

Parks and Recreation Management Program

Learning Outcomes Assessment AY 2019-2020

The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) Narrative Report

7.01 Foundations - Students graduating from the program shall demonstrate the following entry-level knowledge: **a)** the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; **b)** techniques and processes used by professionals and workers in these industries; and **c)** the foundation of the profession in history, science and philosophy.

Program-specific learning outcome consistent with COAPRT Standard 7.01

- a) At the completion of the course the student will be able to: Organize and conduct leisure programs in a variety of settings.

Method by which learning outcome was assessed: PRM 325 Parade Day Route & Road Closures Map Quiz and Parade Journal and Evaluation Assignment, Direct Measure.

Result of Assessment a#1 – Parade Day Route & Road Closures Map Quiz: Assessment results were obtained from one course in AY19-20 (Spring '20 Campus) with a total of 47 students. Assessment results showed 98% of students scored 80% or higher in meeting learning outcomes.

Action Plan: One student did not take the quiz which lowered the overall class percentage for this assignment. Students scored high on this assignment due to weekly discussions regarding the parade route, parking areas, and road closures leading up to the parade, thereby reinforcing the importance of understanding the area for the event. Students were offered extra credit if they could identify public parking for the day of the parade which aided in several students scoring higher than quiz totals. At this time no additional corrections are needed regarding this assignment as long as in future courses discussions continue and importance is emphasized.

Result of Assessment a#2 – Parade Journal and Evaluation: Assessment results were obtained from one course in AY19-20 (Spring '20 Campus) with a total of 47 students. Assessment results showed 92% of students scored 80% or higher in meeting learning outcomes.

Action Plan: The majority of points lost by students were due to late or non-submission. Of the 4 students who did not reach a grade of 80%, 1 either did not follow directions, and 3 students did not submit the assignment, thereby receiving a grade below 80%. Unfortunately, the parade

was cancelled due to COVID-19 and the parameters of the assignment changed with some students (3) thinking they did not need to complete the assignment. Students evaluated work completed for parade and group working, along with submitting their personal journal of work completed for parade. I will continue to remind students of the importance of completing assignments in a timely manner as it relates to their future in the leisure services profession. I will modify rubrics to coincide better with assignment directions and provide good examples of assignment expectations.

Program-specific learning outcome consistent with COAPRT Standard 7.01

- b) At the completion of the course the student will be able to: Possess the ability to promote, advocate, interpret, and articulate the concerns of leisure services systems for all populations and services.

Method by which learning outcome was assessed: PRM 326, Accessibility Survey and Inclusion Plan Assignment, Direct Measure.

Result of Assessment b#1 - Accessibility Survey Assignment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 campus class, Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 136 students. Assessment results showed 94% (128/136) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Seven students who fell below 80% can be attributed to the student not submitting this assignment. In addition to non-submissions, only one student did not meet the bench mark grade of 80% with a grade of 75%. This student had an initial score of 85% but had a 10% deduction due to submitting very late. After reviewing the submitted assignments it appears most students are meeting this learning outcome unless they fail to submit the assignment. They did not appear to have any difficulty with understanding directions or using the provided survey instrument.

To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline.

Result of Assessment b#2 - Inclusion Plan Assignment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 campus class, Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 136 students. Assessment results showed 85% (115/136) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Five of the students who fell below 80% can be attributed to the student not submitting this assignment. An additional sixteen students did not meet the bench mark grade of 80% with grades ranging from 39% to 78%. After reviewing the submitted assignments it

appears several did not provide enough information for some of the required components in the assignment and therefore did not receive full points in those areas. They did not appear to have any difficulty with understanding directions but failed to address or explain how they would promote social interaction in more detail or give examples. They also did not address the section on Self-Determination in more detail or give examples. Many of these students are not PRM majors and do not have the foundational information applicable to recreational programs in general.

Future actions include providing more encouragement to view the sample papers and the available grading rubric provided with the assignment directions before submitting. Adding minimum word count requirements for each required component of the assignment to encourage the students to provide more in-depth information in their inclusion plan was considered but not implemented due to possible differences in types of plan. Instead, word count requirements will be implemented for targeted areas of the plan. To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline.

Program-specific learning outcome consistent with COAPRT Standard 7.01

- c) At the completion of the course the student will be able to: Articulate the history and development of the leisure service profession and explain the philosophical, psychological, sociological and physiological significance of play, recreation, and leisure throughout the life cycle

Method by which learning outcome was assessed: PRM 220 Historical Leader Power Point assignment and Professional Philosophy Paper, Direct Measure.

Result of Assessment #1 – Historical Leader Power Point: Assessment results were obtained from four courses in AY19-20 (Fall '19 Campus, Fall '19 Distant, Spring '20 Campus, Spring '20 Distant) with a total of 203 students. Assessment results showed 68% of students scored 80% or higher in meeting learning outcomes.

Action Plan: The majority of points lost by students were due to late or non-submission. Of the students who did not reach a grade of 80%, 63 either did not follow directions or submitted late with point deductions for doing so, thereby receiving a grade below 80%. I will continue to remind students of the importance of completing assignments in a timely manner as it relates to their future in the leisure services profession. I will modify rubrics to coincide better with assignment directions and provide a good example of assignment expectations.

Result of Assessment #2 – Professional Philosophy Assignment: Assessment results were obtained from four courses in AY19-20 (Fall '19 Campus, Fall '19 Distant, Spring '20 Campus,

Spring '20 Distant) with a total of 203 students. Assessment results showed 79% of students scored 80% or higher in meeting learning outcomes.

Action Plan: The majority of points lost by students were due to late or non-submission. Of the students who did not reach a grade of 80%, 42 either did not follow directions or submitted late with point deductions for doing so, thereby receiving a grade below 80%. I will continue to remind students of the importance of completing assignments in a timely manner as it relates to their future in the leisure services profession. I will modify rubrics to coincide better with assignment directions and provide a good example of assignment expectations.

7.02 Provisions Of Services and Experiences - Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Program-specific learning outcome consistent with COAPRT Standard 7.02

- 1) At the completion of the course the student will be able to: Identify the relationship between culture, values and recreation/leisure participation in the U.S.

Method by which learning outcome was assessed: PRM 350 – Cultural Interview Assignment, Direct Measure.

Result of Assessment: Assessment results were obtained from three classes in AY 2019-20: Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 95 students. Assessment results showed 93% (88/95) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Four of the students who fell below 80% can be attributed to the student not submitting this assignment. An additional three students did not meet the bench mark grade of 80% all scoring 75%. They did not appear to have any difficulty with understanding directions but maybe lacked understanding of the final required component of a compare/contrast summary of the individual interviews.

To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline. Finally, more specific information pertaining to the compare/contrast summary component of the assignment will be added along with a minimum word count.

Program-specific learning outcome consistent with COAPRT Standard 7.02

- 2) At the completion of the course the student will be able to: Identify the cultural roots of various recreation/leisure activities.

Method by which learning outcome was assessed: PRM 350 – Cultural Event Report, Direct Measure.

Result of Assessment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 95 students. Assessment results showed 91% (86/95) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Five of the students who fell below 80% can be attributed to the student not submitting this assignment. An additional four students did not meet the bench mark grade of 80% with grades ranging from 50% to 77%. Of those completing the assignment, it appears they did not identify or address the cultural significance of the event clearly which was a major required component in the assignment and therefore did not receive full points in that area. They were also lacking in their APA format which is also required to show the source of their information. They did not appear to have any difficulty with understanding directions.

To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline. Additional information will be included in the assignment directions to highlight the importance of each required component for addressing and identifying the cultural significance aspects. This will include asking students to review the information in the online learning module before completing the assignment.

7.03 Management and Administration - Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Program-specific learning outcome consistent with COAPRT Standard 7.03

- 1) At the completion of the course the student will be able to: Show that they understand the basic principles of effective, relevant, and thematic written interpretive media and have a basic understanding of different computer program applications and graphic design elements as they pertain to written interpretation.

Method by which learning outcome was assessed: PRM 360 – Creation of an Interpretive Sign, Direct Measure.

Result of Assessment: Assessment results for the Interpretive Sign assignment were obtained from three classes in AY 2019-20: Fall 2019 campus class (23 students), Fall 2019 online class

(19 students), Spring 2020 online class (open, 37 students), for a total of 79 students. Assessment results showed 80% (63/79) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Originally a Newsletter & Brochure Assignment was used in this class to assess COAPRT standard 7.03. Between Fall 19 and Spring 20 I made some significant changes to PRM 360 based on a recent push from the Park Service to incorporate a new element of Interpretation called Audience Centered Interpretation. Due to this I wrote a new learning module and created a new assignment called an Interpretive Pop-Up. Because of this I did away with the Newsletter/Brochure Assignment because it is outdated in the realm of interpretation at this point. Therefore, the Interpretive Sign was used to satisfy this assessment criteria. The results showed 20% (16/79) of students fell below an 80% on this assignment. Five (31%) of those students can be attributed to the student not submitting this assignment. This assignment asks students to create a thematic layout sketch of an Interpretive Sign for a site that they picked at the beginning of the class. Students are encouraged to start on this assignment early. It can be presumed that the students who did not turn in this assignment waited until the last minute and did not leave themselves enough time to complete the assignment by the time the assignment closed. An additional eleven (69%) of those 16 students did not meet the benchmark grade of 80% with grades ranging from 50% to 79%. Of those that completed the assignment but obtained a grade less than 80%, it appears that a mix of one to three things occurred:

1. The student did not follow the assignment directions of having 3 distinct interpretive paragraphs in the sign which indicates that information in the Written Interpretation Learning Module was not synthesized to an applied understanding.
2. The student did not follow the assignment directions and submit a “note” with the sign that indicated: their site, the sign topic, the sign theme, the sign shape, size and material that would be used for the “real” sign, and where this would be located at their site.
3. Without prior communication for an extension, three to five points are deducted per day for a late submission for up to 48 hours. Some students turned their assignment in late.

Students did not appear to have any difficulty with understanding directions. In the future, more emphasis will be placed in the assignment directions, verbally in-class and in reminder emails on reading the Learning Module before completing their assignment. An emphasis on in-depth detail will also be added for each required component of the assignment to encourage the students to provide more thoughtful and robust information in their responses. To address the late and non-submissions, additional reminder emails will be sent and additional announcements in BbLearn will be posted to all students about the upcoming assignment

Program-specific learning outcome consistent with COAPRT Standard 7.03

- 2) At the completion of the course the student will be able to: Show that they have a basic understanding of developing presentations in a thematic and relevant way in order to deliver effective oral interpretation.

Method by which learning outcome was assessed: PRM 360 – Personal Webpage Presentation, Direct Measure.

Result of Assessment: Assessment results for the Personal Webpage Presentation were obtained from three classes in AY 2019-20: Fall 2019 campus class (23 students), Fall 2019 online class (19 students), Spring 2020 online class (open, 37 students), for a total of 79 students. Assessment results showed 85% (67/79) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Results showed 15% (12/79) of students fell below an 80% on this assignment. Three (25%) of those students can be attributed to the student not submitting this assignment. This assignment asks students to create a thematic personal webpage on a free web editor of their choice. Students are encouraged to start on this assignment early. It can be presumed that the students who did not turn in this assignment waited until the last minute and did not leave themselves enough time to complete the assignment by the time the assignment closed. An additional nine (75%) of those 12 students did not meet the benchmark grade of 80% with grades ranging from 60% to 79%. Of those that completed the assignment but obtained a grade less than 80%, it appears that a mix of one to three things occurred:

1. The student's information in the webpage was not thematic which would indicate that the student did not synthesize the theoretical information presented in the learning module or previous lead-up assignment to an applied understanding.
2. The student did not provide enough information for some of the required components in the assignment and therefore did not receive full points in those areas.
3. Without prior communication for an extension, three to five points are deducted per day for a late submission for up to 48 hours. Some students turned their assignment in late.

Students did not appear to have any difficulty with understanding directions. In the future, more emphasis will be placed in the assignment directions, verbally in-class and in reminder emails on reading the Learning Module before completing their assignment. An emphasis on in-depth detail will also be added for each required component of the assignment to encourage the students to provide more thoughtful and robust information in their responses. To address the late and non-submissions, additional reminder emails will be sent and additional announcements in BbLearn will be posted to all students about the upcoming assignment deadlines.

7.04 Provisions Of Services and Experiences - Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Program-specific learning outcome consistent with COAPRT Standard 7.04

- 1) At the completion of the course the student will be able to: Begin the transition from the academic setting to the work setting through individualized study into lifelong learning.

Method by which learning outcome was assessed: PRM 498C - Professional Career Development Assignment, Direct Measure.

Result of Assessment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 campus class and Fall 2019 online class, Spring 2020 campus class and Spring 2020 online class for a total of 89 students. Assessment results showed 96% (85/89) of students scored 80% or higher in meeting this learning outcome.

Action Plan: This assignment is designed as a review of Professional Associations as the students begin their transition from student to professional. It is a repeat of an assignment introduced in the PRM 220 - Introduction to PRM class with the intention of reminding the students of the importance and benefits of membership in Professional Associations and to prepare the students for their upcoming internships with professional agencies in the field. The students are allowed to resubmit this assignment if they do not initially identify and submit an appropriate association. The 4% of students who did not score 80% or higher is attributed to not submitting an initial appropriate choice, not resubmitting, or not including all of the information required for this assignment. Overall the students are doing a good job with this assignment. Future actions include continuing to provide information on the benefits Professional Associations, reviewing various Professional Associations' online web sites, and providing additional reminders to have students review their assignments using the grading rubric provided with the assignment information before submitting their final work. Reminders will also be sent by email and posted in announcements in the course web sites.

Program-specific learning outcome consistent with COAPRT Standard 7.04

- 2) At the completion of the course the student will be able to: Participate in internship and job related professional interviews.

Method by which learning outcome was assessed: PRM 498C – Mock Interview Assignment, Direct Measure.

Result of Assessment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 campus class and Fall 2019 online class, Spring 2020 campus class and Spring 2020 online class for a total of 89 students. Assessment results showed 90% (80/89) of students scored 80% or higher in meeting this learning outcome.

Action Plan: This assignment is designed as interview practice in a real setting before applying for Internships and future jobs. The students select a current professional working in the PRM field to conduct a "real" interview, with the benefit of immediate feedback upon completion of the interview. The students complete a self-evaluation and the professional interviewer submits an evaluation to me as the instructor after reviewing it with the students at the end of the interview. The 10% of students who did not score 80% or higher is attributed to not completing the interview or completing the interview but not submitting their self-evaluation required for this assignment. Overall the students are doing a good job with this assignment and state in their self-evaluations how valuable this assignment is. The Feedback to me from the professionals working in the field who conduct the interviews is very positive. Future actions include continuing to provide information on the benefits of practicing with a Professional in preparing for internships and future full-time jobs. An attempt to reach out to students who do not submit their contact information for interviews will be made by allowing extra time instead of waiting for students to ask. Reminders will also be sent by email and posted in announcements in the course web sites.

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