Recreation Administration and not Physical Education.

V. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: Narrative

A. Summarize assessment results for program-level Student Learning Outcomes (SLOs)

B. Identify connections of program-level SLOs to broad program goals

C. Describe connection of course-level SLOs to program-level SLOs

Course and Program Assessment Summary

Division: Kinesiology, Health Science, and Athletics

Program: Recreation Administration

Course(s): Recreation Administration Program Assessment

Date: June 2012

Program Core/Required Courses: CIS 210, MATH 247, HEED 202 or 208, HEED 204, REC 203, REC 204, REC 207, REC 208 and 6 units from PEAC (1 unit activity PEAC courses)

Program Faculty: Angela C. Neary

1	Student Learning Outcome Statements <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program	A. Demonstrate an understanding of special events and sport programming through assessment, planning, implementation, and evaluation. B. Identify how to develop, operate, and maintain recreation activities for diverse and special populations. C. Demonstrate the ability to provide leadership in a wide variety of Recreation Administration settings and agencies. D. Acquire knowledge of career opportunities and current issues and events as it relates to human wellness and recreation delivery services in Recreation Administration.
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	-Assessment methods include scoring rubrics and student self survey.
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	-spring 2012: With many current students graduating from Cuesta College in May of 2012 and transferring to a four year University or accepting a level I Recreation position, it would be appropriate for the Recreation Administration Program to complete a student self survey for the current program outcomes. A total of 27 students were assessed in the REC 203: Sports Programming Course spring 2012. A total of 19 students were assessed in the REC 206: Intro to Therapeutic Recreation Course spring 2012 Selection of courses followed the Assessment Calendar Cycle created in the fall of 2011 Scoring procedures included yes and no questions as well as fill-in areas of the survey tool.

4	Assessment Results Summary (attach any Data/Statistical Reports)	<p>REC 203: Sports Programming Out of the 27 students, 12 students agreed they would be attending Cuesta College, 14 said they would not be attending Cuesta College and one student was not sure if they were attending in the Fall 2013 semester. All 12 students who said they would be attending Cuesta College in the fall 2013 plan on taking a Recreation Administration course. Out of the 27 students in the spring 2012 REC 203 course 9 students applied to a 4 year University and were accepted. Six students were accepted into the Recreation Parks and Tourism Administration Department at California Polytechnic State University in San Luis Obispo, California. Two students were accepted into California State University of Chico. One student was accepted into Azusa Pacific University.</p> <p>REC 206: Introduction to Therapeutic Recreation Out of the 19 students, 6 students agreed they would be attending Cuesta College in the fall 2012 semester and 12 students would not be attending Cuesta College during the fall 2012 semester. Out of the 19 students, 6 students agreed that they would be taking a Recreation Administration class in the fall 2012 semester. Out of 19 students in the REC 206 course, 11 were accepted into Recreation Administration programs for the fall 2012 semester. Nine students were accepted into California Polytechnic State University in San Luis Obispo. One student was accepted into California State University at Chico and one student was accepted into Azusa Pacific University.</p> <p>Outcome A: Demonstrate an understanding of special events and sport programming through assessment, planning, implementation, and evaluation.</p> <p>A total of 27 students completed program learning outcomes assessments in REC 203: Sports Programming, According to program learning outcome A (listed above), 16 students felt they had an excellent understanding of special events and sport programming through assessment, planning, implementation, and evaluation. A total of 10 students felt they had a good understanding of special events and sport programming through assessment, planning, implementation, and evaluation. One student felt they had a fair understanding of special events and sport programming through assessment, planning, implementation, and evaluation.</p> <p>Outcome B: Identify how to develop, operate, and maintain recreation activities for diverse and special populations. A total of 19 students completed program learning outcomes assessment in REC 206: Introduction to Therapeutic Recreation. According to program learning outcome B (listed above) 16 students felt they had excellent experience developing, operating and maintaining recreation activities through the Special Olympics. Three students felt they had a good experience developing, operating, and maintaining recreation activities through Special Olympics.</p>
5	Discussion of Assessment	Looking at the Assessment of student information, it is clear that many students who would not be attending

	Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>Cuesta College in the fall of 2012 had been accepted into 4 year University programs. The students who would be attending Cuesta College did agree that they would be taking the next series of Recreation Administration Courses in the fall 2012 semester.</p> <p>For the program learning outcomes and information listed above, many students feel confident in the exit of the class and information they have gained throughout the semester. It is clear students have the confidence in their skills when it comes to planning, implementation, and evaluation of events or programs. Many students in the REC 206 course feel confident working with and creating activities for diverse and special populations. The hands-on experience students receive throughout the semester is very valuable in their future.</p>
6	Recommended Changes & Plans for Implementation of Improvements	As an instructor, I will continue to work on assessment of programs and student learning outcomes in each course. That data is very valuable to see what is working and what may need to be changed. According to this semester a high majority of students felt excellent or good about their skills related to the two program learning outcomes assessed. Changes are ongoing and will include more community outreach in the Recreation and Sports programming aspect.

Course and Program Assessment Information for spring 2013

Division: Kinesiology, Health Science, and Athletics

Program: Recreation Administration

Course(s): Recreation Administration Program Assessment

Date: January 22, 2013 to June 2013

Updated (upon approval)-Program Core/Required Courses: REC 201, REC 203, REC 204, REC 206, REC 208, CIS 210, MATH 247, HEED 202 or 208 and HEED 204

Program Faculty: Angela C. Neary

1	Student Learning Outcome Statements <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program	<p>A. Demonstrate an understanding of special events and sport programming through assessment, planning, implementation, and evaluation.</p> <p>B. Identify how to develop, operate, and maintain recreation activities for diverse and special populations.</p> <p>C. Demonstrate the ability to provide leadership in a wide variety of Recreation Administration settings and agencies.</p> <p>D. Acquire knowledge of career opportunities and current issues and events as it relates to human wellness and recreation delivery services in Recreation Administration.</p>
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	-Assessment methods will include scoring rubrics and student self-survey. REC 204 Students were assessed.

3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	-spring 2013: With many current students graduating from Cuesta College in May of 2013 and transferring to a four year University or accepting a level I Recreation position, it would be appropriate for the Recreation Administration Program to complete a student self-survey for the current program outcomes. There will be a total of approximately 25 students involved in the May 2013 program outcomes survey for the Recreation Administration Program.
4	Assessment Results Summary (attach any Data/Statistical Reports)	<p>There were a total of 27 student participants in the assessment for Program Learning Outcome A. The assessment not only looked at the Program Learning Outcome A but also address student application to a four year university for transfer. A total of 8 students out of 27 did not apply to a four year university. Out of those 8 students 6 had plans to continue their education at Cuesta College. A total of 19 students had applied to a four year university for the fall 2013 semester. Out of those 19 students all 19 were accepted into a four year university. Out of those 19 students, 16 were accepted into the California Polytechnic State University (SLO) Parks and Recreation Program. One student decided not to attend any university they were accepted in but did not give a reason why, one students was accepted into San Francisco States Recreation Administration Program, and one student was accepted into Cal State University Northridge Recreation program</p> <p>Out of 27 student participants a total of 16 felt they gained an excellent amount of experience and knowledge related to Outcome A. A total of 10 students felt they gained a good amount of experience and knowledge in special events assessment, planning, implementation, and evaluation. One student out of 27 felt they had gained a fair amount of experience and knowledge related to outcome A.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The assessment for Outcome A was provided at the beginning of the spring 2013 semester and also at the end of the semester. An extra addition was added to look at students retention, 4 year University Status and what they plan to do if they are leaving Cuesta and not attending a four year university. Please see attached assessment information. Giving students more hands on experiences have proved to be an effective improvement to the program.
6	Recommended Changes & Plans for Implementation of Improvements	It was a large success to have a total of 19 out of 19 students to be accepted into a four year university. It was also by far the best year with 16 students being accepted into Cal Poly which is one of the top universities in California for Recreation, Parks, and Tourism Administration. Plans for improvement include continuance of offering students the opportunities to have hands on planning and volunteer activities within the Cuesta College and local community. The instructor has found that these hands on activities in and outside of class prove to be effective and lead to better student learning and retention.

**REC 204: Recreation Programming
Student Information Survey**

Student Name: _____

Date: _____

Email: _____

Phone: _____

Please answer each question below.

1. Will you be attending Cuesta College in fall of 2013?

a. Yes

b. No

If you answered No please explain why:

2. If you answered yes to #1, do you plan on taking courses in the Recreation Administration Program at Cuesta College?

a. Yes

b. No

Which courses do you plan on taking if you answered Yes?

3. Did you apply to a 4 year University for the fall 2013 semester?

a. Yes

b. No

4. Have you been accepted to a 4 year University for the fall 2013 semester?

a. Yes

b. No

c. Not Applicable

5. If you answered yes to question #4, which University have you been accepted to and what will your major be at that University?

University:_____

Major/Emphasis:_____

6. If you are not attending Cuesta College or a 4 year University in the fall 2013 semester, what are your future plans?

Student Learning Outcomes : spring 2013
REC 204: Recreation Programming

Below is a list of Student Learning Outcomes for REC 204. At the end of the semester, identify your knowledge and understanding of course material and instruction as they relate to Recreation Program Planning.

1. Construct promotional materials intended to motivate and reinforce participation in a recreation program.

1____Excellent 2____Good 3____Fair 4____Poor

2. Create a college or community recreation program and assess, plan, implement and evaluate the program.

1____Excellent 2____Good 3____Fair 4____Poor

3. Write appropriate and measurable program goals and objectives based on participant needs, interests, and existing resources.

1____Excellent 2____Good 3____Fair 4____Poor

If you answered excellent or good related to student learning outcomes, what are some activities or assignments you felt were helpful in mastering the course material?

If you answered fair or poor related to student learning outcomes, what are some suggestions for activities or assignments that you feel you instructors can do to help you master the course material?

D. Recommend changes and updates to program funding goals based on assessment of SLOs

Updates have been mentioned above in the assessments. Currently there is approximately \$600 in the Recreation Administration trust fund from a student fund raising event in May of 2013 called the Cuesta College 50 year 5k. Money was used in the fall of 2013 for student field trips, conference fees, and class activities.

VI. PROGRAM STUDENT LEARNING OUTCOMES/ASSESSMENTS: Worksheets

For this segment of the Instructional CPPR, fill out and attach Course Program Assessment Summary (CPAS) worksheets for each course in the program OR [Course-level SLOs and Assessment](#) from the 2011-2012 IPPR Template. Note: Before attaching CPAS documents, please do not include the raw data results of course-level and program-level SLO assessments, which should remain only with program faculty.

- CPAS Worksheets for Each Course (with raw data results deleted); OR
- Course-level SLOs and Assessments (2011-2012 IPPR Template)

Please see attached CPAS form for each course below

Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Kinesiology, Health Science, and Athletics** *Program:* **Recreation Administration** *Date:* **September 3, 2013**

v. 3 2012

Courses in program, or course: **REC 201: Introduction to Recreation and Leisure Services (Formerly REC 207)**

Faculty involved with the assessment and analysis: **Angela Neary**

Course-to-program outcome mapping document** is completed Yes _____ No _____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	A. Explain the nature and the functions of the professional recreation and leisure career, service societies, and associations. B. Discover the current issues and problems that recreation and leisure services have to contend with in helping meet the needs of society. C. Categorize the process, principles, and special factors involved in successful recreation programming. D. Differentiate between the role of family, school, employer, church, private enterprise, and voluntary agencies in the provision of recreation and leisure services. E. Integrates the function and the nature of recreation therapy in meeting the recreation and leisure services interests and need of people physically challenged.
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2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Assessments methods for the fall 2013 semester included scoring rubrics related to student learning outcomes. A pre and post assessment of student learning outcomes will be incorporated into the assessment process.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	All Student Learning outcomes will be assessed in the fall 2013 semester. There are approximately 19 students registered in the REC 201 course for the fall 2013 semester. The Pre-Assessment for Student Learning Outcome was administered on August 26, 2013. The Post Assessment will be administered on December 9, 2013.
4	Assessment Results Summary (summarize Data)	<p>A total of 18 students participated in the pre-assessment on August 26, 2013.</p> <p>Outcome A: A total of 3 students felt they had a “good” understanding of outcome A. The students comments related to the outcome included “tourism management, outdoor adventure, event planning, sports programming etc. You could manage hotels, lead a river rafting tour, plan a race or concert” and “I understand overall what the functions are but I don’t really know the details”. A total of 14 students had a “fair” understanding of outcome A and are looking for assignments and in-class activities/discussion to better their knowledge. A total of 1 student felt they had a “poor” understanding of outcome A and is looking forward to hand on learning to grasp the information.</p> <p>Outcome B: A total of 1 student felt they had a “good” understanding of outcome B. There comment included, “not enough money to go around, have to deal with a lot of laws and rules”. A total of 16 students felt they had a “fair” understanding of outcome B and are looking for assignments and in-class activities/discussion to better their knowledge. A total of 1 student felt they had a “poor” understanding of outcome B.</p> <p>Outcome C: A total of 3 students felt they had a “good” understanding of outcome C. Some of the comments students wrote to their knowledge included, “There is a lot of paperwork that initially people don’t think of like the risk management plan is crucial and liability forms and emergency contract information. There is a lot more planning steps than I thought” and “I understand there is a lot of behind the scenes work”. A total of 10 students felt they had a “fair” understanding of outcome C and are looking for assignments and in-class activities/discussion to better their knowledge. A total of 5 students felt they had a poor understanding of outcome c and will need some guidance throughout the semester understanding factors in recreation planning.</p> <p>Outcome D: A total of 15 students felt they had a “fair” understanding of outcome D and a total of 3 students felt they had a “poor” understanding of outcome D. It is apparent to the instructor that students will require some discussion and in-class activities to understand this outcome.</p> <p>Outcome E: A total of 4 students felt they had a “good” understanding of outcome E. Comments by students included, “special programs are in place to be able to accommodate the special needs of people who want to participate but can’t on their own free will”, and “Recreation therapy I think of helping physically or mentally disabled people with outdoor activity”. A total of 9 students felt they had a “fair” understanding of outcome E and a total of 5 students felt they had a “poor” understanding of outcome E. The information will be discussed in class throughout the semester, so students can have a better appreciation for individuals with special needs and how recreation can impact lives in a positive way.</p>

		Post Assessment summary and results, for the fall 2013 REC 201 student learning outcomes, will be available March 2014.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	For the pre assessment of the Student Learning Outcomes, students were given an assessment on the third day of class at the beginning of the fall 2013 semester. Student were required to read the student learning outcome and state their knowledge and understanding by choosing excellent, good, fair, or poor. If students answered excellent or good, they were required to discuss their understanding of each student learning outcomes and give examples of their knowledge. If they answer fair or poor they were required to give some suggestions for activities or assignments that they feel the instructor can do to help master the course material. Discussion of Assessments will be available March 2014.
6	Recommended Changes & Plans for Implementation of Improvements	After the Post-Assessment has been administered, recommendation and plans for improvements will be discussed in March of 2014, within this section.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	After the Post-Assessment has been administered, dialog will occur at the department faculty meeting.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Kinesiology, Health Science, and Athletics Program: Recreation Administration Date: September 3, 2013

Courses in program, or course: **REC 203: Intramural and Recreational Sports Programming**

Faculty involved with the assessment and analysis: **Angela Neary**

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements	A. Demonstrate an understanding of planning procedures such as organizational and operational aspects, assessment and evaluation, and scheduling or rescheduling facilities or tournaments. B. Apply safety and risk management techniques including legal concerns related to recreation programs.
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	<input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<p>C. Discuss the socialization process in sports, effects on recreational sports on personalities and common participant aggression problems.</p> <p>Please note: Student learning outcomes were updated in the fall of 2013 to reflect new information. The next class offering for REC 203 will commence in the Fall of 2013.</p>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Assessment methods include scoring rubrics for assignments and labs as well as student self-survey.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<p>A total of 13 students are currently enrolled in the REC 203 Sports Programming course for the fall of 2013. A total of 12 students participated in the pre-assessment. All outcomes, listed above, were assessed with a pre-assessment. Students were given a self-survey using a 1-5 scoring likert scale on August 29, 2013. Written comments were also allowed by students at the end of the self-survey. Students be assessed on outcomes A, B, and C for the fall 2013 semester through a team teaching project and a team tournament project and in class assignments. A scoring rubric will be utilized for the team teaching project, as well as class assignments to assess student outcomes. For the team tournament project, students assessed their overall experiences in an individual and group evaluation. The instructor assessed the students learning experience through a scoring rubric and portfolio for the team tournament project.</p>
4	Assessment Results Summary (summarize Data)	<p>The pre-assessment results are as follows:</p> <p>Outcomes A: A total of 7 students rated their understanding of outcome A as “fair” and a total of 5 students rated their understanding of outcome A as “good”. Those who felt they had a good understanding of Outcome A included their reasoning....”You will need to get permits, right of use, and assess the risks”, “understand steps and planning, and reschedule and working with leaders”, “I have had to set up tournaments for classes before”, “You have to start with the very basics: what are we planning? How many people? Where? When? Do you have what you need to get permits, make risk management plans”, and “I know how to organize, set up, schedule or reschedule tournaments. Students who rated they had a “fair” understanding of Outcome A were not required to include comments.</p> <p>Outcome B: A total of 2 students rated their understanding of outcome B as “fair”, and a total of 10 students rated their understanding of outcome B as “good”. Those who felt they had a “good” understanding of Outcome B included their reasoning as.....”I’ve worked at a recreation department in my home town and helped set up tournaments and games in multiple sports mainly basketball and so I feel I could apply to the information listed above”, “I have a good amount of time doing all different kinds of recreational sport activities. These hours have helped me to have a better understanding of things to do during the activity to stay safe and finish the activity”, “Being in ASB taught me how to manage and make sure the people involved in the activities are safe”, and “I feel I am able to talk about safety and problems that could happen due to my sports history”.</p> <p>Outcome C: A total of 1 student felt they had a “excellent” understanding of Outcome C. The comment by the student included, “I know what it is like to socialize through sports and what it is like within the whole organization”. A total of 4 students felt they had a “good” understanding of outcome C. The comments by the students included, “being on a team is definitely a social atmosphere. I know that by being a good runner and soccer player and team leader it has definitely raised my confidence level”, “individuals learn to communicate effectively through team play, cooperating with other team</p>

		members, learning to deal with winning and losing, dealing with aggression and competition, working in groups, etc”, and “you need to cooperate and talk with one another”. A total of 7 students felt they had a “fair” understanding of outcome C and many of them were looking forward to having hands on activities presented in order to understand the material throughout the semester.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	For the student self-survey, students were given a likert scale rating their success of all student learning outcomes. The assessment included all students learning outcomes with a scale of 1 to 5 with one being the worst understanding of the student learning outcomes and 5 being an excellent understanding of the student learning outcomes. Students were also given a scoring rubric for the team tournament project portfolio. The scoring rubric included organization of the portfolio, all required information within the portfolio, and a reference page requirement. Students were also required to evaluate and discuss their individual and group experience of the team tournament project. The Post-Assessment will be administered to students on December 10, 2013.
6	Recommended Changes & Plans for Implementation of Improvements	After the Post-Assessment has been administered, recommendation and plans for improvements will be discussed in 2014, within this section.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	After the Post-Assessment has been administered, dialog will occur at the department faculty meeting.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

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Division: **Kinesiology, Health Science, and Athletics** *Program:* **Recreation Administration** *Date:* **September 3, 2013** v. 3 2012

Courses in program, or course: **REC 204: Recreation Program Planning**

Faculty involved with the assessment and analysis: **Angela Neary**

Course-to-program outcome mapping document** is completed Yes_____ No_____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	A. Construct promotional materials intended to motivate and reinforce participation in a recreation program. B. Create a college or community recreation program and assess, plan, implement, and evaluate the program. C. Write appropriate and measureable program goals and objectives based on participant needs, interests, and existing resources.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Assessment methods will included scoring rubrics and student portfolios in the fall 2014 semester
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	Assessment administration will take place in the next cycle the course is offered. The Recreation Administration courses are on a rotation. REC 204 will be offered in the fall of 2014. During that time, pre-assessments will be administered to include all student learning outcomes at the beginning of the semester and a post-assessment will be administered in December of 2014. Please note the last assessment was completed in the fall of 2012.
4	Assessment Results Summary (summarize Data)	Pre-Assessment results will be available in September of 2014 and final assessment results will be available in December of 2014.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The scoring rubric included organization of the portfolio, all required information within the portfolio (promotional materials, goals and objectives), and a reference page requirement. Students will also be required to evaluate and discuss their individual and group experience related to their college recreation program they implemented on campus.
6	Recommended Changes & Plans for Implementation of Improvements	Information related to changes and improvements will be available in December of 2014 which is the next cycle of assessment.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	There is only one instructor in charge of all courses within the program courses of Recreation Administration. The instructor continually discusses courses, assessments, and results with colleagues at California Polytechnic State University, SLO in the Recreation Parks and Tourism Department. The dialog is helpful to the instructor to see what the four year University program is doing in the field. This dialog also helps the instructor prepare students to transition to the four year University level.

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

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Division: **Kinesiology, Health Science, and Athletics**

Program: **Recreation Administration**

Date: **September 3, 2013**

Courses in program, or course: **REC 206: Introduction to Therapeutic Recreation**

Faculty involved with the assessment and analysis: **Angela Neary**

Course-to-program outcome mapping document** is completed Yes_____ No_____

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p>A. Identify accessible features in a retail establishment (architectural features) according to the American's with Disability Act (ADA) checklist.</p> <p>B. Describe developmental disabilities, mental health, orthopedic and neurological impairment in Therapeutic Recreation.</p> <p>C. Report an evaluative experience related to volunteer hours with the Special Olympics, the Special Olympics Area meet, and other Therapeutic Recreation volunteer experiences.</p> <p>D. Identify the range of services and settings within Allied Professions and professional opportunities as they relate to Therapeutic Recreation</p> <p>E. Identify the importance of wellness through physical activity in youth development and aging as it relates to Therapeutic Recreation.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Assessment methods included scoring rubrics and student self-survey</p> <p>Assessment administration will take place in the next cycle the course is offered. The Recreation Administration courses are on a rotation. REC 206 will be offered in the spring of 2014. During that time, pre-assessments will be administered to include all student learning outcomes at the beginning of the semester in January of 2014 and a post-assessment will be administered in May of 2014.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>A total of 23 students participated in the REC 206 Introduction to Therapeutic Recreation course for the spring 2012. All outcomes were assessed with the students self-survey using a 1-5 scoring likert scale. Written comments were also allowed by students at the end of the self-survey. Students were also assessed on outcome A, B, and C during the spring 2012 through an assessment on identifying accessible features within a business establishment, assessment of a specific disability and written project and presentation, and reported their experience as a Special Olympics volunteer.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>According to the likert scale regarding all REC 206 outcomes, most students agreed all student learning outcomes were recognized and met their needs throughout the spring 2012 semester. By the end of the semester, most students were able to demonstrate and understanding of Therapeutic Recreation by identifying ADA accessible features, describing a disability through a written and oral presentation, and were able to successfully report their individual experience as a volunteer in Therapeutic Recreation setting outside the classroom. Some student comments suggested they needed better preparation</p>

		for exams related to textbook material within the student self-survey.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	For the student self-survey, students were given a likert scale rating their success of all student learning outcomes. The assessment included all students learning outcomes with a scale of 1 to 5 with one being the worst understanding of the student learning outcomes and 5 being an excellent understanding of the student learning outcomes. For student learning outcome A, students were given an assessment to identify accessible features of a retail establishment. This checklist assessment came from the ADA website at www.ada.gov . Students were also required to complete a written summary of the checklist and what they gained from the experience of assessing a retail establishment. Students were also required to complete a written and oral presentation related to a specific disability for student learning outcome B. For student learning outcome C, students were assessed through volunteering 20 hours throughout the semester for a agency focused on Therapeutic Recreation. Students completed 20 hours (time logs were required) and also completed an written evaluative experience. A scoring rubric was used for assessment of student learning outcome C.
6	Recommended Changes & Plans for Implementation of Improvements	<p>Some students felt exam material needed more explanation. The instructor plans to work on different lecture techniques to guide students in understanding textbook material. Lecture techniques the instructor plans to use includes clickers, power point, interactive games, and group discussions. In the spring 2013 recommended changes to lecture material will be in place for students to better understand textbook material. Plan for implementation for improvement will include research of cost of clickers for the Recreation Administration Program. Clickers can be a great way to see if students understand course material during lecture sessions. Research on interactive games will also be reviewed and implemented into the spring 2013 course.</p> <p>All Student Learning Outcomes will be evaluated again in the spring 2014 through a pre and post assessment administered to students.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	There is only one instructor in charge of all courses within the program of Recreation Administration. The instructor continually discusses courses, assessments, and results with colleagues at California Polytechnic State University, SLO in the Recreation Parks and Tourism Department. The dialog is helpful to the instructor to see what the four year University program is doing in the field. This dialog also helps the instructor prepare students to transition to the four year University level.

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

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Division: **Kinesiology, Health Science, and Athletics** *Program:* **Recreation Administration** *Date:* **September 3, 2013**

Courses in program, or course: **REC 208: Recreation Leadership**

Faculty involved with the assessment and analysis: **Angela Neary**

Course-to-program outcome mapping document** is completed Yes_____ No_____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	A. Distinguish the differences between the role, types, and tools of a recreation leader. B. Analyze various theories of leadership. C. Demonstrate the ability to apply an appropriate leadership technique through individual and cooperative teamwork. D. Perform specific skills related to communication, human relations, group structure, problem solving and conflict resolution necessary for effective leadership. E. Volunteer for a college or community leadership event and write and present a report/evaluation of the experience to peers.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	REC 208 is on a rotation basis and will be offered in spring of 2014. Assessment methods for the spring 2014 semester will include scoring rubrics, reports, and a student assessment survey.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	All students learning outcomes listed above will be assessed during the spring 2014 semester. There will be approximately 25 students registered for this course. All student learning outcomes will be surveyed through the student assessment survey given at the beginning and end of the semester.
4	Assessment Results Summary (summarize Data)	Pre-Assessment results will be available Mid semester of spring 2014 and post assessment results will be available in June of 2014
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Discussion of Assessment results and plan for improvements will be available June 2014
6	Recommended Changes &	Recommended changes will be discussed June 2014

	Plans for Implementation of Improvements	
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	After the Post-Assessment has been administered, dialog will occur in May of 2014 with department faculty.

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VII. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

One big accomplishment of instructor Angela Neary was that in May of 2013 she passed the Certified Health Education Specialist (CHES) Exam. This exam is offered by the National Commission for Health Education Credentialing. Currently there are approximately 10,000 Certified Health Education Specialist in the United States.

A few Emails from Students:

“I GOT INTO CAL POLY!!!!!!!! Ahhhhh!!!! I'm so happy and thankful to you for being such an awesome teacher and I'm so excited for my major!!!! See you tomorrow I'm trying to focus on studying for the test! Ah!” Student J.M

“Hi Mrs. Neary-

I just wanted to take the time to let you know how much I am enjoying your class. Although the field trip was very demanding and nerve wracking, I had an awesome experience. Your class is making me try so many fun and exciting things I don't know if I would have ever tried!

In desperate search for a shadow instructor (harder to get ahold of people than I thought), I was able to contact the event coordinator and I get to help her run the show tonight, I am so excited! Although it wasn't what I was originally looking for, I couldn't be happier. I think it is an environment I will work very well in.

I wanted to let you know how much I am getting out of this course, in class and out. Thank you so much for all of the eye opening opportunities and I can't wait to keep expanding my experiences :)”

Student: J.B.

“Mrs. Neary,

Just wanted to send you a quick note and thank you for a great class. I learned a lot about the health of myself and others, and gained an appreciation for the different health struggles of various minority groups. Thanks again for a great semester.”

Student: J.H.