

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>16-20 PLLO 2: Senior Internship Project - During Senior Internship (REC 463), students will demonstrate their ability to put into practice the knowledge and understanding required in major course work and previous Fieldwork experience by successfully completing a significant project for their respective agency-</p>	<p>REC 463/473 Final Agency Project Evaluation</p> <p>Criterion: REC 463/473 Senior Internship students will receive an average of 33 points out of a possible 40 points on their agency project evaluation.</p> <p>Schedule: Annually</p>	<p>Result Status: Result Closed-No further action needed</p> <p>Result/Observation Type: Strength</p> <p>The Senior Internship experience was the subject of considerable faculty discussion including the special project. Faculty determined an example listing of special projects and have begun communicating our expectations with agency supervisors and current students enrolled in REC 450, which serves as pre-internship course. (04/05/2017)</p> <p>Related Documents:</p>	<p>Meaningful Changes: A meaningful change was the collaboration of all faculty to identify and determine the types of student internship projects that would be deemed "special" and out of the norm for daily activities in the internship setting. These discussions led to the Internship</p>

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p>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>REC 463 Internship Manual 2016.pdf</p>	<p>Manual being revised 8/3/16.</p> <p>Acceptable Special Projects for the senior internship as determined by faculty include:</p> <ul style="list-style-type: none"> - Social Media development plan & analysis - Visitor survey - Visitor marketing analysis - Staff motivation plan - Recreation marketing plan for a community - Planning & delivery of festivals & Family Nature Day - Staff training/webinar - Trends training - How to maximize social media - Risk management plan - Risk Assessment plan - In service training on a topic - Advocacy campaign on something - Programming for a summer camp based on ethnicity - Diversity plan or training - Fund raisers for an agency or KRPS or KATRA - Disability Awareness activities for an agency - National Park month - Adventure Program Policy procedures <ul style="list-style-type: none"> - Recreation accessibility/Facility accessibility - Staff Olympics - SWOT Analysis on entrepreneur idea - Carry capacity analysis - Exotic species removal

Objectives	Assessment Methods	Results/Observations	Meaningful Changes
			<ul style="list-style-type: none"> - Invasive species management - Trail Maintenance event with volunteers - Volunteer Management Plan (04/05/2017)
REC 463/473 Final Agency Evaluation Schedule: Annually			
<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>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>Result Status: Result Closed-No further action needed Result/Observation Type: Strength Therapeutic recreation drumming was added to the curriculum for the first time; the results indicated that this addition was positive and well received by the ECU student mentors with 82.4% of students indicating the experience was positive. (04/17/2017) Related Documents: REC 311 Fall 2015.docx REC 311 RPA Bellevue Mentoring Log.pdf REC 311 RPA Mentor Weekly Report.pdf</p>	<p>Meaningful Changes: A therapeutic recreation drumming Treatment Plan will be required for the next year. Further, the service learning reflection papers were identified as an area needing additional critical thinking, thus a rubric was created to assist students in enhanced writing and reflection. (04/17/2017)</p>
<p>16-20 PLLO 4: Therapeutic Recreation: Clinical Lab Evaluation (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.) Objective Status: Active Objective Type (Control-click to</p>	<p>REC 511 Clinical Lab Evaluation Instrument 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'</p>		

Objectives	Assessment Methods	Results/Observations	Meaningful Changes
<p>select multiple): 16-20 Plan, BS Degree, Community Engagement, Critical Thinking Learning Objective, Diversity, High Impact Practices, Program-Level Learning Objectives (PLO), Recreation and Park Administration, Regional Stewardship, Service Learning</p>	<p>success. Schedule: Annually</p>		
<p>16-20 PLO 5: All Students: REC 460 (Capstone Class) Program Assessment - Students will demonstrate competence in critical thinking and written communication on the Program Assessment project. COAPRT 7.01b, 7.02 & 7.03 Objective Status: Active 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 (PLO), Regional Stewardship, Service Learning Start Date: 07/01/2015 End Date: 06/30/2016</p>	<p>Directly related to Objective</p>	<p>Result Status: Result Closed-No further action needed Result/Observation Type: Strength EKU's Assurance of Learning Day was utilized to assess student learning with this capstone experience. The RPA faculty determined that additional input from students on the impact of this service learning experience is needed, thus a rubric was created to assess the reflection papers.</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 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</p>	<p>Meaningful Changes: A rubric was created to assess the service learning reflection paper. (04/17/2017)</p>

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
	Directly related to Objective	that student performance was improved.	
		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.	
		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. (04/17/2017)	
		Related Documents: RPA Rubric to Assess Academic Service Learning Reflection Papers.pdf	