

2013-2014 Programmatic SLO Report

Degree: Outdoor Recreation, Recreation Management, Therapeutic Recreation (3 BA Degrees)

Major/Option: RCLS/PEHR

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7.01 Measure: Senior Capstone Facilitated Discussion (RCLS 490)

1. EWU's Student outcomes assessed:

Demonstrate effective oral and written communication skills
Demonstrate knowledge of and skill at research, problem solving, and critical thinking.
Demonstrate an awareness of diversity, equity, and inclusion and will demonstrate multicultural competence in Recreation and Leisure Services delivery settings.

2. COAPRT outcome assessed: 7.01 a, b, and c:

Students will demonstrate entry-level knowledge with regard to the nature and scope of the industry, techniques and processes used by professionals and workers in these industries, and the foundation of the profession in history, science, and philosophy.

Strategy/Method: The third component of the capstone assignment is for each team to facilitate a 50-minute discussion, with class members, regarding content that has been presented on their topic. We ask that teams develop an interview guide, appropriate for a large group, and that they utilize effective facilitation techniques. Each team should select a topic that lends itself to healthy debate and inquiry. (7.01 a, b, and c)

In addition to instructor evaluations, students are required to assess the performance of their peers (and themselves) at the end of the group process in Capstone (only applies to the three person work teams).

Overall evaluation of progress on outcome: Indicate whether or not the SLO has been met, and if met, to what level.

____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

X SLO is met, but with changes forthcoming;

____ SLO met without change required

Rubric Utilized

Pass Rate: 100%

Average Grade (both sections): 85%

Observations gathered from data/Reflective Comments:

Although the mean grade for this assignment generally reflects average performance by the various student teams, we are not happy with the large group facilitations led by the student teams. Large group facilitation takes practice, thought, and the ability to develop an effective interview guide, which in turn generates thoughtful student conversation and debate. Moreover, the student teams leading the conversations need to be well versed in the literature around their topic and the profession, as a whole. Our students acquire practice and skill facilitating small groups in class, during recreation activities, and on the challenge course; however, large group (25 or more people) facilitation and interview techniques are relatively unfamiliar ground. We graded fairly leniently on this assignment because no one group was hitting the mark, even after a fair amount of coaching, and offering examples and hints. This in turn led to a series of bland conversations in class where much of the richness of the topic was lost - due to a lack of skill on the part of the students leading the conversation (and often times a lack of preparation by their peers). Students were able to develop interview guides and work through their questions, but little critical thought and conversation took place, which over the course of a quarter, led to students just going through the motions (on both ends). We were gracious with the grades, but realized by the end of the quarter something had to change. With all that is going on in capstone, we simply do not have the time to bring students up to speed with this advanced interview-based skill set and we do not have room in the larger curriculum for more practice.

Winter 2014 Assignment Adjustments:

After a number of years of sub-standard student performance, our plan is to drop this aspect of the assignment completely (bearing in mind that oral/visual presentations, followed by question and answer, and a paper are still required). This assignment will be replaced by a poster presentation for the student conference. In addition, both instructors will lead a series of facilitated conversations around class readings. We will model and explain large group interview and facilitation techniques throughout the quarter. Our

hope is to be able to further explore and critically evaluate some of the content offered in the readings. Students will also be required to develop one written “critical response” per reading.

Program Changes:

Overall, taking into consideration the three major components of the capstone experience: (1) Oral and visual presentation/question and answer, (2) a 50-minute facilitated discussion (to be replaced by a poster presentation), and (3) a final paper, we believe we are meeting and will continue to meet this particular SLO.

Given that large group interviewing and facilitation is a skill-set that can take years of development and practice, we do not see a need for manipulating other components of the RCLS core curriculum or particular classes or assignments.