Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Outdoor and Community Recreation Education Program (Health, Physical Education & Recreation Department)
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
Date Submitted: 11/2019
Report authors: Cass Morgan, Ph.D. Lisa Meerts, PhD., Jonathan Griffith

Contact Information:
        Phone: 801-626-6730
        Email: cassmorgan@weber.edu

Report due 11/15/2019

A. **Brief Introductory Statement:**
   Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site:
   http://www.weber.edu/portfolio/departments.html - if this information is current, please place an 'X' below. No further information is needed.

   __X_ Information is current; no changes required.

   Update if not current:

B. Mission Statement
Please review the Mission Statement for your department or academic program displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

   __X_ Information is current; no changes required.

   Update if not current:

C. Student Learning Outcomes
Please review the Student Learning Outcomes for your academic program displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

__X_ Information is current; no changes required.

Update if not current:

Report due 11/15/2019

D-1. **Curriculum**
"A collection of courses is not a program. A curriculum has coherence, depth, and synthesis."
(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the 'additional information' section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Curriculum Map Format

Courses in Department/Program	Department/Program Learning Outcomes							
	Theoretical Foundations	Professional Issues & Trends	Intra-/Inter personal skill development	Recreation philosophy	Assessment, design, evaluation	Implementation Skills	Administration/ Mgmt Skills	Policy/Legislation/Best Practices
OCRE 2500: Introduction to Outdoor Pursuits	1	1	2	1	1	1	1	1
OCRE 2890: Cooperative Work Experience I	1	2	2	2	1	1	1	1
OCRE 3050: Recreation and Leisure in Society	3	2	1	2	1	1	1	1
OCRE 3100: Leadership and Facilitation of Group Dynamics	1	2	3	3	2	2	1	1
OCRE 3300: Inclusive and Adaptive Recreation	2	2	2	1	2	2	1	2
OCRE 3320: Adventure Programming	2	2	3	1	3	3	3	2
OCRE 3520: Risk Management and Legal Issues	1	3	2	2	2	2	2	3
OCRE 3600: Administration and Management of Outdoor and Community Recreation Services	1	2	1	3	2	2	3	3
OCRE 4300: Trends and Ethical Issues in Recreation Services	1	3	2	1	2	1	2	3
OCRE 4890: Cooperative Work Experience II	1	3	3	3	3	3	3	3

Note[a]: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered

D-2. High Impact Educational Experiences in the Curriculum
In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses (these are the HIEE's just from our core and do not include the numerous HIEE's implemented in our emphasis courses)	Department/Program use of High Impact Educational Experiences							
	Field Based Experiences	Pre-Professional Development	Project based learning	Undergraduate Research	Internship	Community Engaged Learning	Team Based Learning	Experiential Learning
OCRRE 2500: Introduction to Outdoor Pursuits (85 90 hrs of field experience)	4 credits							
OCRE 2890: Cooperative Work Experience I – volunteer 60 hours with local recreation companies)		2 credits						
OCRE 3100: Leadership and Facilitation of Group Dynamics (students work in teams throughout the semester to facilitate recreation experiences)						3 credits		
OCRE 3300: Inclusive and Adaptive Recreation (students volunteer with an adaptive outdoor recreation organization in the community)						3 Credits		
OCRE 3320: Adventure Programming (students engage in a semester long project)			3 credits					
OCRE 3520: Risk Management and Legal Issues							3 credits	
OCRE 3600: Administration and Management (volunteer and attend a state-wide outdoor recreation conference)		3 credits						
OCRE 4300: Trends and Ethical Issues in Recreation Services								3 credits
OCRE 4890: Cooperative Work Experience II (complete min. 400 hr internship)					6 credits			

Commented [MOU1]: Switch to Community Engaged Experiential learning?

Commented [MOU2]: Switch to experiential learning?

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences. Additional information (HIEE planning, assessment, or other information):

Listed below are HIEEs within the core requirements of the major.

OCRE Majors will experience within their first 30-credits within the major, at least 5 HIEE's across 15 credits.

- OCRE 2500 (4): 85-90 hours of field experiences
- OCRE 2890 (2): 60 hours of volunteer work with local recreation agencies
- OCRE 3100 (3): Community Based learning (implementing recreation experiences for a local recreation company)
- OCRE 3300 (3): Volunteer with an outdoor adaptive recreation company; engage in experiential education aactivities to learn about issues related to diversity and inclusion with recreation services (i.e. Poverty Simulation)
- OCRE 3320 (3): Project – based learning experience (assess, plan, implement, and evaluate a recreation event over the course of the semester)

OCRE Majors will experience within their second 30-credits within the major, at least 4 HIEE's across 15 credits.
- OCRE 3520 (3): Students will engage in experiential activities throughout the semester related to risk management
- OCRE 3600 (3): Professional Development (volunteer and attend a statewide recreation conference)
- OCRRE 4300 (3): Students will engage in experiential activities throughout the semester related to trends and issues in the field
- OCRE 4890 (6): Internship (students are required to complete a capstone minimum 400hour internship experience)

E. Assessment Plan
Please update the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.), and plans for continuous improvement.

Assessment plan:

Student Learning Outcomes and Competencies	Measure	Assessment Strategy	Schedule
Outcome 1: Comprehend/Recognize the historical, philosophical, and theoretical foundations within recreation services.	**Measure 1**: **OCRE 2500** 80% of students will score at or above 70% on written reflective assignments that target theory and philosophy of recreation programs.	Weekly reflective assignments that students complete on Canvas; submissions are to be grounded in theory and philosophy.	During the fall semester, for all sections in the prior academic year.
	Measure 2: OCRE 3300 80% of students will score at or above 70% on quiz questions related to history, theory, and philosophy of recreation programs.	Online assessment tool with items aligned to program standards: 60 questions.	During the fall semester, for all sections.
	Measure 3 OCRE 3050 80% of students will score at or above 70% on exam questions related to history, theory, and philosophy of recreation programs.	Chi-tester online assessment tool with items aligned to program standards: 38 questions.	During the fall semester, for all sections.

Report due 11/15/2019

	Measure 4: OCRE 3600 80% of students will score at or above 80% on a management theory facilitation.	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.
Outcome 2: Identify and analyze contemporary professional issues and the trends impacting recreation programs and services.	**Measure 1: OCRE 2500** 80% of students will score at or above 70% on written analysis and reflective discussions that target current issues and trends in outdoor recreation.	Weekly analysis and reflection assignments that students complete on Canvas; focus of each discussion is on current issues and trends related to outdoor pursuits.	During the fall semester, for all sections.
	Measure 2: OCRE 3520 80% of students will score at or above 80% on written analysis and reflective discussions that target current issues and trends with an emphasis on risk management practices.	Weekly analysis and reflection assignments that students complete on Canvas; focus of each discussion is on the application of risk management in relation to current issues and trends within the recreation industry.	During the spring semester, for all sections.
	Measure 3: OCRE 4300 80% of students will score at or above 80% on written analysis and reflective discussions that target current issues and trends with an emphasis on ethical decision making.	Students will complete a written analysis on current issues and trends in the industry.	During the spring semester, for all sections.

Outcome 3: Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for professional, personal and group growth.	**Measure 1 OCRE 3300** 80% of students will score at or above 80% on a diversity experience reflection assignment.	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.
	Measure 2 OCRE 3100 80% of students will score at or above 80% on personal philosophy of recreation and leadership assignment.	Final examination essay that focuses on students synthesizing information explored during the semester to identify a personal philosophy of recreation and leadership	During the spring semester, for all sections.
	Measure 3 OCRE 4300 80% of students will score at or above 80% on the personal ethics reflection and analysis paper. .	Personal ethics reflection and analysis paper.	During the spring semester, for all sections.
Outcome 4: Identify and articulate a personal assessment and philosophy of recreation that defines how the student plans to provide recreation services.	**Measure 1: OCRE 2890** 90% of students will score at or above an 80% on a professional assessment.	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.

	Measure 2: OCRE 3050 80% of students will score at or above 70% on a Career poster presentation.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester for all sections.
	Measure 3: OCRE 4890 90% of students will score at or above an 80% on a professional assessment reflection assignment.	Student data recorded using the WSU learning management system (Canvas).	During the summer semester for all sections.
Outcome 5: Apply theory and field techniques to assess, design and evaluate outcome-based programs that address a range of relevant personal, social, economical, and/or environmental objectives.	Measure 1 OCRE 3320 80% of students will score at or above 80% in the design of program logic models.	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.
	Measure 2: OCRE 3320 80% of students will score at or above 80% on a written program plan.	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.
	Measure 3: OCRE 3300 80% of students will score at or above 80% on an inclusive recreation program design.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester for all sections.
Outcome 6: Develop, practice and demonstrate effective technical, facilitation, teaching and risk	Measure 1: OCRE 2500 80% of students will score at or above 70% on the facilitation of a skill	Students develop and deliver a teaching episode in the	During the fall semester for all sections.

management skills across a range of recreation experiences.	particular to an identified outdoor pursuit.	classroom and during a field experience on a specified skill necessary for safe and appropriate practice of outdoor recreation.	
	Measure 2: OCRE 3100 80% of students will score at or above 80% on the facilitation of a group development activity.	Students develop and facilitate a group development activity for an assigned client group.	During the spring semester for all sections.
	Measure 3: OCRE 3320 80% of students will score at or above 80% on a program implementation performance evaluation on the delivery of recreation event.	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.
	Measure 4: OCRE 3520 80% of students will score at or above 80% on an assignment focusing on the identification and treatment of risks for recreation based activities.	Students identify, analyze and define treatments for risks (physical; emotional; financial; social) associated with an assigned recreation activity/activities.	During the spring semester for all sections.

Outcome 7: Investigate and practice essential administrative functions necessary to conduct effective and ethical recreation programs.	**Measure 1: OCRE 3520** 80% of students will score at or above 70% on an assignment focusing on the analysis of forms utilized for administrative purposes by recreation organizations.	Students collect, review and analyze a variety of administrative forms focused on risk management: waivers; assumption of risk; agreement to participate; indemnification clause	During the spring semester for all sections.
	Measure 2: OCRE 3600 80% of students will complete a management plan that includes financial, human resource, marketing, program, and risk management sections at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the spring semester for all sections.
	Measure 3: OCRE 4890 80% of students will complete an agency management audit with recommendations at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the summer semester for all sections.
Outcome 8: Identify and apply relevant local, state and federal legislation and regulations, along with industry standards, to management practices necessary within recreation programs.	**Measure 1: OCRE 3300** 75% of students will complete an accessibility audit (ADA) on recreation facilities at a satisfactory level (assignment score > or = 75%)	Student data recorded using the WSU learning management system (Canvas).	During the fall semester for all sections.
	Measure 2: OCRE 3520 80% of students will deliver a final	Student data recorded using the WSU learning	During the spring

	presentation on legislation that is focused on management practices at a satisfactory level (assignment score > or = 75%)	management system (Canvas).	semester for all sections.
	Measure 3: OCRE 4890 80% of students will accurately identify and apply relevant industry standards of practice within the agency audit report at a satisfactory level (assignment score > or = 75%).	Student data recorded using the WSU learning management system (Canvas).	During the summer semester for all sections..

F. Report of assessment results for the most previous academic year:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

A. Evidence of Learning: Courses within the Major

    (**this is a sample page for purpose of illustration only**; a blank template can be found on the next page)

Course [Subject/Number]	Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	**Method of Measurement***	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**	**Closing the loop**
Learning Outcome 1: Comprehend/Recognize the historical, philosophical, and theoretical foundations within recreation services.	**Measure 1:** OCRE 2500	**Measure 1:** 80% of students will score at or above 70% on written reflective assignments that target theory and philosophy of recreation programs.	**Measure 1:** 83% of students scored at or above 70% on a written reflective assignments that target theory and philosophy of recreation programs.	**Measure 1:** The high percentage potentially indicates that students enrolled in the course applied feedback provided during the semester in order to successfully complete this assignment.	**Measure 1:** No curricular or pedagogical changes needed at this time	**Measure 1:** The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.
	Measure 2: OCRE 3050 Standardized quiz/exam	**Measure 2:** 80% of students will score at or above 70% on quiz/exam questions related to history, theory, and philosophy of recreation programs.	**Measure 2:** The average quiz/exam score was 84%; 70% of students scored at or above 70%; 30% (*n = 3)* of students nearly met the threshold with an average of 69%.	**Measure 2:** The high percentage potentially indicates that students enrolled in the course attended exam review sessions and applied feedback provided throughout the semester.	**Measure 2** No curricular or pedagogical changes needed at this time	**Measure 2** The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.
	Measure 3 OCRE 3300 Reflective assignments related to issues of	**Measure 3** 80% of students will score at or above 70% reflective	**Measure 3** 86% of students scored at or above 70% reflective	**Measure 3** Only students who did not regularly submit assignments received less than	**Measure 3** The proceeding percentages do not account for students who are outside the	**Measure 3**

Commented [3]: Trip Plan Assignment (150 pts)

diversity in recreation programs.	assignments related to issues of diversity in recreation programs.	assignments related to issues of diversity in recreation programs.	80%. The average score for students who regularly submitted this type of assignment was 87.39%.	OCRE academic major (13% of course enrollment). The student in this category did meet the 70% threshold. Students who enroll in the course from other academic majors may be less concerned with submitting assignments, and more interested in the course content/experiences.	
Measure 4: **OCRE 3600**	**Measure 4:** 80% of students will score at or above 80% on a management theory facilitation.	**Measure 4:** 100% of students scored at or above 80%. The average score was 92%.	**Measure 4:** The high percentage may be attributed to the fact that the assignment was a group project (3-4 students) and was a final assignment with a significant amount of weight tied to the grade. In addition this course typically only has seniors enrolled so they tend to be adept at working in groups by this point in the program..	**Measure 4:** Consider the impact of grade inflation from peer evaluation (i.e. contribution and performance) as a result of the group work.	For future courses, consider altering the assignment to better reflect individual work or consider having students complete the assignment individually.
Measure 1: **OCRE 2500**	**Measure 1:** 80% of students will score at or above 70% on written analysis and reflective discussions that	**Measure 1**: 77% of students scored above 70% on assignments.	**Measure 1**: Only students not turning in the assignment got less than 80%. The average score for students turning in	**Measure 1** No curricular or program changes are warranted at this point.	

Learning Outcome 2: Identify and analyze contemporary professional issues and the trends impacting recreation programs and services.		target current issues and trends in outdoor recreation.		the assignment was 98%. Students taking the class outside of the major seem less concerned with turning in assignments and more focused on the class experience.		
	Measure 2 **OCRE 3520** Reflective discussions that target current issues and trends with an emphasis on risk management practices.	**Measure 2** 80% of students will score at or above 80% on written analysis and reflective discussions that target current issues and trends with an emphasis on risk management practices.	**Measure 2** 55% of students at or above 80% on written analysis and reflective discussions that target current issues and trends with an emphasis on risk management practices.	**Measure 2** Students who did not regularly submit assignments received less than 70% (27% of enrollment). The remaining 18% of those enrolled scored at least a 70%. The average score for students who regularly submitted this type of assignment was 84.37%.		**Measure 2** The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.
	Measure 3: **OCRE 4300** Written ethical analysis of trends and issues in the recreation field	**Measure 3** 80% of students will score at or above 80% on written analysis and reflective discussions that target current issues and trends with an emphasis on ethical decision making.	**Measure 3** 55% of students at or above 80% on written analysis and reflective discussions that target current issues and trends with an emphasis on ethical decision making.	**Measure 3** Students who did not regularly submit assignments received less than 70% (36% of enrollment). The remaining 9% of those enrolled scored at least a 70%. The average score for students who regularly submitted this type of assignment was 87.42%.	**Measure 3** No curricular or program changes are warranted at this point.	**Measure 3** Given that this was the first (and last) time this course was taught by an outgoing faculty member and that it was three students who did not meet the threshold, the OCRE program will continue to analyze this assignment to determine if changes are warranted in the future.

Learning Outcome 3: Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for professional, personal and group growth.	**Measure 1** OCRE 3300 Diversity experience reflection assignment.	**Measure 1** OCRE 3300 80% of students will score at or above 70% on a reflective assignment related to attendance at a diversity experience.	**Measure 1** 100% of students scored at or above 70% on a reflective assignment related to attendance at a diversity experience.	**Measure 1** The high percentage potentially indicates that students enrolled in the course were (1) invested in this specific course activity, and (2) applied feedback provided during the semester.	**Measure 1** No curricular or pedagogical changes needed at this time	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.
	Measure 2 OCRE 3100 Final examination essay that focuses on students synthesizing information explored during the semester to identify a personal philosophy of recreation and leadership.	**Measure 2** 80% of students will score at or above 80% on personal philosophy of recreation and leadership assignment.	**Measure 2** 100% of students scored at or above 80% on personal philosophy of recreation and leadership assignment.	**Measure 2** The high percentage potentially indicates that students enrolled in the course applied feedback provided during the semester in order to successfully complete this assignment.	**Measure 2** The proceeding percentages do not account for students who are outside the OCRE academic major. (20% of course enrollment). Both students in this category did meet a 70% threshold.	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.
	Measure 3 OCRE 4300 Personal ethics reflection and analysis paper.	**Measure 3** 80% of students will score at or above 80% on the personal ethics reflection and analysis paper.	**Measure 3** 100% of students scored at or above 80% on the personal ethics reflection and analysis paper.	**Measure 3** The high percentage potentially indicates that students enrolled in the course applied feedback provided during the semester in order to successfully complete this assignment.	**Measure 3** No curricular or pedagogical changes needed at this time	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.

Report due 11/15/2019

	Measure 1 **OCRE 2890** Students will complete a professional assessment	**Measure 1** 90% of students will score at or above an 80% on a professional assessment.	**Measure 1** : 84% of students scored above an 80% on the professional assessment assignment.	**Measure 1:** Only students not turning in the assignment got less than 80%. The average score for students turning in the assignment was 97%.	No curricular or pedagogical changes needed at this time	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.
Learning Outcome 4: Identify and articulate a personal assessment and philosophy of recreation that defines how the student plans to provide recreation services.	**Measure 2:** **OCRE 3050** Students will complete a career poster	**Measure 2:** 80% of students will score at or above 70% on a Career poster presentation.	**Measure 2:** 100% of students scored at or above 70% on the presentation. The average grade was 91%.	**Measure 2:** This particular assignment is designed to encourage students to explore a recreation career of interest. Thus, the high percentage potentially indicates that students enrolled in the course were invested in this specific course activity.	**Measure 2:** No curricular or pedagogical changes needed at this time	**Measure 2:** The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.
	Measure 3: **OCRE 4890** Students will complete a professional assessment	**Measure 3:** 90% of students will score at or above an 80% on a professional assessment reflection assignment.	**Measure 3:** 86% of students (n=6) scored above an 80% on a the final professional assessment	**Measure 3:** One student failed to turn in the assignment. The average score for students who turned in the assignment was >95%.	No curricular or pedagogical changes needed at this time	Given the small n, and that this course has only been offered once, the OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.

Report due 11/15/2019

Commented [5]: Assignment 1 Personal and Professional Assessment (10 points)

Outcome 5: Apply theory and field techniques to assess, design and evaluate outcome-based programs that address a range of relevant personal, social, economical, and/or environmental objectives.	**Measure 1** **OCRE 3320** Students will complete a logic model	**Measure 1** 80% of students will score at or above 80% in the design of program logic models.	**Measure 1** 31% of the class achieved at or above 80%. The other 69% of the class scored an average of 70%. The average score for the class was 75%.	**Measure 1** The low percentage of students meeting the threshold may suggest that additional emphasis be placed on logic modeling.	Additional course sessions and in-class practice sessions will be offered to help improve students' knowledge and skill in developing effective logic models.	The OCRE program faculty will determine if the curricular changes improve students' scores on this assignment.
	Measure 2: **OCRE 3320** Students will complete a written program plan	**Measure 2:** 80% of students will score at or above 80% on a written program plan.	**Measure 2:** 100% of students scored at or above 80% on a written program plan. The average score was an 83%.	**Measure 2:** The high percentage of students completing this assignment may be attributed to 1) a high level of investment in the project; 2) It was a group assignment; and 3) Students completed multiple drafts of the program plan throughout the entire semester and received multiple rounds of feedback on submissions.	No curricular or pedagogical changes needed at this time	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.
	Measure 3 **OCRE 3300** Inclusive recreation program design.	**Measure 3** 80% of students will score at or above 80% on an inclusive recreation program design.	**Measure 3** 63% of students scored at or above 80% on an inclusive recreation program design.	**Measure 3** As a group assignment, only one group (three students) did not meet the standards and expectations set forth for the written section of the assignment. The scores for the complete course project, which	The proceeding percentages do not account for students who are outside the OCRE academic major (13% of course enrollment). The student in this category did meet the 70% threshold.	

				included implementation of inclusive recreation activities, was at 100%.		
Outcome 6: Develop, practice and demonstrate effective technical, facilitation, teaching and risk management skills across a range of recreation experiences.	**Measure 1:** **OCRE 2500** Students develop and deliver a teaching episode in the classroom and during a field experience on a specified skill necessary for safe and appropriate practice of outdoor recreation.	**Measure 1:** 80% of students will score at or above 70% on the facilitation of a skill particular to an identified outdoor pursuit.	**Measure 1:** 87% of students scored above 70% on their teaching topic assignment.	**Measure 1** Students successfully demonstrated competence. Average score for all student teaching was 86%. Scores were generally brought down by those not turning in required reflection assignments.	**Measure 1** No curricular or pedagogical changes needed at this time.	**Measure 1** The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.
	Measure 2 **OCRE 3100** Students develop and facilitate a group development activity for an assigned client group.	**Measure 2** 80% of students will score at or above 80% on the facilitation of a group development activity.	**Measure 2:** 75% of students scored at or above 80% on the facilitation of a group development activity.	**Measure 2:** Students successfully demonstrated competence. Only two students did not meet the standards and expectations set forth for the written section of the assignment. One of these students did score at the 70%, and 100% of students met the threshold for the implementation portion of the assignment.	**Measure 2:** The proceeding percentages do not account for students who are outside the OCRE academic major. (20% of course enrollment). One of the two students in this category did meet the 80% threshold.	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.
	Measure 3: OCRE 3320 Students will develop and implement a recreation based program	**Measure 3:** 80% of students will score at or above 80% on a program implementation performance	**Measure 3:** 84% of students scored at or above 80%. The average score was 85.7%. The remaining 26% of	**Measure 3:** Students successfully demonstrated competence. Only two students did not meet the standards and expectations set	**Measure 3:** No curricular or pedagogical changes needed at this time.	This assignment involves a high level of involvement as students are required to put on an actual program/event. As

		evaluation on the delivery of recreation event.	students had an average score of 74%.	forth in this course and both of those students achieved at least a 70%.		such, students tend to be highly motivated to put forth a high degree of effort to make the event a success.
	Measure 4 **OCRE 3520** Students identify, analyze and define treatments for risks (physical; emotional; financial; social) associated with an assigned recreation activity/activities.	**Measure 4:** 80% of students will score at or above 80% on an assignment focusing on the identification and treatment of risks for recreation based activities.	**Measure 4** 82% of students scored at or above 80% on an assignment focusing on the identification and treatment of risks for recreation based activities. The average score for students submitting this assignment was 86.3%.	**Measure 4** Students successfully demonstrated competence. The percentage potentially indicates that students enrolled in the course were (1) invested in this specific course activity, and (2) applied feedback provided during the semester. Only two students did not meet the standards and expectations set forth for the assignment. One of these students did score at least 70%. The remaining student did not submit the assignment for review.	**Measure 4** No curricular or pedagogical changes needed at this time	**Measure 4** Given that this course has only been offered once, the OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.
Learning Outcome 7: Investigate and practice essential administrative functions necessary to conduct effective and	**Measure 1** **OCRE 3520** Students collect, review and analyze a variety of administrative forms focused on risk management: waivers;	**Measure 1** 80% of students will score at or above 70% on an assignment focusing on the analysis of forms	**Measure 1** 100% of students scored at or above 80% on the review of risk management related forms.	**Measure 1** Students successfully demonstrated competence. The high percentage could potentially be attributed to the	**Measure 1** No curricular or pedagogical changes needed at this time	**Measure 1** Given that this course has only been offered once, the OCRE program faculty will continue to assess these

ethical recreation programs.	assumption of risk; agreement to participate; indemnification clause	utilized for administrative purposes by recreation organizations.		project being conducted in a group setting, rather than on an individual basis.		outcomes to determine if further changes are warranted.
	Measure 2: OCRE 3600) Students will complete a ~~management program plan~~ case analysis	**Measure 2:** 80% of students will complete a management plan that includes financial, human resource, marketing, program, and risk management sections at a satisfactory level (assignment score > or = 70%).	**Measure 2:** 100% of students scored at or above the 80% threshold. The average score was 87% on the final management plan.	**Measure 2:** Students successfully demonstrated competence. The high percentage could potentially be attributed to the project being conducted in a group setting. In addition, the management plan was created for an outside organization and as such, may have created an impetus for higher quality work.	As this was the first cohort of majors completing this course, it was determined that some overlap existed between this core assignment and a "program plan" assignment in 3320.	Moving forward, the core assignment in 3600 will change to reduce redundancy and this particular outcome will now be assessed through a case analysis assignment
	Measure 3: OCRE 4890 Students will complete an agency project	**Measure 3:** 80% of students will complete an agency project at a satisfactory level (assignment score > or = 70%).	**Measure 3:** 67% of the students scored at or above 70%. The other 33% (n =2) did not complete the written assignment. The average score for all students was 75%.	**Measure 3:** The majority of students met the threshold with only a small number of students failing to meet the threshold.	Some of the assignments for the internship were not effectively or proportionately weighted to encourage students to completing this assignment	Moving forward, a restructuring of the assignments and their overall weight will be adjusted to encourage students towards completion of the assignment. OCRE faculty will assess whether this adjustment improves students meeting stated threshold.
Learning Outcome 8: Identify and apply relevant local, state and federal legislation and regulations, along with	**Measure 1 OCRE 3300** Students will complete an ADA assessment	**Measure 1 OCRE 3300** 75% of students will complete an accessibility audit (ADA) on	n/a	n/a	Although used in previous offerings of this course, the assignment was not utilized during the fall 2018 semester.	This outcome will be reassessed in the fall 2019 course when this assignment was utilized by a

industry standards, to management practices necessary within recreation programs.		recreation facilities at a satisfactory level (assignment score > or = 75%)				different faculty member.
	Measure 2 OCRE 3520 Students will give a final presentation.	**Measure 2 OCRE 3520** 80% of students will deliver a final presentation on legislation that is focused on management practices at a satisfactory level (assignment score > or = 75%)	n/a	n/a	Although used in previous offerings of this course, the assignment was not utilized during the spring 2019 semester.	*This outcome will be re-assessed in the spring of 2020 when this course is taught by a different faculty member.
	Measure 3: OCRE 4890 Students will complete a comprehensive agency assessment	**Measure 3: OCRE 4890** 80% of students will accurately identify and apply relevant industry standards of practice within the agency audit report at a satisfactory level (assignment score > or = 75%).	72% (n=5) of students enrolled had an average score of 77%. Two students did not turn in the assignment for review.	Students generally understood how to identify and apply industry standards. Additional efforts	In the Fall of 2019 additional efforts were taken to increase the focus of industry standards and data analysis throughout other OCRE courses. The goal is that that by the time students take 4890 (capstone internship) they have had more direct experience with standards to help them successfully complete 4890.	Given the small *n*, and that this course has only been offered once, the OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 2013/2014	Text of Recommendation	Progress Description
Recommendations		
Develop a website and social media presence	The significant reliance on the Internet to locate information necessitates that the Recreation program develop a website with information on the curriculum, degree options (minor, emphasis area, or BIS), and career opportunities. There is virtually no information on the Recreation Program on the WSU website aside from a link to the course catalog. The lack of web presence, does not lend to promoting the Recreation program to the extent that a website and social media page could provide.	The new OCRE program has both a website and a Facebook page. The website would benefit from updated pictures and regular announcements. Some evidence suggest that OCRE would also benefit from a stronger social media presence, but with limited resources and marketing staff, this may not be feasible.
Procure equipment	Given the lack of program equipment, the program needs to procure more of the standard equipment required for a recreation degree program (tents, backpacks, sleeping bags, compasses, cookware, harnesses, ropes, etc…)	Since 2013, the program has secured nearly $100,000 in outdoor equipment through the support of the HPER department, College of Education and grants. Additionally, course fees have been implemented across a number of classes to support special use permits, site visits, transportation, equipment replacement and/or rentals.
Determine a means to get students off campus regularly	Recreation programs consigned to campus are not going to be nearly as effective as recreation programs that integrate off campus "classroom" experiences. Explore	At this time, course fees have been implemented across a number of courses to cover transportation costs. Although this has significantly helped

	options to secure a fleet of or utilize a course fee that goes toward transportation costs.	OCRE to take students off campus, transportation challenges persist. It may be worth conducting a cost-benefit analysis to determine whether purchasing a vehicle is worthwhile and would mitigate difficulties getting students to off-campus locations.
Develop risk management policies and procedures an	Develop a risk management committee or working team with the focus of preventing incidents in the field, as well as procedures for handling and communicating incidents that do occur.	A risk management advisory committee was formed during the 2016-2017 academic year. The committee meets to discuss industry standards and local incidents. A risk management plan was developed in 2019 and was sent to University Legal for review.
Create a Bachelor's Degree	To provide students more likely opportunities for gainful employment in the recreation field, they will need a bachelor's degree. Either align your curriculum to transfer well to outside institutions that offer them or work towards developing a Bachelor of Science degree in recreation for Weber State University	A bachelor's degree with two emphases was approved in the spring of 2017. The first cohort started in the fall of 2017 and graduated Summer 2019. A third emphasis in Outdoor Recreation Entrepreneurship was created in 2019.
Pursue additional instructional support	Bring more faculty into the program. This could be through adjunct or partnerships with other programs on campus. Look for interdisciplinary collaborations on campus that will serve the needs of the recreation minors.	With the expansion of the program into a Bachelor's degree, HPER secured an additional TT faculty line (Jan 2016), a full time lecturer (Aug 2018), as well as a full-time staff member (Fall 2015) to provide program support and oversee REC activity courses. Although the OCRE program has sufficient faculty to teach within the

		existing program, the course loads are full with no room for programmatic growth (i.e. offering elective courses, honors courses, Gen Ed courses) or support faculty leave (i.e. Sabbatical, Family/sick leave). In addition, none of the OCRE courses are offered more than once a year, which also limits students' matriculation through the program. Because of the limited number of faculty (3) in a program that continues to demonstrate consistent growth in enrollment, we have limited flexibility to better accommodate student needs, interests, and demands within our course load. To better meet student needs it may become necessary to explore hiring another faculty member (adjunct/lecturer/TT).

Additional narrative: This biennial report is the first outcome assessment for the OCRE major and as such, we largely see it as a formative evaluation to begin to establish a baseline. Since the 2017 launch of the major, the program has demonstrated consistent growth with an initial enrollment of 4 majors (Fa '17) to 37 declared majors (Undergraduate Program Major Demographics, 2019). With a new program, came faculty changes, development of new courses, and changes/refinement to the major.   Subsequently, we anticipate continued changes to our outcome measures as we continue to receive feedback and refine courses and assignments to reflect a high-quality curriculum. Given the relatively small *n* for many of our courses (5-15), we were hesitant to prescribe significant changes or recommendations on "closing the loop" without more substantive evidence.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-28	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	0	1
Full-time Non-Tenured (includes tenure-track)	2	1
Part-time and adjunct	0	0
With Master's Degrees	0	0
Full-time Tenured		
Full-time Non-Tenured		
Part-time and adjunct		
With Bachelor's Degrees		1
Full-time Tenured		
Full-time Non-tenured		1
Part-time and adjunct		
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
Total Headcount Faculty		3
Full-time Tenured		1
Full-time Non-tenured		2
Part-time		

Appendix C – alternative format for Evidence of Learning Reporting – *The OCRE program opted to use the original format.*

Course:

Program Outcome 1	
Aligned Course Outcome(s):	
Method(s) of measurement:	
Target Performance:	
Actual Performance:	
Interpretation/Reflection on findings:	
Action Plan/Use of Results:	
Intended evaluation of plan (closing the loop):	
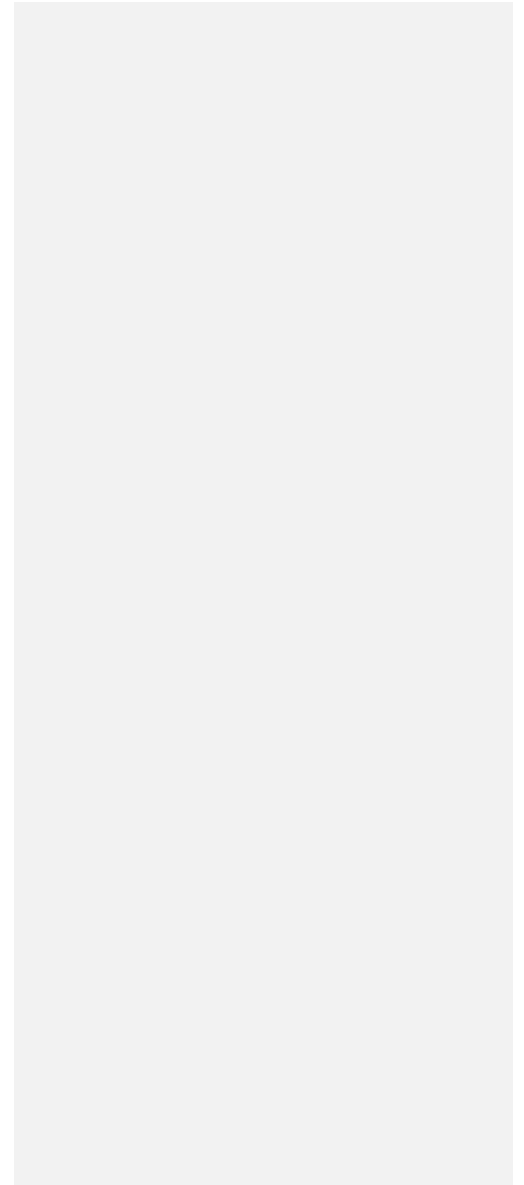
Please respond to the following questions.

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

   a. Any first-year students taking courses in your program(s). *In the 2019-2020 academic year the OCRE program launched an initiative with the FYE program to offer an OCRE course just for FYE students. Substantive research shows that outdoor-based experiences for first year students can promote student success. It's important to note, however, that this research is almost exclusively conducted on residential/traditional university campuses. As such, we know very little-to-nothing about the effectiveness of such programs on campuses like WSU. To this end, the Fa '19 launch of an integrated FYE "outdoor cluster" was implemented in collaboration with an FYE instructor and had a cap of 12 students. Students in this pilot initiative took both the FYE course and an OCRE class that went on a weekend backpacking trip. Given that this is a brand-new initiative, data collection is still underway, but anecdotal evidence is promising. Students have shared excitement throughout the course, which at the midpoint of this semester only a single student has dropped the course. FYE instructor feedback has also been encouraging suggesting that a continual offering of a for-credit "outdoor cluster" FYE experience might be a complementary way that OCRE can support WSU's student success efforts.*

   b. Students declared in your program(s), whether or not they are taking courses in your program(s)

   We reach out via email to all students who are declared within the major. We notify them of events (i.e. OCRE Fall Kick-off Party, End of Semester/Graduation Celebration), and advising opportunities. We have also created (Fa '19) a Canvas Course for declared OCRE majors to notify students of program announcements, internship/job opportunities, and other relevant information. We will enroll majors in the Canvas Course in Spring '20.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

   Given the relative newness of the program, faculty turnover (and with that multiple course and assignment changes), and a small first cohort of graduates (3 students graduated in Summer 2019), we are still refining the process that will best determine how we "close the loop." The current system we have in place consists of : 1) Annual review of national standards and trends as they compare to our students performance across the OCRE program; 2) Input from local industry leaders on their workforce needs; 3) Students' self-assessment during their 400-hour capstone internship course to evaluate their level of preparedness for the internship and to identify the class(es) that best prepared them for their internship and what would have helped better prepare

28

them; and 4) Internship employers evaluate student interns performance both verbally during a site visit and through a written assessment. Although, to date, we have only had seven students complete the capstone internship, both the verbal and written assessments by employers indicate that our students are well prepared and performing to expectation. In fact, one employer from a nationally ranked company, said our student was one of the most well prepared student interns he had ever worked with. He asked that we continue to send student interns to his company. While our first cohort of students demonstrated strong outcomes, we also recognize the limitations of putting too much weight in a small sample of students. We also saw some consistent weaknesses in some of their final internship assignments that suggested that they were less familiar with some critical industry standards that we expect our students to know. This lead to an intentional change in several of our core courses where we are now emphasizing some of these standards more explicitly in various course modules. To this end, we will closely assess how the next round of student interns perform on these assignments to determine whether they perform better.   In summary, our approach to closing the loop, consists of reviewing standards and outcomes at multiple levels (student, instructor, internship employer, and national standards) to evaluate and ensure our students are prepared to meet the demands of the workforce. We also have a standing agenda item for OCRE program meetings to discuss relevant issues tied to the curriculum (i.e. changes, progressions, sequencing, outcomes, assignments).

Glossary

Student Learning Outcomes/Measurable Learning Outcomes
The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.
- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid
A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:
- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')
The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance
How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop
The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Report due 11/15/2019

Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences
Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies.