

2017-2018 Assessment Cycle

## Results

### Result per Assessment Method

#### Outdoor Adventure Leadership BS Outcome Set

##### Outcome

Outcome: SLO 1: Students will demonstrate entry-level professional knowledge and skills

SLO 1.1 Students will demonstrate the ability to develop a personal philosophy of leisure reflecting on individual values and beliefs.

##### ▼ Assessment Method: Scope of Practice and Personal Philosophy *Direct - Student Artifact*

##### Details/Description:

Students will complete a time diary that includes a reflection on the scope of practice of Recreation and the development of a personal philosophy statement.

##### Performance Criteria:

80% will receive a grade of 80% or better

##### Assessed During this Period (Y/N):

Yes

##### Program Assessment Contact Person:

Janice Monroe, Chris Klinger

##### Supporting Attachments:

📎 Final essay questions F14 History and Philosophy.docx (Word Document (Open XML))

##### Results for Scope of Practice and Personal Philosophy

Summary of Results: This SLO was addressed in the Time Diary assignment



Actions to be taken:

Reflections/Notes:

▼ Assessment Method: Time Diary  
*Direct - Student Artifact*

Details/Description:

For one week, students complete a Time Diary. The purpose of this assignment is to assist students in identifying their own leisure lifestyle, and determining what impact, if any, recreation, leisure and play have on their quality of life. Students utilize a journal and time log to record time spent in various leisure-based activities. In a written analysis students “. . . should reflect on the meaning of your leisure activities.”

Performance Criteria:

80 % of the student will achieve a grade of 80% or better on this assignment.

Assessed During this  
Period (Y/N):

Yes:

Program Assessment  
Contact Person:

Janice Elich Monroe, Chris Klinger

Results for Time Diary

Summary of Results:

Combined Scores for Fall 17 and Spring 18 =  
Total 46  
95% or better 17  
90% or better 12  
85% or better 3  
80% or better 7  
70% or better 4  
69% =1  
50% = 1  
85% of the students had a grade of 80% or higher on the time diary.  
See attached rubric




Results :

Performance Result: Exceeded

Actions to be taken: For future assessment it may be wise to review the attached rubric and identify specific behaviors that are most important to professional development and assess only those criteria. For example, personal philosophy. The impacts of Recreation/Leisure and Play could be used as a secondary assessment

Reflections/Notes:

Substantiating Evidence:

 Time Diary Assessment S18.eml (File)

Outcome: SLO 1.2: Program planning and implementation

SLO 1.2 Demonstrate the ability to design, implement and evaluate a program reflecting the application of knowledge of program planning principles and process.

▼ Assessment Method: Programing Project

*Direct - Student Artifact*

Details/Description:

PROGRAMMING PROJECT  
RLS 232: PROGRAM PLANNING  
ON CAMPUS ACTIVITY

For this project, you are the program supervisor/planner for an approved setting and program. It is your responsibility to plan, design and run all aspects of this program from start to finish in the time frame of this semester. At the beginning



of this semester, you will select and be assigned a recreation program and a program supervisor who will guide you through the details of this project. Details about what programs will be selected will be discussed in class. This is an intensive project; it is a large time commitment so plan now.

Performance Criteria: 80% of the students will receive a grade of 70% or better.

Assessed During this Period (Y/N): N

Program Assessment Contact Person: Janice Elich Monroe

#### Results for Programing Project

Summary of Results: This SLO was not evaluated in this academic year.

Actions to be taken: A new rubric will be developed to assess the students ability to plan implement and evaluate a program.

Reflections/Notes:

#### ▼ Assessment Method: Service Learning I: Programing Agency Supervisor Evaluations

Details/Description: Students are required to do a 120 hour service learning experience at a local agency focusing on the application of programming skills. Agency supervisors evaluate the students on eight criteria


Performance Criteria: 80% of the student will receive a rating of Apprentice (3) or better on all eight criteria

Assessed During this Period (Y/N): Y

Program Assessment Contact Person: Janice Elich Monroe



Supporting Attachments:

 Service Learning I: Evaluation (Adobe Acrobat Document)

Results for Service Learning I: Programing Agency Supervisor Evaluations

Summary of Results:

Fall 17

Student evaluations at midterm ranged from 3.25 to 4.5 on a five point scale. Final evaluation increased across the board with score ranging from 3.8 to 4.83. 100% of the students met the score of 3 or better criteria for this objective.

Criteria met for Fall 17

Spring 18

Student evaluations at midterm ranged from 3 to 4.67 on a five point scale. Final evaluation increased across the board with score ranging from 3.33 to 4.75. 100% of the students met the score of 3 or better criteria for this objective.

Criteria met for Spring 18

Results :

Performance Result: Met

Actions to be taken:

1. Revisit the structure of the evaluation form and the criteria that are being measured.
2. Have a training session for service learning supervisors that help them understand how to address the criteria that we have delineated and the importance of addressing all criteria as they are part of our accreditation requirements.

Reflections/Notes:


Scores seems to be pretty consistent across semesters.


When the department moved from have two service learning experiences to having one the evaluation tool was changed to reflect both program planning and administrative functions. Some agency supervisors have



indicated that the experiences that they provide do not always cover the spectrum of skills we are seeking to develop. This is indicated in supervisors comments and in the number of N/A's that appear on the evaluation form.

Substantiating Evidence:

 Outdoor Adventure Leadership Spring 2018 (2).xlsx (Excel Workbook (Open XML))

 Service Learning I Fall 16 (Excel Workbook (Open XML))

Outcome: SLO 1.3 Management and Administration

SLO 1.3 Demonstrate the ability to relate basic concepts, principles and procedures of management/administration within an agency experience

▼ Assessment Method: Service Learning II: Agency Evaluations  
*Direct - Other*

Details/Description:

Students are required to complete a 120 hour Service Learning Experience that focuses on administration of recreation programs. During this experience the agency supervisor acts as a mentor and evaluator of student performance. Assessment on eight performance measures is completed using a scale of one to five. See attached rubric.

Performance Criteria: 80% of the students will receive a Score of 3 or better.

Assessed During this

Yes




Period (Y/N):

Program Assessment

Janice Elich Monroe

Contact Person:

Supporting Attachments:

 Service Learning II: Rubric (Adobe Acrobat Document)

#### Results for Service Learning II: Agency Evaluations

Summary of Results: This course is no longer taught.  
Summary data from Service Learning One reflects students progress on this SLO.  
Based on that analysis, students have met this criteria.

Results : Performance Result: Exceeded

Actions to be taken: Review Service Learning I assessment.  
For future assessment separate out program planning assessment criteria from management/administrative functions.  
This will enable us to determine if the new course structure provides students with adequate opportunities to meet both SLO's.

Reflections/Notes: The criteria for this measurement have been folded into Service Learning I data.

Outcome: SLO 1.4: Critical Thinking

SLO 1.4 Demonstrate the ability to use critical thinking to engage in advocacy, address diversity, and stimulate innovation in professional settings.

▼ Assessment Method: Inclusion and Diversity

*Direct - Student Artifact*




Details/Description: Students will complete an assignment, My Inclusion Lens to reflect their understanding of diversity and inclusion.

Performance Criteria: 80% of the students will get a grade of C or better.

Assessed During this Period (Y/N): Y

Program Assessment Contact Person: Linda Heyne

Supporting Attachments:

 Inclusion.Lens.Assignment.F14.pdf (Adobe Acrobat Document)

#### Results for Inclusion and Diversity

Summary of Results: This assessment was not utilized this reporting period.

The course was taught by part-time faculty.

Actions to be taken: Assess in 2019-20

Reflections/Notes:

#### ▼ Assessment Method: Internship Final Evaluations *Direct - Other*

Details/Description: Students are required to do a 12 week internship as a culminating experience. The internship supervisor, (a seasoned recreation professional and mentor) evaluates the students performance on the following criteria: leadership skills; judgement, problem solving and decision making; initiative; creativity; achievement of learning objectives and effective application of knowledge and skills. Students are rated on a four point scale. See attached Evaluation Form.




Performance Criteria: 100% of the average student score will be above a 2.8 (Satisfactory) on each criteria.

Assessed During this Period (Y/N): Yes

Program Assessment Contact Person: Janice Elich Monroe

Supporting Attachments:

 Rubric for Internship Evaluation (Adobe Acrobat Document)

#### Results for Internship Final Evaluations

Summary of Results: Final agency evaluation of student performance ranged from 3.29 to 3.57.


Results : Performance Result: Exceeded

Actions to be taken:

Monitor student performance between mid-term and final evaluations to see if there is a trend toward decreased scores on the final. If this is a trend, contact agency supervisors to determine why they perceive this is happening.

Reflections/Notes: A comparison between midterm and final evaluation indicated that the final evaluation score were slightly lower than the midterm score which ranged from 3.20-4.00. It is unclear why a student would perform worse at the end of the internship than in the middle of it.

Substantiating Evidence:

 OAL Internship Assessment Summer 2018.xlsx (Excel Workbook (Open XML))



▼ Assessment Method: Oral Communication  
*Direct - Other*

Details/Description:

Oral communication skills were assessed of students enrolled in the required capstone course, RLS 45300 Seminar: Professional Development. In this course, students propose and deliver 45-minute presentations, as though they were delivering it at a professional conference. Students choose their own topics related to the profession of recreation and leisure studies.

During the spring semester 2016 the instructor for Seminar: Professional Development applied the attached rubric to seven student presentations to measure the competency of the students' oral communication. Six variables related to oral communication were measured: Organization, Subject Knowledge, Graphics, Mechanics, Eye Contact, and Elocution. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Performance Criteria:

RLS Department faculty set the following two criteria for student competency in oral communication:  
(1) 100% of students must rate at the "Apprentice" level or above  
(2) 80% of students must rate at the "Practitioner" level or above

Assessed During this Period (Y/N):

Yes

Program Assessment Contact Person:

Linda Heyne

Supporting Attachments:

 ORAL COMMUNICATION RUBRIC.docx (Word Document (Open XML))

Results for Oral Communication

Summary of Results:

Spring 18  
Criterion 1: 100% of students rate at the



“Apprentice” level or above: MET

Criterion 2: 80% of students rate at the

“Practitioner” level or above: MET – 90% of the students were rated at the “Practitioner” level or above, surpassing the established criterion.

These results are comparable to the results from previous semester.


Results :

Performance Result: Exceeded

Actions to be taken: The overall performance of RLS students in oral communication has been consistently high for several semesters. These data suggest that the many opportunities students have to deliver oral presentations throughout the curriculum have strengthened their oral presentation skills. It is recommended to continue to provide students with these opportunities, so they are well prepared to deliver the presentation required for this course as well as professional presentations in the future.

Reflections/Notes:

Substantiating Evidence:

 RLS Oral Communication Assmt SP18.docx (Word Document (Open XML))

▼ Assessment Method: Research Methods Proposal

*Direct - Student Artifact*

Details/Description:

Research proposal assignment that assesses the students ability to develop a coherent proposal that demonstrates integration of outside materials, the depth of engagement with the topic, an articulate



methods section and citations and references. See attached description of assignment and rubric/rubric/.

Performance Criteria: 80% of the students will receive a grade of B or better on the assignment

Assessed During this Period (Y/N): Y

Program Assessment Contact Person: Janice Monroe

#### Results for Research Methods Proposal

Summary of Results: 86% of the students received a grade of 80% or better on the proposal assignment.

Results : Performance Result: Exceeded

Actions to be taken: Develop a more specific rubric to help determine if there are any particular areas of weakness in the development of a written proposal.

Reflections/Notes:

#### ▼ Assessment Method: Written Communication

Details/Description: In the required capstone course, RLS 45300 Seminar: Professional Development, all students need to develop a well-researched 7 to 10 page paper on a topic of the student's choosing related to the profession of recreation and leisure studies. To measure student competency at written communication the course instructor applied the attached rubric to the student papers. Seven students were enrolled in the course.

Five variables related to written communication were measured: Meaning, Development, Organization, Language Use, and Conventions. Each



student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Performance Criteria:


RLS faculty have determined the following two criteria for student competency in the area of written communication:


- (1) 100% of students need to rate at the "Apprentice" level or above
- (2) 80% of students need to rate at the "Practitioner" level or above

Assessed During this Period (Y/N):  
Program Assessment  
Contact Person:

Y  
  
Linda Heyne

Supporting Attachments:

 Written Communication Rubric.docx (Word Document (Open XML))

 Written Communication Rubric.docx (Word Document (Open XML))

Results for Written Communication

Summary of Results:

Spring 2018  
Criterion 1: 100% of students rate at the "Apprentice" level or above: MET  
Criterion 2: 80% of students rate at the "Practitioner" level or above: NOT MET – 75% of RLS students rated at the "Practitioner" level or above, which was 5% below the criterion.

Results :

Performance Result: Met

Actions to be taken:

The department needs to continue to support students in their written communication. Recommended actions include: (a) emphasize the importance of quality written communication, (b) provide careful and constructive feedback on writing errors on students' papers, (c) encourage students to consult the Writing Center prior



Reflections/Notes:

to submitting written assignments, and (d) give students opportunities to rewrite their papers.

Criterion 1 was met, while Criterion 2 results were 5% below the expectation. This result was similar to previous semesters.

Outcome: SLO 2: Outdoor living skills  
Student will demonstrate mastery of basic outdoor living skills

▼ Assessment Method: Field Assessment Log- Outdoor Living  
*Direct - Student Artifact*

Details/Description:

ISP Field Assessment Log (FAL). Instructor scoring based on full semester observation, student demonstration, student self-assessment, and discussion with student. Scores range from 1-10 (Novice, Inconsistent, Reliably Demonstrate, and Excellent). Entry-level professionals seeking to become COEs should reliably demonstrate (approximate score 7-10) skills and competencies.

Performance Criteria:

80% of students will be able to reliably demonstrate to the instructor outdoor living skills during the ISP. Reliable demonstration includes the ability to perform the desired skill without prompting or assistance from others.

Assessed During this  
Period (Y/N):

Yes

Program Assessment  
Contact Person:

Patrick Lewis

Supporting Attachments:



### Field Assessment Log (Word Document (Open XML))

ISP Field Assessment Log (FAL). Instructor scoring based on full semester observation, student demonstration, student self-assessment, and discussion with student. Scores range from 1-10 (Novice, Inconsistent, Reliably Demonstrate, and Excellent). Entry-level professionals seeking to become COEs should reliably demonstrate (approximate score 7-10) skills and competencies.

### Results for Field Assessment Log- Outdoor Living

Summary of Results:	13/17 students were able to reliably demonstrate (ability to perform desired outdoor living skills without prompting or assistance from others) outdoor living skills.
Results :	Performance Result: Not Met
Actions to be taken:	Continue to monitor student's ability to reliably demonstrate OLS. Further attention and emphasis on skill development may be warranted in the future.
Reflections/Notes:	We have extended the ISP desert trek to create more space for students to practice / develop skills. We will monitor assessment results in the future to see if section length impacts this outcome.

### Substantiating Evidence:

### Assessment data file (Excel Workbook (Open XML))

Outcome: SLO 3: Planning and Logistics

Student will demonstrate knowledge, skills, and abilities to design, implement, and prepare an outdoor expedition a minimum of 7 days in length.



▼ Assessment Method: Field Assessment Log- Planning and Logistics

*Direct - Student Artifact*

Details/Description:

ISP Field Assessment Log (FAL). Instructor scoring based on full semester observation, student demonstration, student self-assessment, and discussion with student. Scores range from 1-10 (Novice, Inconsistent, Reliably Demonstrate, and Excellent). Entry-level professionals seeking to become Certified Outdoor Educators should reliably demonstrate (approximate score 7-10) skills and competencies.

Performance Criteria:

80% of students will be able to reliably demonstrate to the instructor planning and logistics skills during the ISP. Reliable demonstration includes the ability to perform the desired skill without prompting or assistance from others.


Assessed During this Period (Y/N):

Yes

Program Assessment Contact Person:

Patrick Lewis

Supporting Attachments:

 Field Assessment Log (Word Document (Open XML))

Results for Field Assessment Log- Planning and Logistics

Summary of Results: 8/17 students reliably demonstrated (ability to perform planning and logistic skills without prompting or assistance) planning and logistics skills.

Results :

Performance Result: Not Met

Actions to be taken: Improve learning progression to include travel plans earlier in course and sustain skill repetition throughout course. Specifically, crews will complete scaled down versions of the Finals RMP during the desert trek and continue to use throughout course.



Reflections/Notes:

Additionally, feedback will be provided earlier in course to assist student learning.

We will generate additional course resources to help students engage with this learning outcome earlier and more often during course.

Substantiating Evidence:

 Spring 2018 ISP assessment data.xlsx (Excel Workbook (Open XML))

▼ Assessment Method: ISP Finals Risk Management Plan and Itinerary  
*Direct - Student Artifact*

Details/Description:

The ISP Finals RMP and Itinerary requires students to gather information and resources to plan a wilderness expedition of at least 7 days. Students are responsible for identifying and anticipating objective and subjective hazards along with formulating potential mitigating plans. Finally, students create detailed navigation plans for each day of the expedition. Students are evaluated on the following criteria: clear outcomes, ability to accurately identify and anticipate objective and subjective hazards, clear trip itinerary, accurate resources and local information, and finally detailed navigation plans.

Performance Criteria:

Entry-level professionals seeking to become COEs should demonstrate above average (80% or better) understanding and ability in risk management, itinerary planning and logistics .

Assessed During this  
Period (Y/N):


Yes

Program Assessment  
Contact Person:

Patrick Lewis



Supporting Attachments:

 Finals RMP and Itinerary (Word Document (Open XML))

Results for ISP Finals Risk Management Plan and Itinerary

Summary of Results: 17/17 students received a score of 21/30 or better.

Results :	Performance Result: Exceeded
Actions to be taken:	Continue to monitor correlation between Finals RMP and P&L FAL.
Reflections/Notes:	Continue to monitor correlation between Finals RMP and P&L FAL.

Outcome: SLO 4: Leadership

Student will demonstrate the ability to assist groups and individuals to achieve mutually agreed upon goals and demonstrate accurate self-assessment.

▼ Assessment Method: Field Assessment Log- Leadership  
*Direct - Student Artifact*

Details/Description:	ISP Field Assessment Log (FAL). Instructor scoring based on full semester observation, student demonstration, student self-assessment, and discussion with student. Scores range from 1-10 (Novice, Inconsistent, Reliably Demonstrate, and Excellent). Entry-level professionals seeking to become COEs should reliably demonstrate (approximate score 7-10) skills and competencies.
Performance Criteria:	80% of students will be able to reliably demonstrate




to the instructor leadership skills during the ISP. Reliable demonstration includes the ability to perform the desired skill without prompting or assistance from others.

Assessed During this Period (Y/N):  
Program Assessment  
Contact Person:

Yes  
Patrick Lewis

Supporting Attachments:

 Field Assessment Log (Word Document (Open XML))

#### Results for Field Assessment Log- Leadership

Summary of Results: 9/17 students reliably demonstrated (ability to demonstrate without prompting or assistance from others) leadership skills.

Results : Performance Result: Not Met

Actions to be taken: Continue to monitor

Reflections/Notes: Continue to monitor

Substantiating Evidence:

 Spring 2018 ISP assessment data.xlsx (Excel Workbook (Open XML))

#### ▼ Assessment Method: Leadership Reflection Paper *Direct - Student Artifact*

Details/Description:


The Leadership Reflection paper is written at the conclusion of the ISP. Students reflect on personal strengths, areas for development, leadership styles, affirmative and development feedback, and next steps for career development. Papers are assessed



on ability to present clear and organized ideas with specific examples and references. Entry-level professionals seeking to become COEs should demonstrate above average (80% or better) understanding and ability in leadership self-assessment.

Performance Criteria:	80% of students to receive scores of 80% or better on the ISP Leadership Reflection Paper assessment.
Assessed During this Period (Y/N):	Yes
Program Assessment Contact Person:	Patrick Lewis

Supporting Attachments:

 Leadership Reflection Paper (Word Document (Open XML))

#### Results for Leadership Reflection Paper

Summary of Results:	16/17 students received a score of 80% or better (on Final Exam)
Results :	Performance Result: Exceeded
Actions to be taken:	Continue to monitor
Reflections/Notes:	Continue to monitor

Outcome: SLO 5: Risk Management

Student will demonstrate a structured approach to manage risk through proactive, active and reflective means.

▼ Assessment Method: Field Assessment Log- Risk Management

*Direct - Student Artifact*



Details/Description: ISP Field Assessment Log (FAL). Instructor scoring based on full semester observation, student demonstration, student self-assessment, and discussion with student. Scores range from 1-10 (Novice, Inconsistent, Reliably Demonstrate, and Excellent). Entry-level professionals seeking to become COEs should reliably demonstrate (approximate score 7-10) skills and competencies.


Performance Criteria: 80% of students will be able to reliably demonstrate to the instructor risk management skills during the ISP. Reliable demonstration includes the ability to perform the desired skill without prompting or assistance from others

Assessed During this Period (Y/N): Yes

Program Assessment Contact Person: Patrick Lewis

Contact Person:

Supporting Attachments:

 Field Assessment Log (Word Document (Open XML))

#### Results for Field Assessment Log- Risk Management


Summary of Results: 9/17 students reliably demonstrated (ability to demonstrate skill without prompting or assistance) risk management during the ISP.

Results : Performance Result: Not Met

Actions to be taken: Continue to monitor

Reflections/Notes: Continue to monitor

Substantiating Evidence:

 2018 Spring ISP assessment data Spring 2018.xlsx (Excel Workbook (Open XML))



▼ Assessment Method: ISP Finals Risk Management Plan and Itinerary  
*Direct - Student Artifact*

Details/Description:

The ISP Finals RMP and Itinerary requires students to gather information and resources to plan a wilderness expedition of at least 7 days. Students are responsible for identifying and anticipating objective and subjective hazards along with formulating potential mitigating plans. Finally, students create detailed navigation plans for each day of the expedition. Students are evaluated on the following criteria: clear outcomes, ability to accurately identify and anticipate objective and subjective hazards, clear trip itinerary, accurate resources and local information, and finally detailed navigation plans. Entry-level professionals seeking to become COEs should demonstrate above average (80% or better) understanding and ability in risk management planning.

Performance Criteria:

80% of students to receive scores of 80% or better on the ISP Finals Risk Management PMP and Itinerary assessment.


Assessed During this  
Period (Y/N):

Yes

Program Assessment  
Contact Person:

Patrick Lewis

Supporting Attachments:

 A40- Student Finals RMP ISP.docx (Word Document (Open XML))

Results for ISP Finals Risk Management Plan and Itinerary

Summary of Results:

100% of students received a score of 80% or better on the Finals RMP.

Results :

Performance Result: Exceeded

Actions to be taken:

Continue to monitor

Reflections/Notes:

Continue to monitor



▼ Assessment Method: Mangatepopo Case Study Quiz  
*Direct - Exam*

Details/Description: The tragedy at Mangatepopo is a major event in the adventure industry, and is a textbook example of systems failure. It is also an opportunity to put systems into a practical application. This case study includes a lot of reading and reports to consider. Students need to imagine being in the OPC's management shoes and use the seven systems as an organizing tool. This assessment will indicate an understanding of a systems approach to risk management.

Performance Criteria: 80% of students will receive an 80% or better on this exam.

Assessed During this Period (Y/N): Yes

Program Assessment Contact Person: Patrick Lewis

Supporting Attachments:

📎Mangatepopo Case Study Quiz (Adobe Acrobat Document)

Results for Mangatepopo Case Study Quiz

Summary of Results: 6/9 students scored 80% or better on the exam.

Results : Performance Result: Not Met

Actions to be taken: Continue to monitor

Reflections/Notes: Continue to monitor



Outcome: SLO 6: Environmental Integration

Student will demonstrate ecological and cultural literacy and cooperative and management skills needed to ensure preservation of natural resources.

▼ Assessment Method: ISP OBOI course end survey  
*Indirect - Survey*

Details/Description:	At the conclusion of the ISP students complete a post-spective pre/post survey that explores perceived change in multiple course areas- including environmental awareness. Change scores aggregated and are expressed in percent increase or decrease.
Performance Criteria:	the aggregated total of perceived Environmental Awareness increase to exceed 6%.
Assessed During this Period (Y/N):	Yes
Program Assessment Contact Person:	Patrick Lewis
Supporting Attachments:	


📎 Outward Bound Outcomes Inventory (Adobe Acrobat Document)

#### Results for ISP OBOI course end survey

Summary of Results:	Student survey data indicates an increase of 19.3% in Environmental Awareness on the Outward Bound Outcome Inventory.
Results :	Performance Result: Exceeded
Actions to be taken:	Continue to monitor
Reflections/Notes:	Seek to understand course components that attribute the most to this significant result.



Substantiating Evidence:

 OBOI NWOBS 2018 Report Form.xlsx (Excel Workbook (Open XML))

▼ Assessment Method: Leave No Trace Exam

*Direct - Exam*

Details/Description:  
resource

ISP students demonstrate natural  
  
preservation understanding through completing a  
series of assessments. Entry-level professionals  
seeking to become COEs should demonstrate above  
average (80%) understanding of minimal impact  
practices and resource preservation.

Performance Criteria:

80% of students to receive scores of 80% or better  
on the Leave No Trace quizzes

Assessed During this  
Period (Y/N):  
Program Assessment  
Contact Person:

Yes  
  
Patrick Lewis

Results for Leave No Trace Exam

Summary of Results:

11/17 students score 80% or better on the  
Leave Not Trace quizzes.

Results :

Performance Result: Not Met

Actions to be taken:

Review assessments for clarity and validity.

Reflections/Notes:  
text


Students have expressed confusion over  
  
book editions. Will emphasize pre-course  
and on course materials the proper edition  
to use. Also, will continue to monitor student  
progress during pre-course work.

Substantiating Evidence:







 2018 Spring ISP assessment data Spring 2018.xlsx (Excel Workbook (Open XML))

Outcome: SLO 7: Education

Student will demonstrate ability to know and implement theories and practices of teaching, processing and transference.

▼ Assessment Method: Field Assessment Log- Education

*Direct - Student Artifact*

Details/Description:

ISP Field Assessment Log (FAL). Instructor scoring based on full semester observation, student demonstration, student self-assessment, and discussion with student. Scores range from 1-10 (Novice, Inconsistent, Reliably Demonstrate, and Excellent). Entry-level professionals seeking to become COEs should reliably demonstrate (approximate score 7-10) skills and competencies.

Performance Criteria:

80% of students will be able to reliably demonstrate to the instructor education skills during the ISP. Reliable demonstration includes the ability to perform the desired skill without prompting or assistance from others


Assessed During this Period (Y/N):

Yes

Program Assessment Contact Person:

Patrick Lewis

Supporting Attachments:


 Field Assessment Log (Word Document (Open XML))



## Results for Field Assessment Log- Education

Summary of Results:	3/17 students reliably demonstrated (ability to demonstrate skill without prompting or assistance) education skills.
Results :	Performance Result: Not Met
Actions to be taken:	Address teaching progression in full ISP curriculum. Emphasize effective pedagogy and support positive student contributions.
Reflections/Notes:	Monitor closely. Work with students to determine needs to improve education skills.

### Substantiating Evidence:

 2018 Spring ISP assessment data Spring 2018.xlsx (Excel Workbook (Open XML))

## ▼ Assessment Method: Lesson Reflection Paper *Direct - Student Artifact*

Details/Description:	The Lesson Reflection Paper is written at the conclusion of the ISP. Students reflect on lesson design and delivery considering both strengths and areas for improvement. Additionally, students address feedback received from peers and instructional staff providing a plan for implementation of feedback. Students are evaluated on the following criteria: clear and organized ideas, use of specific examples, clear and accurate connections to course topics, and next steps action plan. Entry-level professionals seeking to become COEs should demonstrate above average (80% or better) understanding and ability in leadership self-assessment.
Performance Criteria:	80% of students to receive scores of 80% or better



on the ISP Leadership Reflection Paper assessment.

Assessed During this  
Period (Y/N):

Yes

Program Assessment

Patrick Lewis

Contact Person:

#### Results for Lesson Reflection Paper

Summary of Results: 17/17 students received a score of 80% or better.

Results : Performance Result: Exceeded

Actions to be taken: Continue to monitor

Reflections/Notes: Continue to monitor

#### ▼ Assessment Method: Teaching Philosophy

##### *Direct - Student Artifact*

Details/Description:

Students create a one-page letter for a prospective employer that articulates a personal teaching philosophy. Your letter can address:

- current teaching practices (noting how they are reflective and purposeful- goal/ outcome oriented)
- goals you have as an instructor and how your teaching corresponds to achieving those goals
- how your background and experiences augment your teaching effectiveness


Better papers will be distinguished by the author's ability to communicate clear and organized thoughts, highlight a clear and distinct philosophy statement, and establish clear and consistent connections to this statement.

Performance Criteria: 80% of students will receive an 80% or better on this assignment.



Assessed During this Period (Y/N): Yes  
Program Assessment Contact Person: Patrick Lewis

Supporting Attachments:

 Teaching Philosophy (Word Document (Open XML))

#### Results for Teaching Philosophy

Summary of Results: 4/9 students received a score of 80% or better on their teaching philosophy.

Results : Performance Result: Not Met

Actions to be taken: Provide students with more examples of effective teaching philosophy statements.  
Emphasize attention to detail and proof reading.

Reflections/Notes: Provide students with more examples of effective teaching philosophy statements. Emphasize attention to detail and proof reading.

Last Modified: 02/21/2019 01:25:01 PM EST