**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: AAS in Sport and Recreation Management**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Conduct a needs assessment of consumers in order to analyze what specific products and services a sport and recreation consumer needs. –AAS |
| Program Learning Outcome 2: | Create a sport or recreational program promotional sales campaign flyer that is appropriate for consumers. - AAS |
| Program Learning Outcome 3: | Design, implement and evaluate a sport, recreational or sport tourism program. – AAS |
| Program Learning Outcome 4: | Students will communicate effectively, in writing, about risk management and ethical issues in sport and recreation by creating an emergency action plan. – AAS |
| Program Learning Outcome 5: | Students will observe, understand and evaluate leadership and management techniques utilized in the sport and recreation industries. – AAS |
| Program Learning Outcome 6: |  |
| Program Learning Outcome 7: |  |
| Program Learning Outcome 8: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 | Program Learning Outcome 7 | Program Learning Outcome 8 |
| FITT 1373 |  |  |  | I, P, A |  |  |  |  |
| KINE 1336 |  | I | I | I, E |  |  |  |  |
| TRVM 1327 |  | I, P | P, E | I, E |  |  |  |  |
| FITT 1370 |  |  | I, P, E, A |  |  |  |  |  |
| RECL 1303 | I, E | P, E | P | I, P |  |  |  |  |
| HAMG 1317 | I, P, A |  |  |  |  |  |  |  |
| RECT 1301 | I, P, E |  |  |  |  |  |  |  |
| FITT 1371 | I | I, P, E, A |  |  |  |  |  |  |
| FITT 2371 |  |  |  |  | P, E, A |  |  |  |
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**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1: Conduct a needs assessment of consumers in order to analyze what specific products and services a sport and recreation consumer needs. | In RECL 1303, Athletic Program Planning, students will create, implement and analyze a needs assessment questionnaire to determine what sport and/or recreation program is wanted and what the needs of the potential user/customers are. | 80% of students will score a 4 or better on rubric for the successful creation of needs assessment questionnaire creation and data analysis. |
| PLO #2: Create a sport or recreational program promotional sales campaign, including print, social and/or digital media tools that are appropriate for consumers.  | In FITT 1371, Principles of Promoting and Selling Sport and Recreation, students will create a promotional sales campaign with flyer for their sport or recreation program of choice, including slogan, graphics/imaging and pricing. | 80% of students will score an 80% or higher on the successful creation of the sport or recreation program promotional sales campaign flyer. |
| PLO #3: Design, implement and evaluate a sport, recreational or sport tourism program | In FITT 1370, Sport Tourism, students will prepare an outline for a sport or recreation tourism event for potential customers. | 80% of students will score a 75% or higher on the rubric for the outline on program design, implementation and evaluation. |
| PLO #4: Students will communicate effectively in writing and in an oral presentation about risk management and ethical issues in sport and recreation by creating an emergency action plan. | In FITT 1373, Legal and Ethical Issues in Sport and Recreation Management, students will define and outline an emergency action plan for a sport, recreation or tourism event of their choice. | 80% of students will score an 75% or higher on the rubric for defining and outlining the risk management plan. |
| PLO #5: Students will observe, understand and evaluate leadership and management techniques utilized in the sport and recreation industries.  | In FITT 2371, Leadership in Sport and Recreation, students will write an essay describing and reflecting on the various management and leadership styles they have observed in industry practice. | Students will score a 3 or higher on the rubric for the essay on “Leadership Analysis”. |
| PLO #6 |  |  |
| PLO #7 |  |  |
| PLO #8 |  |  |