

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: 2020/21 (covering Summer 2019 through Spring 2021)  
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

**A. Mission Statement**

**Information is current; no changes required.**

Update if not current:

**B. Student Learning Outcomes**

(please note the addition of certificate and associate credential learning outcomes)

**Information is current; no changes required.**

Update if not current:

**C. Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

**Information is current; no changes required.**

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

**D. Program and Contact Information**

**Information is current; no changes required.**

Update if not current:

## E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

\_\_\_ **Information is current; no changes required.**

Update if not current:

Student Learning Outcomes and Competencies	Measure	Assessment Strategy	Schedule
<b>Outcome 1:</b> Comprehend/Recognize the historical, philosophical, and theoretical foundations within recreation services.	<b>Measure 1: OCRE 2500</b> 80% of students will score at or above 70% on written reflective assignments that target theory and philosophy of recreation programs.	Written reflective assignments that students complete on Canvas; submissions are to be grounded in theory and philosophy.	During the fall and spring semesters, for all sections.
	<b>Measure 2 OCRE 3050</b> 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.
	<b>Measure 3: OCRE 3300</b> 80% of students will score at or above 70% a written assignment that integrates theory into current practice.	Reflective assignment related to issues of diversity in recreation programs (i.e. advocacy letter)	During the fall semester, for all sections.

	<b>Measure 4: OCRE 3600</b> 80% of students will score at or above 80% on a management theory staff training facilitation.	Written plan and implementation of a management theory into a staff training facilitation.	During the fall semester for all sections.
<b>Outcome 2:</b> Identify and analyze contemporary professional issues and the trends impacting recreation programs and services.	<b>Measure 1: OCRE 2500</b> 80% of students will score at or above 70% on written analysis and reflective discussions with an emphasis on stewardship in outdoor recreation.	Written analysis and reflective discussion with an emphasis on stewardship.	During the fall and spring semesters, for all sections.
	<b>Measure 2: OCRE 3520</b> 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 fall semester, for all sections.
	<b>Measure 3: OCRE 4300</b> 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.
<b>Outcome 3:</b> Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede	<b>Measure 1 OCRE 3300</b> 80% of students will score at or above 80% on a diversity experience reflection assignment.	Students will complete a Diversity experience reflection assignment (i.e. out-of-box reflection).	During the fall semester for all sections.

opportunities for professional, personal and group growth.	<b>Measure 2 OCRE 3100</b> 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.
	<b>Measure 3 OCRE 4300</b> 80% of students will score at or above 80% on the personal ethics reflection and analysis paper.	Students will complete s personal ethics reflection and analysis paper.	During the spring semester, for all sections.
<b>Outcome 4:</b> Identify and articulate a personal and professional assessment and philosophy of recreation that defines how the student plans to provide recreation services.	<b>Measure 1: OCRE 2890</b> 90% of students will score at or above an 80% on a professional assessment.	Students will complete a professional assessment.	During the spring semester for all sections.
	<b>Measure 2: OCRE 3050</b> 80% of students will score at or above 70% on a Career poster presentation.	Students will create and present a career poster to the class.	During the fall semester for all sections.
	<b>Measure 3: OCRE 4890</b> 90% of students will score at or above an 80% on a professional assessment reflection assignment.	Students will complete a final professional assessment.	During the fall, spring, and summer semesters for all sections.
<b>Outcome 5:</b> Apply theory and field techniques to assess, design and evaluate outcome-based programs that address a range of relevant	<b>Measure 1 OCRE 3320</b> 80% of students will score at or above 80% in the design of program logic models.	Students will develop a logic model for a specific program with targeted outcomes.	During the spring semester for all sections.

personal, social, economic, and/or environmental objectives.	<b>Measure 2: OCRE 3320</b> 80% of students will score at or above 80% on a written program plan.	Students will write a comprehensive program plan.	During the spring semester for all sections.
	<b>Measure 3: OCRE 3300</b> 80% of students will score at or above 80% on an inclusive recreation program design.	Students will develop and present on an inclusive program design.	During the fall semester for all sections.
	<b>Measure 4: OCRE 4890</b> 80% of students will score at or above 80% on a final capstone project.	Students will complete a final capstone project focused on a specific outcome relevant to their internship site.	During the fall, spring, and summer semesters for all sections.
<b>Outcome 6:</b> Develop, practice and demonstrate effective technical, facilitation, teaching and risk management skills across a range of recreation experiences.	<b>Measure 1: OCRE 2500</b> 80% of students will score at or above 70% on the facilitation of a skill particular to an identified outdoor pursuit.	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.	During the fall semester for all sections.
	<b>Measure 2: OCRE 3100</b> 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.

	<p><b>Measure 3: OCRE 3320</b> 80% of students will score at or above 80% on a program implementation performance evaluation on the delivery of recreation event.</p>	<p>Students will implement a program and will be evaluated on their implementation performance through an observational and written assessment.</p>	<p>During the spring semester for all sections.</p>
	<p><b>Measure 4: OCRE 3520</b> 80% of students will score at or above 80% on an assignment focusing on the identification and treatment of risks for recreation-based activities.</p>	<p>Students identify, analyze and define treatments for risks (physical; emotional; financial; social) associated with an assigned recreation activity/activities.</p>	<p>During the spring semester for all sections.</p>
<p><b>Outcome 7:</b> Investigate and practice essential administrative functions necessary to conduct effective and ethical recreation programs.</p>	<p><b>Measure 1: OCRE 3520</b> 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.</p>	<p>Students collect, review and analyze a variety of administrative forms focused on risk management: waivers; assumption of risk; agreement to participate; indemnification clause</p>	<p>During the spring semester for all sections.</p>

	<p><b>Measure 2: OCRE 3600</b> 80% of students will complete a case analysis with an assignment score &gt; or = 70%).</p>	<p>Students will complete a case analysis that focuses on identifying key processes necessary to successfully accomplish administrative functions.</p>	<p>During the spring semester for all sections.</p>
	<p><b>Measure 3: OCRE 4890</b> 80% of students will complete an agency management audit with recommendations at a satisfactory level (assignment score &gt; or = 70%).</p>	<p>Students will complete a comprehensive organizational assessment.</p>	<p>During the summer semester for all sections.</p>
<p><b>Outcome 8:</b> Identify and apply relevant local, state and federal legislation and regulations, along with industry standards, to management practices necessary within recreation programs.</p>	<p><b>Measure 1: OCRE 3300</b> 75% of students will complete an accessibility audit (ADA) on recreation facilities at a satisfactory level (assignment score &gt; or = 75%)</p>	<p>Students will complete an accessibility assessment on a recreation facility.</p>	<p>During the fall semester for all sections.</p>
	<p><b>Measure 2: OCRE 3600</b> 80% of students will complete a final management project(i.e. podcast) at a satisfactory level (assignment score &gt; or = 80%)</p>	<p>Students will create a final project (i.e. podcast) in coordination with an industry professional to explore best practices related to a specific management practice</p>	<p>During the fall semester for all sections.</p>
	<p><b>Measure 3: OCRE 3520</b> 80% of students will write a final paper that is focused on management practices at a satisfactory level (assignment score &gt; or = 75%)</p>	<p>Students will write a final paper on management practices related to recreation services</p>	<p>During the fall semester for all sections.</p>

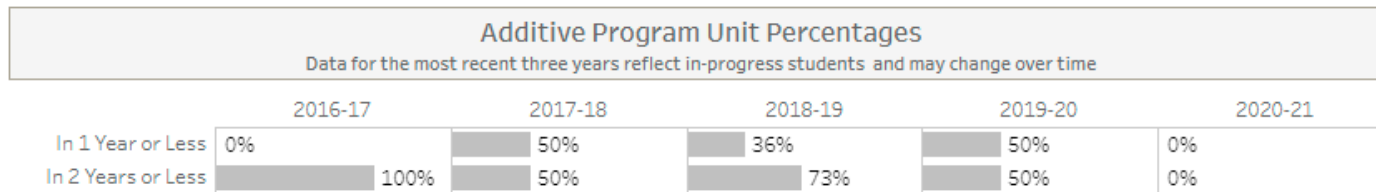


	<b>Measure 4: OCRE 4890</b> 80% of students will accurately identify and apply relevant industry standards of practice within the agency audit report at a satisfactory level (assignment score > or = 75%).	Students will complete a comprehensive organizational assessment.	During the fall, spring, and summer semester for all sections.
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\*Because the majority of our courses are upper division we expect a high percentage of our students to achieve satisfactory thresholds as defined by a 70-80% grade on the majority of assignments.

### F. Student Achievement

- i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, ‘Time to Grad from 90CH – please reach out to [ojie@weber.edu](mailto:ojie@weber.edu) if you need help with this metric). **What department initiatives are in place to address this?**



From 2016-17 through 2019-20, OCRE averages a 68.25% completion within 2 years of 90CH. During the reporting period for this biennial assessment, 50% of those that reached 90 credit hours in Outdoor and Community Recreation Education graduated in one year or less. This is 10.8% percentage points more than the University percentage of 39.15% and 7.3% percentage points more than the college percentage of 42.67%. These data, however, should be interpreted with caution given that approximately 19 students have graduated from OCRE since it first began in 2017, making it difficult to ascertain a trend in completion rates.

OCRE promotes a cohort model, which is foundational for students to build effective relationships and a sense of community. By focusing on relationship building, the goal is to create a support network that aids in students persisting and completing the degree program. In addition, OCRE leverages numerous High Impact Educational Experiences, which have been shown to support student success initiatives. OCRE utilizes across nearly every course in our core some type of HIEE including experiential learning, practicums, service learning, undergraduate research, and internships.

## Evidence of Learning

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
<b>Learning Outcome 1:</b> Comprehend/Recognize the historical, philosophical, and theoretical foundations within recreation services.	<b>Measure 1:</b> <b>OCRE 2500</b> Reflective assignments targeting theory and philosophy of recreation programs.	80% of students will score at or above 70% on written reflective assignments that target theory and philosophy of recreation programs.	87% of students scored at or above 70% on a written reflective assignment that target theory and philosophy of recreation programs.	The high percentage potentially indicates that students enrolled in the course applied were invested in learning and understanding foundational concepts relating to recreation.	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.
	<b>Measure 2:</b> <b>OCRE 3050</b> Standardized quiz/exam	80% of students will score at or above 70% on quiz/exam questions related to history, theory, and philosophy of recreation programs.	The average quiz/exam score was 76%; 71% of students scored at or above 70%; in 2021, 83% of students scored at or above 70%	The high percentage potentially indicates that students enrolled in the course attended exam review sessions and applied feedback provided throughout the semester.	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.
	<b>Measure 3</b> <b>OCRE 3300</b> Reflective assignments related to issues of diversity in recreation	<b>Measure 3</b> 80% of students will score at or above 70% reflective assignments related to issues	<b>Measure 3</b> 94% of students scored at or above 70% reflective assignments	<b>Measure 3</b> Only students who did not regularly submit assignments received less than 80%.	<b>Measure 3</b> No curricular or pedagogical changes needed at this time	<b>Measure 3</b> The OCRE program faculty will continue to assess these outcomes to determine if

	programs (i.e. advocacy letter).	of diversity in recreation programs.	related to issues of diversity in recreation programs. The average grade was 84%			further changes are warranted in the future.
	<p><b>Measure 4: OCRE 3600</b></p> <p>Students will integrate and apply a management theory into the development of a staff training</p>	<p><b>Measure 4:</b></p> <p>80% of students will score at or above 80% on integrating a management theory into the staff training facilitation.</p>	<p><b>Measure 4:</b></p> <p>85% of students scored at or above 80%. The average score was 92%.</p>	<p><b>Measure 4:</b></p> <p>Students are required to meet with the faculty member prior to completing the assignment to go over the assigned topic prior to submission. This opportunity for direct feedback may facilitate a better understanding/application of concepts and thus result in greater achievement.</p>	<p><b>Measure 4:</b></p> <p>No curricular or program changes are warranted at this point.</p>	<p>The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.</p>
<p><b>Learning Outcome 2:</b></p> <p>Identify and analyze contemporary professional issues and the trends impacting recreation programs and services.</p>	<p><b>Measure 1: OCRE 2500</b></p> <p>Written analysis and reflective discussion with an emphasis on stewardship</p>	<p>80% of students will score at or above 70% on written analysis and reflective discussions that target current issues and trends in outdoor recreation.</p>	<p>82% of students scored above 70% on assignments.</p>	<p>Only students not turning in the assignment got less than the threshold. Students taking the class outside of the major seem less concerned with turning in assignments and more focused on the class experience.</p>	<p>No curricular or program changes are warranted at this point.</p>	<p>The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.</p>

	<p><b>Measure 2 OCRE 3520</b> Reflective discussions that target current issues and trends with an emphasis on risk management practices.</p>	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.	85% 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.	Students may have found the discussions relevant and/or interesting due to high engagement in them.	No curricular or program changes are warranted at this point.	The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted in the future.
	<p><b>Measure 3: OCRE 4300</b>  Written ethical analysis of trends and issues in the recreation field</p>	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.	100% 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.	Students appeared highly engaged in this course and the assignments.	No curricular or program changes are warranted at this point.	The OCRE program will continue to analyze this assignment to determine if changes are warranted in the future.
<p><b>Learning Outcome 3:</b> Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for</p>	<p><b>Measure 1 OCRE 3300</b> Diversity experience reflection assignment (i.e. out-of-box reflection).</p>	<p><b>Measure 1 OCRE 3300</b> 80% of students will score at or above 70% on a reflective assignment.</p>	<p><b>Measure 1</b> 93% of students scored at or above 70% on a reflective assignment. The average</p>	<p><b>Measure 1</b> The high percentage potentially indicates that students enrolled in the course were invested in this</p>	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.

professional, personal and group growth.			grade was 95%	specific course activity.		
	<b>Measure 2 OCRE 3100</b> Final examination essay that focuses on students synthesizing information explored during the semester to identify a personal philosophy of recreation and leadership.	80% of students will score at or above 80% on personal philosophy of recreation and leadership assignment.	82% of students scored at or above 80% on personal philosophy of recreation and leadership assignment.	The high percentage potentially indicates that students enrolled in the course applied feedback provided during the semester in order to successfully complete this assignment.	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.
	<b>Measure 3 OCRE 4300</b> Personal ethics reflection and analysis paper.	80% of students will score at or above 80% on the personal ethics reflection and analysis paper.	100% of students scored at or above 80% on the personal ethics reflection and analysis paper.	The high percentage potentially indicates that students enrolled in the course applied feedback provided during the semester in order to successfully complete this assignment.	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.
<b>Learning Outcome 4:</b> Identify and articulate a personal assessment and philosophy of recreation that defines how the student plans to provide recreation services.	<b>Measure 1 OCRE 2890</b> Students will complete a professional assessment	90% of students will score at or above an 80% on a professional assessment.	80% of students scored above an 80% on the professional assessment assignment.	95% of students who turned in the assignment scored above 80%. The average score for students turning in the assignment was 86%.	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.
	<b>Measure 2: OCRE 3050</b>	80% of students will score at or above 70% on a	83% of students scored at or	This particular assignment is designed to	No curricular or pedagogical changes needed at this time	The OCRE program faculty will continue to

	Students will complete and present a career poster	Career poster presentation.	above 70% on the presentation. The average grade was 91%.	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.		assess these outcomes to determine if further changes are warranted.
	<b>Measure 3: OCRE 4890</b> Students will complete a final professional assessment	90% of students will score at or above an 80% on a final professional assessment reflection assignment.	100% of students (n=13) scored above an 80% on the final professional assessment	The high percentage of students meeting the thresholds may be attributed to a high level of investment in students' employability as they get closer to graduation.	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.
<b>Outcome 5:</b> Apply theory and field techniques to assess, design, and evaluate outcome-based programs that address a range of relevant personal, social, economic, and/or environmental objectives.	<b>Measure 1 OCRE 3320</b> Students will develop a logic model for a specific program with targeted outcomes.	<b>Measure 1</b> 80% of students will score at or above 80% in the design of program logic models.	<b>Measure 1</b> 52% of the class achieved at or above 80%. The other 48% of the class scored an average of 70%. The average score for the class was 78%.	<b>Measure 1</b> The percentage of students meeting the threshold may suggest that additional emphasis be placed on logic modeling.	From the pervious biennial assessment the percentage of students who meet the threshold has increased by 21%. Therefore, faculty will continue to emphasize course sessions and in-class practice sessions 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.

	<p><b>Measure 2: OCRE 3320</b></p> <p>Students will write a comprehensive program plan.</p>	<p><b>Measure 2:</b> 80% of students will score at or above 80% on a written program plan.</p>	<p><b>Measure 2:</b> 97% of students scored at or above 80%. The average score was 91%.</p>	<p><b>Measure 2:</b> Students successfully demonstrated competence. Only one student did not meet the standards and expectations set forth in this course due to late a withdrawal from the course because of Covid-19.</p>	<p>No curricular or pedagogical changes needed at this time</p>	<p>The OCRE program faculty will continue to assess these outcomes to determine if further changes are warranted.</p>
	<p><b>Measure 3 OCRE 3300</b></p> <p>Inclusive recreation program design.</p>	<p><b>Measure 3</b> 80% of students will score at or above 80% on an inclusive recreation program design.</p>	<p><b>Measure 3</b> 92% of students scored at or above 80% on an inclusive recreation program design. The average grade was 85%.</p>	<p><b>Measure 3</b> Only one student failed to turn in the assignment and one student did not meet the threshold.</p>	<p>No curricular or pedagogical changes are needed at this time.</p>	<p>The faculty will continue to assess these outcomes to determine if further changes are warranted.</p>
	<p><b>Measure 4 OCRE 4890</b></p> <p>Students will complete a final capstone project focused on a specific outcome relevant to their internship site.</p>	<p><b>Measure 4</b> 80% of students will score at or above 80% on a final capstone project</p>	<p><b>Measure 4</b> 92% of the students scored at or above 80%. The average score for all students was 93.5%.</p>	<p><b>Measure 4</b> The majority of students met the threshold with only one student failing to meet the threshold.</p>	<p>No curricular or pedagogical changes are needed at this time.</p>	<p>Students struggle to complete a project within their internship. During COVID this was particularly evident as students wrestled with creating virtual projects. This requirement will continue to be assessed as we move back into</p>

						more in-person internships.
<p><b>Outcome 6:</b> Develop, practice and demonstrate effective technical, facilitation, teaching and risk management skills across a range of recreation experiences.</p>	<p><b>Measure 1: OCRE 2500</b> 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.</p>	80% of students will score at or above 70% on the facilitation of a skill particular to an identified outdoor pursuit.	85% of students scored above 70% on their teaching topic assignment.	Students successfully demonstrated competence in facilitating a learning experience for peers.	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.
	<p><b>Measure 2 OCRE 3100</b> Students develop and facilitate a group development activity for an assigned client group.</p>	80% of students will score at or above 80% on the facilitation of a group development activity.	96% of students scored at or above 80% on the facilitation of a group development activity.	Students successfully demonstrated competence. This outcome may be the result of high engagement from the students.	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.
	<p><b>Measure 3: OCRE 3320</b> Students will implement a program and will be evaluated on their implementation performance through an observational and written assessment.</p>	<p><b>Measure 3:</b> 80% of students will score at or above 80% on a program implementation performance evaluation on the delivery of a recreation event.</p>	<p><b>Measure 3:</b> 77% of students scored 80% or higher. 23% scored less than the desired benchmark. The average grade was an 85%.</p>	<p><b>Measure 3:</b> The students who did not meet the threshold were all enrolled in the spring '20 semester, which was significantly impacted by Covid-19. In the spring '21 100% of students met the threshold.</p>	<p><b>Measure 3:</b> No curricular or pedagogical changes needed at this time.</p>	This assignment involves a high level of involvement as students are required to put on an actual program/event. As such, students tend to be highly motivated to put forth a high degree of effort to



						make the event a success.
	<p><b>Measure 4 OCRE 3520</b> Students identify, analyze and define treatments for risks (physical; emotional; financial; social) associated with an assigned recreation activity/activities.</p>	80% of students will score at or above 80% on an assignment focusing on the identification and treatment of risks for recreation-based activities.	77% of students scored at or above 80% on an assignment focusing on the identification and treatment of risks for recreation based activities.  In spring 2021, 100% of students scored at or above 80%.	Most students successfully demonstrated competence. However, as a result of the COVID-19 pandemic, two students did not complete this assignment.	No curricular or pedagogical changes needed at this time	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.
<p><b>Learning Outcome 7:</b> Investigate and practice essential administrative functions necessary to conduct effective and ethical recreation programs.</p>	<p><b>Measure 1 OCRE 3520</b> Students collect, review and analyze a variety of administrative forms focused on risk management: waivers; assumption of risk; agreement to participate; indemnification clause</p>	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.	100% of students scored at or above 80% on the review of risk management-related forms.	Students successfully demonstrated competence. This assignment involves an initial in-class practice session to help students learn how to conduct an analysis, which likely contributes to higher levels of achievement.	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.
	<p><b>Measure 2: OCRE 3600</b> Students will</p>	80% of students will complete a case analysis that includes	86% of students scored at or above the	Students successfully demonstrated competence. The	No curricular or pedagogical changes needed at this time	The faculty will continue to assess these outcomes to determine if

	complete a case analysis that focuses on identifying key processes necessary to successfully accomplish administrative functions.	financial, human resource, marketing, program, and risk management sections at a satisfactory level (assignment score > or = 70%).	80% threshold. The average score was 82% on the case analysis	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.		further changes are warranted.
	<b>Measure 3: OCRE 4890</b> Students will complete a comprehensive organizational assessment.	80% of students will complete an agency management audits with recommendations at a satisfactory level (assignment score > or = 70%).	85% (n=13) of students enrolled had a score above the threshold of 75%. Average score was 86%.	Students were able to adequately provide recommendations through their organizational analysis regarding administrative functions.	No curricular or pedagogical changes needed at this time	The faculty will continue to assess these outcomes to determine if further changes are warranted.
<b>Learning Outcome 8:</b> Identify and apply relevant local, state and federal legislation and regulations, along with industry standards, to management practices necessary within recreation programs.	<b>Measure 1 OCRE 3300</b> Students will complete an ADA assessment	<b>Measure 1 OCRE 3300</b> 75% of students will complete an accessibility audit (ADA) on recreation facilities at a satisfactory level (assignment score > or = 75%)	90% of students completed an ADA audit and scored at or above a 75%. The average grade was 85%.	The majority of students met the threshold with one student failing to turn in the assignment and two students who did not meet the threshold.	No pedagogical changes needed at this time	This outcome will continue to be monitored to determine if additional changes are needed.

	<p><b>Measure 2</b> OCRE 3600 Students will create a final project (i.e. podcast) in coordination with an industry professional to explore best practices related to a specific management practice</p>	<p>80% of students will complete a final project(i.e. podcast) at a satisfactory level (assignment score &gt; or = 80%)</p>	<p>100% of students completed the assignment at a satisfactory level. The average grade was 91%.</p>	<p>The high scores may be indicative of a couple of factors. First, the final assignment had numerous assignments that led up to it, in order to scaffold the final project. In addition, many students seemed to appreciate the more creative aspect of the assignment, which may have contributed to a higher level of motivation.</p>	<p>No pedagogical changes needed at this time</p>	<p>This outcome will continue to be monitored to determine if additional changes are needed.</p>
	<p><b>Measure 3</b> <b>OCRE 3520</b> Students will write a final paper on management practices related to recreation services</p>	<p><b>OCRE 3520</b> 80% of students will write a final paper on legislation that is focused on management practices at a satisfactory level (assignment score &gt; or = 75%)</p>	<p>77% of students (n=13) scored at or above 75%, In spring 2020, one student did not complete the course after the pandemic. In 2020, 100% of students scored at or above 75%</p>	<p>The majority of students met the threshold, and those that did not likely had their performance affected by the pandemic</p>	<p>Student performance was affected by the COVID-19 pandemic that disrupted the spring 2020 semester. In spring 2021, student scores were again satisfactory.</p>	<p>This outcome will continue to be monitored to determine if additional changes are needed.</p>
	<p><b>Measure 4: OCRE 4890</b></p>	<p><b>OCRE 4890</b> 80% of students will accurately</p>	<p>86% (n=14) of students enrolled had a score above</p>	<p>Students generally understood how to identify and apply industry standards.</p>	<p>In the Fall of 2019 and 2020 additional efforts were taken to increase the focus of industry</p>	<p>The OCRE program faculty will continue to assess these</p>

	Students will complete a comprehensive agency assessment	identify and apply relevant industry standards of practice within the agency audit report at a satisfactory level (assignment score > or = 75%).	the threshold of 75%.		standards and data analysis throughout other OCRE courses. The goal is that by the time students take 4890 (capstone internship) they have had more direct experience with standards to help them successfully complete 4890.	outcomes to determine if further changes are warranted.
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\*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 enacting.

Date of Program Review: 2013/2014	Text of Recommendation	Progress Description
<b>Recommendations</b>		
<b><i>Develop a website and social media presence</i></b>	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.	<p>From 2019-2020 Biennial Assessment The new OCRE program has both a website and a Facebook page.</p> <p>The website would benefit from updated pictures and regular announcements.</p> <p>Some evidence suggests that OCRE would also benefit from a stronger social media presence, but with limited resources and marketing staff, this may not be feasible.</p> <p>From 2021-2022 Biennial Assessment The OCRE program continues to work with our college marketing coordinator to promote the OCRE program.</p>
<b><i>Procure equipment</i></b>	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...)	<p>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.</p> <p>From 2021 Biennial Assessment The OCRE program continues to secure equipment necessary to properly outfit students during courses in the field. We currently have approximately \$125,000 in equipment to support OCRE and REC courses. For most of</p>

		our courses, we have the necessary equipment. However, if we continue to expand our courses into other sports (e.g. paddling), we may need to procure additional equipment if rentals are not an option.
<b><i>Determine a means to get students off campus regularly</i></b>	Recreation programs consigned to campus are not going to be nearly as effective as recreation programs that integrate off campus “classroom” experiences. Explore options to secure a fleet of or utilize a course fee that goes toward transportation costs.	At this time, course fees have been implemented across a number of courses to cover transportation costs. Although this has significantly helped 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.
<b><i>Develop risk management policies and procedures an</i></b>	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. We continue to monitor and track incidents that occur.
<b><i>Create a Bachelor’s Degree</i></b>	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	From 2019 Biennial Assessment: 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.  Update for 2021-2022 Biennial Assessment: In the 2020-2021 academic year, an AAS in Outdoor Leadership was created in an effort to create stackable credentials and better meet industry demand for entry-level employment.
<b><i>Pursue additional instructional support</i></b>	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.  Update for 2021-2022 biennial assessment

		<p>Although the OCRE program has sufficient faculty to teach within the existing program, current course loads leave little 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 may limit matriculation through the program. Because of the limited number of faculty (3) in a program, we have limited flexibility to better accommodate student needs, interests, and demands within our course loads. To better meet student needs it may become necessary to explore hiring another faculty member (adjunct/lecturer/TT).</p>
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## 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	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1	1	1
Full-time Non-Tenured (includes tenure-track)	1	1	1
Part-time and adjunct			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	1	1
Part-time and adjunct			2
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
<b>Total Headcount Faculty</b>			
Full-time Tenured			1
Full-time Non-tenured			2
Part-time			2



**Please respond to the following questions.**

- 1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

Approximately 76% of our students identify as White, 9% as Latinx, and 9% as Other. Given the relatively small size and number of total enrolled students in our program it is difficult to comment with much certainty on specific trends, other than to say, we could certainly do better. It is important, however, to point out that historically, the recreation industry reflects a lack of diversity both among participants and within the workforce, which is also reflected in OCRE classrooms. On an encouraging note, the industry has implemented a number of diversity initiatives to address how diverse groups interact with recreation spaces and pursue employment opportunities (EX: Outdoor CEO Pledge, In Solidarity Network, REI Product Impact Standards, Camber Outdoors, Parks for Inclusion, etc.). As the broader effects of these initiatives remain to be seen in their effort to address the systemic issues that have created barriers to participating and pursuing careers in the industry, it is a starting point. To this end, OCRE strongly values having more diverse student majors in our degree and utilizes three key mechanisms to diversify its majors. First, OCRE launched an initiative in 2019 with the First-Year Experience Program to offer an outdoor-based section. We are in the second year of offering this program and have seen a fair amount of success in seeing more diverse students in some of our courses. Second, this fall we launched an AAS degree in Outdoor Leadership as a way to build upon and complement our existing REC course offerings. REC courses provide an excellent range of offerings with an opportunity to develop basic to advanced skills in a range of outdoor pursuits. These courses are open to the entire campus community and provide an accessible pathway into the degree. As such, the goal with the AAS degree is to leverage REC courses to attract students earlier in their academic pursuits. Given the lower-division nature of courses offered in this degree, we hope that it will appeal to students who are exploring career options in a more accessible sequence that help them identify their desired career path. Finally, we are in the early stages of exploring options to develop a CTE program with the local school districts, which we hope would expand access to high school students in the Weber School District who might otherwise be underrepresented in recreation fields. Collectively, these efforts are just a first steps toward establishing a systems-based approach to changing who we see enroll in our courses and how we support their degree progress.

- 2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

In general, few students are aware that a recreation degree exists or that a career in the industry is a viable pathway. Not many students grow up thinking, "I want to be a recreation professional," because it is not something that many students are educated about or see in high school as a career. This is not unique to WSU and is something many institutions have to combat. In fact, degrees like OCRE are often labeled as "discovery majors" because students seemingly happen to find them. Because we are a new program, we have yet to create an established presence on campus. Additional support from enrollment services and admissions to amplify the program would be helpful to communicate that an academic degree exists. Perhaps some university-wide effort to promote "discovery degrees" would help to bring awareness to the diverse offerings that are off the beaten path.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

OCRE currently employs a variety of program assessment methods. As described in the Learning Evidence table, OCRE collects program outcome information throughout the semester via different assignment types (exams, written assignments, observational-based assessments, presentations, and creative works) in an effort to best capture student learning. Each learning outcome is also evaluated across different courses and by different faculty to best ensure students are achieving the identified program outcomes. Given that we have had approximately 19 students graduate from our program, determining the most effective assessment method and process is ongoing. However, in an effort to close the loop, one of the primary assessment components we look at is OCRE 4890, which is our 400hr capstone internship experience. Students are required to complete a comprehensive organizational assessment and project as part of their internship. Reviewing the capstone internship assignments has led to a direct insight on areas where students are succeeding or struggling in specific competencies. This has led to changes in some of the prerequisite courses that include changes in assignments and/or greater emphasis placed on certain topics. Furthermore, because we have had so few graduates from the program, and over half of those occurring during the pandemic, we are slow to prescribe significant changes without more robust evidence indicating changes are necessary.

We intend to adopt using the Canvas Outcomes feature, but given some of the ongoing changes to course assignments and new faculty teaching various courses, we have delayed this process. OCRE would appreciate help in learning how to integrate this feature into our core courses.

While we have a basic exit survey that we use with our graduates, it may be helpful if OIE provided a template or feedback to help ensure we have a robust measure that is capturing critical information related to retention, completion, and job placement.

- 4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

OCRE does not currently have any CE courses.

## 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.

### 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. Please see <https://weber.edu/weberthrives/HIEE.html>