

Assessment: Reporting Unit Four Column

Recreation and Park Administration - B.S.

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p>16-20 PLLO 1: 1 Tourism & Resort Rec and Recreation Management & Programming: Special Event Experience - Students with the Tourism and Resort Recreation concentration will successfully demonstrate the ability to plan and deliver a regional stewardship recreation special event (EKU SD 4.2, CHS SD 4.2.1 & RPA SD 4.2; EKU SD 3.2, CHS SD 3.2.1 & RPA SD 3.2; EKU SD 4.2, CHS SD 4.2.1 & RPA SD 4.2; COAPRT 7.01b, 7.02 & 7.03)</p> <p>Objective Status: Active</p> <p>Objective Type (Control-click to select multiple): 16-20 Plan, BS Degree, Community Engagement, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO), Recreation and Park Administration, Regional Stewardship</p>	<p>REC 280 James McChesney Memorial Golf Classic.</p> <p>Criterion: (1) REC 280 Golf Classic Student in REC 280 Programming Special Events will plan and deliver the James McChasney Memorial Golf Classic to include sponsors in excess of 100 and total donations to exceed \$10,000.</p> <p>(2) Attendee data will reflect a mean of 4.0/5.0 indicating event satisfaction.</p> <p>Schedule: Annually</p>	<p>Result Status: Result Closed-No further action needed</p> <p>Result/Observation Type: Strength</p> <p>For the 2015/2016 academic year, 34 students in the REC 280 Programming Special Events class delivered the 16th Annual James McChesney Memorial Golf Classic with 252 sponsors and an event valued at \$36,050. Player satisfaction indicates an excellent event with the following data: (1) 100% indicated event satisfaction; (2) "The students did an outstanding job delivering the 16th classic" Mean score of 4.88/5.0 indicating strong agreement; (3) "I enjoyed the quality of the event" Mean score of 4.91/5.0 indicating strong agreement; (4) "I believe the event is for a good cause" Mean score of 4.98/5.0 indicating strong agreement; (5) "Please rate the 16th Annual James McChesney Memorial Golf Classic" Mean score of 4.90/5.0 indicating an excellent service-learning event. Qualitative comments includes: "This is one of the best tournaments I play in yearly"; "Awesome event and I plan on attending each year"; "Had a great time, all the students made the event very enjoyable"; "Great event, cause and organization. Don't change anything"; "Great tournament, we will be back next year"; "Favorite golf event of the year"; "Very professional event that is by far the most fun event of the year"; "Excellent work by all the students and Dr. McChesney"; "Job well done students from a former EKU RPA graduate." (09/12/2016)</p>	<p>Meaningful Changes: This event continues to grow in popularity, and processes refined to grant more decision making authority during the planning to students for this service-learning project in garnering sponsorship and ultimately enhancing the fundraising component. The James McChesney Scholarship award was increased spring 2015 to \$1,500. The survey developed for 2016 participant feedback towards the goal of continuous improvement reflected very high patron satisfaction. A rubric will be created to assess individual student learning and will be employed in 2017. (09/12/2016)</p>
<p>16-20 PLLO 2: Senior Internship Project - During Senior Internship (REC 463), students will demonstrate their ability to put into practice the</p>	<p>REC 463/473 Final Agency Project Evaluation</p> <p>Criterion: REC 463/473 Senior Internship students will receive an</p>	<p>Result Status: Result Closed-No further action needed</p> <p>Result/Observation Type: Strength</p> <p>For 2015/2016, 33 students completed 20,000 hours of senior internship experience. Of those 33 students, the</p>	<p>Meaningful Changes: REC 450 (serves as our pre-internship class) is requiring a research experience with an identified faculty mentor;</p>

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<p>knowledge and understanding required in major course work and previous Fieldwork experience by successfully completing a significant project for their respective agency-evaluated by agency (EKU SD 2.1 & RPA SD 2.1; EKU SD 6.1, CHS SD 6.1.1 & RPA SD 6.1; EKU SD 6.2, CHS SD 6.2.1 & RPA SD 6.2 Linkage w/ COAPRT 7.01b, 7.03 & 7.04).</p> <p>Objective Status: Active</p> <p>Objective Type (Control-click to select multiple): 16-20 Plan, BS Degree, Community Engagement, Critical Thinking Learning Objective, High Impact Practices, Program-Level Learning Objectives (PLLO), Recreation and Park Administration, Regional Stewardship, Service Learning</p>	<p>average of 33 points out of a possible 40 points on their agency project evaluation.</p> <p>Schedule: Annually</p>	<p>mean score for the Senior Internship project was 33.33 out of a possible 40 points indicating success in critical thinking and communication skills and effective application of classroom and experiential knowledge. This project is evaluated by the agency supervisor. The scope of special projects included: Pre and Post Assessment of Recreation Activities, Lexington-Layette County Parks & Recreation; LifeShare Technology, The Willows Assisted Living in Lexington; Development of a Recreation Therapy Assessment, Good Samaritan Hospital-UK HealthCare; Resource Manual, Ridge Behavioral Health; Fall Festival, Sayre Christian Healthcare Center; A History of Lilly Cornett Woods, EKU Division of Natural areas; Recreation Activities Portfolio for Pediatrics at Frazier Hospital; Delivery of a Military Ball for Thomson-Hood Veterans Center; Adaptive Archery Guide for Camp High Hope; Economic Impact Study, Kendall Campground Wolf Creek Dam; Remodeling of Whitman Brand Firing Range, U.S. Forest Service-Daniel Boone National Forest. (09/12/2016)</p>	<p>linkage with the internship special project which is generally research driven. Course fee was added fall 2015 in order to aid EKU internship supervisor travel to agency sites to better coach the special project process. The site visits with the agency supervisor and student has been successful and will be continued. The internship supervisor has been able to coach the student in areas such as creativity and risk management associated with program delivery. The faculty discussed on August 26, 2016 how to enhance the types of special projects that students complete. A faculty task force will be looking at the issue and determining a framework to share with the faculty late fall 2016 prior to informing internship agency supervisors. (09/12/2016)</p>
	<p>REC 463/473 Final Agency Evaluation</p> <p>Schedule: Annually</p>	<p>Result Status: Result Open-Further action needed</p> <p>Result/Observation Type: Strength</p> <p>For 2015/16 there were 25 students enrolled in REC 473 Therapeutic Recreation Internship. These students completed 14,000 hours at agencies assisting individuals with disabilities in recreation and quality of life functions. Agencies included The Ridge Behavioral Health System, Eastern State Hospital, Baptist Health, Camp High Hopes, St. Elizabeth Healthcare, River Bend Hospital, Veterans Affairs Medical Center, The Willows at Hamburg, Sayre Christian Village, UK Healthcare Good Samaritan Hospital, The Brook Hospital, Jewish Hospital-Frazier Rehab, Thomson-Hood Veterans Center, Cincinnati Children's Hospital The average score on the final agency evaluation scored completely by the agency supervisor was 256/275 representing an average of 93% and indicating students performance was excellent.</p>	<p>Meaningful Changes: REC 450 (serves as our pre-internship class) is requiring a research experience with an identified faculty mentor; linkage with the internship special project which is generally research driven. Course fee was added fall 2015 in order to aid EKU internship supervisor travel to agency sites to better coach the special project process. The site visits with the agency supervisor and student has been successful and will be continued. The internship supervisor has been able to coach the student in areas such as creativity and risk</p>

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		<p>For 2015/16 there were 20 students enrolled in REC 463 Internship. These students completed 9,600 hours at recreation agencies including Lilley Cornett Woods, Lexington Parks & Recreation, US Forest Service, Lexington Art League, US Army Corps of Engineers, Paducah Parks Services, ECU Campus Recreation, Mercer County Cooperative Extension, Girl Scouts, YMCA, . The average score on the final agency evaluation scored completely by the agency supervisor was 255/275 representing an average of 93% and indicating students performance was excellent. (09/14/2016)</p>	<p>management associated with program delivery. The faculty discussed on August 26, 2016 how to enhance the types of special projects that students complete. A faculty task force will be looking at the issue and determining a framework to share with the faculty late fall 2016 prior to informing internship agency supervisors. (09/14/2016)</p>
<p>16-20 PLLO 3: 3. REC 311 Leadership and Diversity Project - Students will demonstrate competencies in management, operations, event planning and recreation programming for a diverse population (COAPRT 7.01a, 7.01b, 7.01c, 7.02 & 7.03) Objective Status: Active Objective Type (Control-click to select multiple): 16-20 Plan, BS Degree, Program-Level Learning Objectives (PLLO), Recreation and Park Administration</p>	<p>Directly related to Objective</p>	<p>Result Status: Result Closed-No further action needed Result/Observation Type: Strength For 2015/2016, 75 students completed REC 311, Introduction to Therapeutic Recreation and planned, organized, delivered, and evaluated a mentoring program and rewards day for children at Bellevue Alternative School (Madison County School System). Of those 75 students, 57 or 76% received a grade of "A" or "B" indicating a measure of success in demonstrating program planning, program delivery, and program evaluation knowledge and skills. Student reflections of the mentoring project indicated that the experience was rewarding and provided a richness to their ECU educational experience. Sample comments included: (1) I was thanked for helping her (mentee) learn how to make friends. Her smile and confidence really meant a lot to me. These students are going through so much, but I felt like I made a difference with her. (2) One of the most memorable moments was when my mentee asked me about college! This made me so happy to realize I was being able to positively influence her. The mentoring program was a great way to take what we had learned and apply it. I hope this program continues for a long time to come because of the positive interactions and moments that ECU and Bellevue students leave with. (3) Working with these delinquent children has helped prepare me as a TR (therapeutic recreation). Learning how to program for these students was tough, but I know I learned a lot. We were there to be role models and to set a positive example in order to help them create a more positive self-image. This</p>	<p>Meaningful Changes: Multiple discussions/meetings among faculty resulted over the summer to consider how to better connect the material in REC 311 Introduction to Therapeutic Recreation to our non TR students (Tourism & Resort Recreation, Natural Resources Recreation Management and Recreation Management and Programming). One email that was sent to stimulate conversation follows:</p> <p>From: Mcchesney, Jon Sent: Wednesday, June 15, 2016 11:53 AM To: Gerken, Michelle <Michelle.Gerken@EKU.EDU>; Jones, Sherry <Sherry.Jones@EKU.EDU>; Clark, Brian <Brian.Clark@eku.edu> Subject: REC 311 Idea</p> <p>Hi Sherry & Michelle (and Brian),</p> <p>Remember all the fundraising for the Lake Reba Accessible Playground? You may want to</p>

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	<p>Directly related to Objective</p> <p>Instructor grade for regional stewardship special event Criterion: 75% of students will receive a grade of "B" or better on the regional stewardship diversity special event. Schedule: Annually</p>	<p>experience helped to get my feet wet in the steps to becoming a TR and was a valuable experience for working in the field. It opened my eyes to a whole different area of TR, and was truly a humbling experience. Not only did I get to impact a student's life, but the children at Bellevue also impacted me as well. (4) If I had one thing to say about the Bellevue mentoring program, I would say that it is a phenomenal experience for the mentor and mentee. It provides a way for ECU students to learn and grow and gain experience for the real world. This experience is priceless; I learned how to adapt programs to the interests of the student and how important it is to always be positive. I learned that I can make a difference in the life of someone, and it really reinforced why I chose this program at ECU. (5) My time at Bellevue was something I will not be able to forget. They were so gracious to have us as mentors there and showed up every time. Not only were they excited for Friday's together, but I was also. Before we left on our last day at Bellevue, "L" told me that it was a pleasure to have us come and spend time with them. (6) I wasn't sure that I was going to like working with at-risk youth, but now I can actually see myself working with this population in the future. (7) I know we made an impact on these kids. I was excited... I heard some of them talking about college, getting a job, and having a life outside of Bellevue! (8) This experience definitely made me open up my eyes to kids in schools such as Bellevue and made me realize that they're not all bad. It was an amazing experience I will always remember and made me consider pursuing a job in a similar setting in the future. (09/12/2016)</p>	<p>playground each semester and have the students discuss the facets of the playground from why we didn't use ramps (space and cost and uniqueness) to why were the playground pieces selected (what disabilities do they serve?) to why locate between the existing playgrounds (to foster inclusion)...you could have Erin meet you out there to discuss the fundraising and politics etc. Over \$100,000 was raised, it took several years to raise it, so this field trip would also easily connect 401 (funding/finance/politics/grants) and 406 (facility design). You could have them do some measuring of space to see what the ramps would have required per specs (ramp incline)...Ronnie Bottoms would likely join you (playground rep)...I copied Brian on this email so he may want to join you and discuss the 401/406 linkages. This type of experience may help build the bridge of TR & non-TR students (TR-why do we have to take 406? Non-TR, why do we need 311?). (09/12/2016)</p>
16-20 PLLO 4: Therapeutic Recreation: Clinical Lab Evaluation	REC 511 Clinical Lab Evaluation Instrument	Result Status: Result Closed-No further action needed Result/Observation Type: Strength	Meaningful Changes: Being added to the curriculum is drumming

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<p>(REC 511) - Students within the Therapeutic Recreation option will successfully demonstrate the ability to critically evaluate and communicate the appropriate intervention for patients/clients in this regional stewardship activity (evaluated by an outside agency.)</p> <p>Objective Status: Active</p> <p>Objective Type (Control-click to select multiple): 16-20 Plan, BS Degree, Community Engagement, Critical Thinking Learning Objective, Diversity, High Impact Practices, Program-Level Learning Objectives (PLLO), Recreation and Park Administration, Regional Stewardship, Service Learning</p>	<p>Criterion: Therapeutic recreation students will achieve a score of 3.0 on a 5.0 point Likert scale where 3.0 indicates "meets expectations," 4.0 indicates "frequently exceeds expectations," and 5.0 indicates "consistently exceeds expectations." All 3.0 or better scores indicates a positive response to students' success.</p> <p>Schedule: Annually</p>	<p>During fall 2015, 100% of students in REC 511, Therapeutic Recreation Practices and Services, received a mean score of 3.0 or greater on a Likert scale of 1 to 5 where "3" indicates "meets expectations" with performance related criterion. The mean score for the entire class was 3.63 indicating that the students performed very well and frequently exceeded expectations. Qualitative feedback from the Bellevue Learning Center representatives included: (1) Conversations with Bellevue students were professionally appropriate and encouraging. (2) Tone was positive on a consistent basis. (3) They (EKU students) engaged the students (Bellevue) in a way that they did not feel threatened or intimidated and related to them in such a way as to provide hope for the future. (4) The program impacts our (Bellevue) students. They look forward to the visits each week and are so proud of the new skills and hobbies they have learned. (5) This day treatment program by EKU's Recreation and Parks is one of the most positive occurrences I have witnessed here. (09/12/2016)</p>	<p>intended to decrease aggression and enhance camaraderie, self-confidence, self-esteem and social skills. The curriculum is the result of a \$1,000 grant received by Dr. Gerken to purchase the percussion instruments. In addition, the Department paid \$500 to have Dr. Gerken trained and certified for this instruction. (09/13/2016)</p>
<p>16-20 PLLO 5: All Students: REC 460 (Capstone Class) Program</p> <p>Assessment - Students will demonstrate competence in critical thinking and written communication on the Program Assessment project. COAPRT 7.01b, 7.02 & 7.03</p> <p>Objective Status: Active</p> <p>Objective Type (Control-click to select multiple): 16-20 Plan, BS Degree, Communication Skills Learning Objective, Community Engagement, Creative Thinking Learning Objective, Critical Thinking Learning Objective, NRPA/AALR Continuing Accreditation, Program-Level Learning Objectives (PLLO), Regional Stewardship, Service Learning</p> <p>Start Date: 07/01/2015</p> <p>End Date: 06/30/2016</p>	<p>Directly related to Objective</p>	<p>Result Status: Result Closed-No further action needed</p> <p>Result/Observation Type: Strength</p> <p>2015/16: Results of the interdisciplinary panel discussion were mean scores:</p> <ul style="list-style-type: none"> Marketing & Advertising = 3.04 indicating that students were competent in their analysis of this aspect of programming and special event planning. This score represents better performance from the previous year (2.94). Risk Management & Site Analysis = 2.94 signifying that the students were competent in their analysis of this aspect of programming and special event planning. This score represents better performance from the previous year (2.6). Event Energy & Delivery = 3.2 indicating that the students had competence in this critical event element. However, this score reflects a decrease from the previous year (3.56). <p>Change in the Panel Discussion This is the 5th year of investigation of this capstone course</p>	<p>Meaningful Changes: A significant change was moving from an interdisciplinary them approach to the entire RPA faculty. As a result, faculty could see linkages with their classes and how to better connect all core classes. The assessment will be refined based on faculty input for 2016-17. (09/30/2016)</p>

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	Directly related to Objective	<p>and assurance of learning. However, the analysis team for the first time represented the entirety of the RPA faculty during Assurance of Learning Day. The changing team structure could partially account for the variance in scoring from the previous year, although two RPA faculty members have been a part of all 5 years of data analysis and agree that student performance was improved.</p> <p>Teaching processes continue to evolve to move students into the Competent to accomplished realm. The panel was pleased to see that the students scored in the competent range with all domains.</p> <p>The students written communication skills including integration and cohesion resulted in the team recognizing this as an area of strength. Continuous improvement necessitates stressing technical writing and professional terminology, writing to a professional audience (i.e. Parks and Recreation Board), further integration of professional references, and better connection and linkages of core RPA courses.</p> <p>(09/30/2016)</p>	