Adventure Program Assessment
Strategies and Techniques

Steve Bobbitt
James Madison University
Target Audience
Professionals with 5+ years experience

Session Goals
Review the tools needed to effectively share program effectiveness and worth with those without adventure experience
Learning Outcomes

At the conclusion of the session, participants will be able to, when asked:

Articulate types of assessment techniques

Demonstrate the use of a properly written learning outcome

Discuss techniques for implementing assessments

Design an assessment plan for your program
So what is the one thing I need to take away today?
Your Target Audiences

Board of Visitors, President/ Chancellor and the Cabinet, V.P.’s and Deans, other Directors or peers. Your strategy should reflect your audience.
Evaluation = Efficiency

Evaluation vs. Assessment

Assessment = Effectiveness
Evaluation Techniques
Traditional by the Numbers
What Should You Track?
Everything!
Fitness Participation Example

10,244

Head count every ½ hour in fitness 2 on Monday-Thursday a total of 10,224 from 3-7 pm in September
Head Count divided by 18 days showed an average of 568 per day for that time
Head Count divided by 4 hours for an average number of people in the room at one time
55 spaces for cardio and it is found that on average 80% of people in Fitness 2 are using cardio equipment.
This means with an average of 71 users, about 55 are on cardio equipment which means the space is full.
Intramural Participation Example

12,903

Roster numbers totaled for all team sports for the year
5,470

Number of unique participants playing IM or 33% of the student body played on at least 1 team this year.
141

Number of Individuals that played on 10 or more teams during the year.
Highest number of teams one IM participant was a member
Adventure Numbers Brainstorm
## Participation Report Structure

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total REC Visits</strong></td>
<td>4701</td>
<td>26,764</td>
<td>76,020</td>
<td>69,202</td>
<td>44,520</td>
<td>19,730</td>
<td>62,663</td>
<td>72,878</td>
<td>55,277</td>
<td>61,540</td>
<td>10,689</td>
<td>10,969</td>
<td>115,093</td>
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<tr>
<td><strong>Non-Academic</strong></td>
<td>459</td>
<td>455</td>
<td>1,036</td>
<td>1,305</td>
<td>746</td>
<td>214</td>
<td>1077</td>
<td>1,061</td>
<td>749</td>
<td>1429</td>
<td>395</td>
<td>713</td>
<td>15,152</td>
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<tr>
<td><strong>Total REC Visits (guest and tours)</strong></td>
<td>5,260</td>
<td>27,259</td>
<td>87,078</td>
<td>85,427</td>
<td>52,069</td>
<td>25,948</td>
<td>63,700</td>
<td>74,079</td>
<td>59,025</td>
<td>62,599</td>
<td>11,260</td>
<td>11,982</td>
<td>132,262</td>
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<tr>
<td><strong>Special Operations # Events</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Intramural Teams</strong></td>
<td>6</td>
<td>0</td>
<td>70</td>
<td>117</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>40</td>
<td>96</td>
<td>22</td>
<td>6</td>
<td>385</td>
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<tr>
<td><strong>Equipment Center In House Check Outs</strong></td>
<td>4</td>
<td>0</td>
<td>67</td>
<td>38</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>25</td>
<td>10</td>
<td>35</td>
<td>11</td>
<td>26</td>
<td>254</td>
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<tr>
<td><strong>All Wellness Passport Program Participants</strong></td>
<td>6</td>
<td>0</td>
<td>729</td>
<td>657</td>
<td>160</td>
<td>0</td>
<td>248</td>
<td>184</td>
<td>292</td>
<td>215</td>
<td>0</td>
<td>0</td>
<td>2889</td>
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<tr>
<td><strong>Adventure &amp; TEAM Program Participants</strong></td>
<td>145</td>
<td>23</td>
<td>314</td>
<td>185</td>
<td>70</td>
<td>0</td>
<td>54</td>
<td>168</td>
<td>64</td>
<td>75</td>
<td>51</td>
<td>24</td>
<td>1179</td>
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<tr>
<td><strong>Aquatics &amp; Safety Program Participants</strong></td>
<td>9</td>
<td>4</td>
<td>62</td>
<td>89</td>
<td>22</td>
<td>18</td>
<td>40</td>
<td>29</td>
<td>84</td>
<td>169</td>
<td>34</td>
<td>0</td>
<td>500</td>
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<tr>
<td><strong>Intramural Team Sport</strong></td>
<td>6</td>
<td>0</td>
<td>266</td>
<td>247</td>
<td>241</td>
<td>21</td>
<td>228</td>
<td>228</td>
<td>345</td>
<td>345</td>
<td>43</td>
<td>9</td>
<td>1975</td>
</tr>
<tr>
<td><strong>Intramural Scheduled Games</strong></td>
<td>6</td>
<td>0</td>
<td>512</td>
<td>505</td>
<td>568</td>
<td>41</td>
<td>190</td>
<td>170</td>
<td>301</td>
<td>508</td>
<td>102</td>
<td>78</td>
<td>3222</td>
</tr>
<tr>
<td><strong>Intramural &amp; Special Event Participant per month</strong></td>
<td>6</td>
<td>0</td>
<td>4,476</td>
<td>4,762</td>
<td>4,775</td>
<td>189</td>
<td>1628</td>
<td>1628</td>
<td>3,270</td>
<td>3,270</td>
<td>323</td>
<td>76</td>
<td>24064</td>
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<tr>
<td></td>
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<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

**Participation Report Structure**
Using Participation Data to Forecast Growth
Mapping the Learning Environment
Cycle of Intentionality

Creating a Learning Environment

Step 4
Assess Outcomes

Step 3
Design Learning Opportunities

Step 2
Articulate Intended Outcomes

Step 1
Assess Needs

L.WARD/R. MITCHELL, JAMES MADISON UNIVERSITY, 1994
Big Picture vs. Little Picture

We will create and maintain campus environments that increase students’ ability to make healthy choices in their lives.

After completion of the Climbing Technique Workshop, participants will be able to identify the benefits of adding climbing to their fitness routine when asked by the instructor.
ABCD’s of Learning Outcome Writing

*Audience, Behavior, Condition, & Degree*

**A**
students in the Trip Leader Training Program

**B**
will be able to list the seven components of Leave No Trace

**C**
at the completion of the first class

**D**
when asked by the instructor
Employee Staff Training

At the completion of common training, the student employee will be able to articulate the mission word for word.
Taxonomy of Objectives

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Example 1: Knowledge

A: Students in the Kayak 1 on 1 session
B: will be able to locate 8 different parts of the kayak
C: at the completion of the first session
D: when prompted by the instructor
Example 2: Comprehension

C: When asked by the instructor
A: Students in the Learn to Climb class
B: will be able to distinguish between
a dressed and undressed figure
eight follow through knot
D: with 100% accuracy
Example 3: Application

D: When prompted by the instructor
A: participants
B: will be able to operate a Whisperlite stove
C: by the end of today’s backpack cooking class
Methods of Learning Assessment
Post Test
Pre Test & Post Test
Observation
Checklists
Polls/Surveys
Focus Groups
So what are accrediting bodies asking for now?
# Program Assessment Report for Learning Outcomes

## Assessment Report

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Program Name</th>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Part</th>
<th>Total W/H</th>
<th>Assessment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness and Body Bios</td>
<td>Assessment Center 101</td>
<td>10/14/2009</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>24</td>
<td>11.5</td>
<td>Prior to the registration deadline, 56 out of 42 possible participants were registered for this program. 12 participants were registered. All participants were evaluated the criteria and 100% successfully met the criteria for the program. All participants completed the program successfully. At the conclusion of the program, participants were able to answer all program-related questions with 100% accuracy. Several participants withdrew from the program prior to the start of the program. Feedback was gathered at the end of the program. The participants were very satisfied with the program. The program was well organized and the participants were satisfied with the program.</td>
</tr>
<tr>
<td>Fitness and Body Bios</td>
<td>Assessment Center 101</td>
<td>2/8/2010</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>1</td>
<td>10</td>
<td>Prior to the registration deadline, 56 out of 42 possible participants were registered for this program. 12 participants were registered. All participants were evaluated the criteria and 100% successfully met the criteria for the program. All participants completed the program successfully. At the conclusion of the program, participants were able to answer all program-related questions with 100% accuracy. Several participants withdrew from the program prior to the start of the program. Feedback was gathered at the end of the program. The participants were very satisfied with the program. The program was well organized and the participants were satisfied with the program.</td>
</tr>
<tr>
<td>Fitness and Body Bios</td>
<td>Core Strength Circuit Training</td>
<td>9/19/2009</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>7</td>
<td>15</td>
<td>Prior to the registration deadline, 56 out of 42 possible participants were registered for this program. 12 participants were registered. All participants were evaluated the criteria and 100% successfully met the criteria for the program. All participants completed the program successfully. At the conclusion of the program, participants were able to answer all program-related questions with 100% accuracy. Several participants withdrew from the program prior to the start of the program. Feedback was gathered at the end of the program. The participants were very satisfied with the program. The program was well organized and the participants were satisfied with the program.</td>
</tr>
<tr>
<td>Fitness and Body Bios</td>
<td>Core Strength Circuit Training</td>
<td>3/2/2010</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>5</td>
<td>13</td>
<td>Prior to the registration deadline, 56 out of 42 possible participants were registered for this program. 12 participants were registered. All participants were evaluated the criteria and 100% successfully met the criteria for the program. All participants completed the program successfully. At the conclusion of the program, participants were able to answer all program-related questions with 100% accuracy. Several participants withdrew from the program prior to the start of the program. Feedback was gathered at the end of the program. The participants were very satisfied with the program. The program was well organized and the participants were satisfied with the program.</td>
</tr>
<tr>
<td>Fitness and Body Bios</td>
<td>Doored Eating: What is Healthy</td>
<td>11/10/2009</td>
<td>7:00 PM</td>
<td>8:00 PM</td>
<td>24</td>
<td>24</td>
<td>Prior to the registration deadline, 56 out of 42 possible participants were registered for this program. 12 participants were registered. All participants were evaluated the criteria and 100% successfully met the criteria for the program. All participants completed the program successfully. At the conclusion of the program, participants were able to answer all program-related questions with 100% accuracy. Several participants withdrew from the program prior to the start of the program. Feedback was gathered at the end of the program. The participants were very satisfied with the program. The program was well organized and the participants were satisfied with the program.</td>
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</table>
Special Assessment Projects
Partnering with Campus Experts
Creating a Plan

Personal Plans        Area Plan        Department Plan

JMU University Recreation
Learning and Assessment Plan and Report
Steve Bobbitt
June 25, 2008

Program Level Assessment
Who: all programmers
What and When:
Learning Outcome developed for all programs semester
Program level assessments entered monthly
Program level participation summaries entered monthly
Annual program level assessment report due by May 11
Yearly Programming Priorities developed by May 11

Departmental Level Assessments
Who: 2 second-year programmers and selected other staff
What and When:
Assessment topic identified by August 1
Assessment plan developed by October 1
Mid Year report due December 15
Assessment project completed by May 1
Final report due June 1

Campus Assessments
Who: Associate Director for Programming and/or other selected staff based upon topic area
What and When:
Topic area identified (if any) by July 1
Assessment plan developed by August 1
Mid Year report by December 1
Project complete by May 1
Final report by June 1

Sharing of Results
Campus
UREC Website Assessment Section
Departmental/Staff Presentations

State/Regional
VRSA
NASSA Region I
NASPA Virginia

National
Outside Help?
“There may be a great fire in our soul, yet no one ever comes to warm himself at it, and the passers-by see only a wisp of smoke.”  Vincent van Gogh
Learning Outcomes

At the conclusion of the session, participants will be able to, when asked:

Articulate types of assessment techniques

Demonstrate the use of a properly written learning outcome

Discuss techniques for implementing assessments

Design an assessment plan for your program
Adventure Program Assessment
Strategies and Techniques

Steve Bobbitt
James Madison University