

**Illinois State University
School of Kinesiology and Recreation
Recreation and Park Administration Assessment Plan 2012-2014**

Mission, Vision, and Values

The mission of the Recreation and Park Administration program is to promote the healthy use of leisure through exemplary teaching, focused research, and professional service.

Our students will graduate with a solid knowledge base, professionalism, and practical experience making them competitive, sought after employees in the field of leisure services.

Values

- Empower self-confidence and cultivate critical thinking through assignments that require students to use critical thinking skills and implement the concepts learned in classes and from their experiences.
- Provide a solid foundation in leisure theory and philosophy.
- Assist students in developing research and evaluation skills so they understand the significance of evidenced-based decision making.
- Foster in students the ability to program experiences for diverse populations, including socio- cultural factors and people with disabilities.
- Provide opportunities for students to acquire practical experience through volunteerism, practicums, internships, and service learning.
- Teach students to develop a “big picture” approach to the profession by understanding trends and issues in the field through opportunities such as conference attendance, the RPA Symposium, and Parks and Recreation Society (PARS).
- Remain current and actively participate in local, state, national, and international professional organizations in order to continue to gain knowledge through professional development activities which will ultimately drive cutting edge curriculum.

7.01	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 those industries; and c) the foundations of the profession in history, science, and philosophy.
	Course Learning Outcome: Nature and Scope Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries.
7.01:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 170 Introduction to Leisure and Recreation KNR 278 Therapeutic Recreation Service Delivery KNR 298.30 Professional Practice: Internship/Cooperative Education Junior level 90 hour internship KNR 378.30 Professional Issues in Recreation and Park Administration KNR 398.30 Professional Practice: Internship/Cooperative Education Senior level 480 hour internship
7.01:02	Quality Assessment Measurements KNR 398.30 Final Internship Evaluation by agency supervisor (Direct Measure) KNR 378.30 Recreation Management Entry Level Competency Assessment (Indirect Parallel Measure by Recreation Management students only) KNR 278 Therapeutic Recreation Entry level Competency Assessment (Indirect Parallel Measure by Therapeutic Recreation students only)
7.01:03	Assessment Results See below
7.01:04	Continuous Programmatic Decisions See below

	Course Learning Outcome: Techniques and Processes Students graduating from the program shall demonstrate the ability to apply techniques and processes used by professionals and workers in these industries.
7.01:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 170 Introduction to Leisure and Recreation KNR 298.30 Professional Practice: Internship/Cooperative Education Junior level 90 hour internship KNR 370 Administration of Leisure Services KNR 378.30 Professional Issues in Recreation and Park Administration KNR 380 Administration of Human Resources in Leisure Services KNR 398.30 Professional Practice: Internship/Cooperative Education Senior level 480 hour internship
7.01:02	Quality Assessment Measures KNR 398.30 Online Discussions Grade (Direct Measure) KNR 378.30 Final Project Grade (Direct Measure of Recreation Management students only)
7.01:03	Assessment Results See below
7.01:04	Continuous Programmatic Decisions See below
	Course Learning Outcome: History, Science, and Philosophy Students graduating from the program shall demonstrate entry-level knowledge of the history, science, and philosophy of the profession.
7.01:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 170 Introduction to Leisure and Recreation
7.01:02	Quality Assessment Measures KNR 170 Introduction to Leisure and Recreation Online Foundations Quiz (Direct Measure) KNR 170 Introduction to Leisure and Recreation Final Course Grade (Direct Measure)
7.01:03	Assessment Results See below
7.01:04	Continuous Programmatic Decisions See below

7.02	Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
	Course Learning Outcome: Program Design Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant fields of contemporary professional practice, science, and philosophy.
7.02:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 171 Recreation Leadership KNR 271 Recreation Programming KNR 370 Administration of Leisure Service Organizations KNR 253 Techniques in Therapeutic Recreation KNR 374 Advanced Recreation Programming
7.02:02	Quality Assessment Measurements KNR 171 Event Plan Grade (Direct Measure) KNR 271 Program Blueprint Grade (Direct Measure)
7.02:03	Assessment Results See below
7.02:04	Continuous Programmatic Decisions See below
	Course Learning Outcome: Program Implementation Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge

	from relevant facets of contemporary professional practice, science, and philosophy.
7.02:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 171 Recreation Leadership KNR 253 Techniques in Therapeutic Recreation KNR 298.30 Professional Practice: Internship/Cooperative Education Junior level 90 hour internship KNR 374 Advanced Recreation Programming KNR 398.30 Professional Practice: Internship/Cooperative Education Senior level 480 hour internship
7.02:02	Quality Assessment Measures KNR 171 30-minute Themed Event Grade (Direct Measure) KNR 254 TR Technique Session Grade Average (Direct Parallel Measure of Therapeutic Recreation students) KNR 374 Program Experience Grade (Direct Parallel Measure of Recreation Management students)
7.02:03	Assessment Results See below
7.02:04	Continuous Programmatic Decisions See below
	Course Learning Outcome: Evaluation Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.
7.02:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 253 Techniques in Therapeutic Recreation KNR 271 Recreation Programming KNR 374 Advanced Recreation Programming KNR 376 Evaluating Agency Services KNR 398.30 Professional Practice: Internship/Cooperative Education Senior level 480 hour internship
7.02:02	Quality Assessment Measures KNR 376 Data Analysis Assignment Grade (Direct Measure) KNR 376 Agency Evaluation Project Grade (Direct Measure)
7.02:03	Assessment Results See below
7.02:04	Continuous Programmatic Decisions See below
	Course Learning Outcome: Diversity Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.
7.02:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 171 Recreation Leadership KNR 270 Inclusive Recreation KNR 275 Planning and Design of Recreation Facilities KNR 378.30 Professional Issues in Recreation and Park Administration
7.02:02	Quality Assessment Measures KNR 270 Service Learning Reflection Paper Grade (Direct Measure) KNR 378.30 Diversity Project Grade (Direct Measure of recreation Management students)
7.02:03	Assessment Results See below
7.02:04	Continuous Programmatic Decisions See below

7.03	Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, or related professions.
7.03:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 370 Administration of Leisure Service Organizations KNR 380 Administration of Human Resources in Leisure Services
7.03:02	Quality Assessment Measurements KNR 370 Administration of Leisure Service Budget Assignment Grade (Direct Measure) KNR 370 Administration of Leisure Service Marketing Plan Grade (Direct Measure) KNR 380 Human Resources Project Grade (Direct Measure)
7.03:03	Assessment Results See below
7.03:04	Continuous Programmatic Decisions See below

7.04	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.
	Course Learning Outcome: Program Design Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant fields of contemporary professional practice, science, and philosophy.
7.04:01	Evidence of Sufficient Learning Opportunities for this outcome occur in the following courses (see course syllabi and supporting documents) KNR 171 Recreation Leadership KNR 271 Recreation Programming KNR 370 Administration of Leisure Service Organizations KNR 378.30 Professional Issues in Recreation and Park Administration KNR 380 Administration of Human Resources in Leisure Services KNR 398.30 Professional Practice: Internship/Cooperative Education in Recreation and Park Administration
7.04:02	Quality Assessment Measurements KNR 398.30 Professional Practice Culminating Project Grade (Direct Measure) KNR 398.30 Final Evaluation (Direct Measure)
7.04:03	Assessment Results See below
7.04:04	Continuous Programmatic Decisions See below

7.01 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 those industries; and**
- c) the foundations of the profession in history, science, and philosophy.**

7.01 Course Learning Outcome: Nature and Scope of Profession

Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.

7.01.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 398.30 Final Internship Evaluation (Direct Measure)

The ability of student to function in an entry level position is assessed using their final internship evaluation for KNR 39830. Please note that there are separate evaluation forms, one for supervisors of recreation management students and one for supervisors of therapeutic recreation students. Both forms are based on a 300 point scale. It is expected that students will receive a score of 210/300 (70%) or higher.

The score on the recreation management evaluation instrument is the agency internship supervisor's overall estimate of the student's ability and professional promise at the close of their 12 week internship. Supervisors rate students on 33 different items based on a 4 point scale where 4=meets expectations, 3=meets minimal expectations, 2=needs improvement, and 1=unacceptable.

The score on the therapeutic recreation evaluation instrument is based on the Therapeutic Recreation Intern Evaluation (TRIE) instrument. The TRIE final scores differ from the 300 point evaluation used by recreation management, therefore a code was created to convert the scores to 300 points. The TRIE is a user friendly intern evaluation instrument. The evaluation criteria are based off the ATRA Standards for the Practice of Therapeutic Recreation. The supervisor rates the intern on each item using a five-point rating scale: (1) Consistently does not meet expectations, (2) Needs improvement in meeting expectations, (3) Meets expectations, (4) Frequently exceeds expectations, and (5) Consistently exceeds expectations.

KNR 378.30 Recreation Management Entry Level Competency Assessment (Indirect Measure)

Recreation Management students enrolled in KNR 378.30 complete the online self-assessment at the end of the semester. The instrument was developed using entry level professional across the country to determine the competencies needed by entry level professionals in public parks and recreation based on the work of Hurd (2005) on competency development for entry level public park and recreation professionals.

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

Therapeutic Recreation students enrolled in KNR 278 complete the online self-assessment at the end of the semester. The TR Entry Level Competency Assessment is a quality measure because it is based on a review of the CARTE standards, COAPRT standards, NCTRC job tasks, ATRA TR Competency Book, TRIE, Peg Connolly University Assessment, and competencies covered in ISU curriculum. Major topic areas include: Foundations of Professional Practice (n=13), Client Assessment (n=6), Planning Intervention and Programs (n=10), Implementing Intervention and Programs (n=19), Evaluating Interventions and Programs (n=4), Recreation Services (n=3), and Ethical Conduct (n=5). There was a total of 60 items focusing on both knowledge and skills.

7.01.03 Assessment Results

KNR 398.30 Final Evaluation (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on their final evaluation. Findings indicate that student performance on both the TR and RM evaluations sufficiently met or exceeded the standard of 70% or better in all 5 semesters.

KNR 378.30 Recreation Management Entry Level Competency Assessment (Indirect Measure)

The data were collected over 5 semesters. Findings indicated that students' self-assessments tended to cluster around 4.0 on a 5.0 scale (5=Excellent and 4= Above Average) consistently over the assessment period.

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

The data were collected over 5 semesters. Findings indicated that students' self-assessments tended to cluster around 2 on a 3.0 scale. This finding was consistent with faculty expectations as the assessment was administered prior to the internship.

7.01.04 Use of Assessment Data for Continuous Program Improvement

KNR 398.30 Final Evaluation (Direct Measure)

The RPA faculty discussed the findings of the KNR 398.30 Final Evaluation which was measured over the course of 5 semesters at the 9/9/14 faculty meeting. There is missing data in spring 2013. From the faculty standpoint it appeared that student scores for both recreation management and therapeutic recreation indicated the presence of entry level knowledge, and that no changes were needed to the learning opportunities. Faculty did, however, recommend that the final evaluation used for recreation management student be reviewed and updated by the end of the Spring 2015 semester. A corresponding task has been added to the 2014-2019 RPA Strategic Plan. No changes were recommended to the TRIE instrument as it is still used by many therapeutic recreation / recreation therapy programs.

KNR 378.30 Recreation Management Entry Level Competency Assessment (Indirect Measure)

The RPA faculty discussed the findings of the Recreation Management Entry-Level Competency Assessment which was measured over the course of 5 semesters at the 9/9/14 faculty meeting. From the faculty standpoint it appeared that student scores indicated entry level knowledge such that no changes were needed to the learning opportunities, and that the instrument represented a quality measurement.

KNR 278 Therapeutic Recreation Entry Level Competency Assessment (Indirect Measure)

At the 9/9/14 faculty meeting it was concluded that the TR Entry Level Competency Assessment represents a quality measure and that it should be retained. It was recommended that, since it is now an online assessment, data should be readily available to whomever is in charge of online assessments. Originally the survey was to be completed by the student prior to the senior internship (in KNR 278), by the student at the completion of the senior internship, and by the intern supervisor at the end of the internship. It was also intended that a total score be tabulated rather than an average of the score. The goal was for students to score 70% of total possible points prior to the internship. It was anticipated that faculty would see increased scores on match pairs at the conclusion of the internship. There were problems in implementing the survey as planned because there were not always matched pairs. Also, the internship supervisor often had problems accessing Select Survey. Also because there were so many items, it was difficult to run the comparisons. Due to those difficulties only the student scores obtained in KNR 278 were usable. Given these findings, faculty recommended that the instrument be used as a readiness survey only and that the reported data be total points vs. averages.

7.01 Course Learning Outcome: Techniques and Processes

Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes used by professionals and workers in those industries.

7.01.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 398.30 On-line Discussions (Direct Measure)

During the 398.30 internship students respond to a series of discussion board topics which are posted on Reggienet by the instructor. Topics range from (but not limited to) employee orientation, customer service, supervisor management style, program/service evaluation, and budgeting to the agency's informal culture. The grading rubric for this assignment has 3 grading criteria: quality of response to weekly discussion questions, level of involvement reading peer posts, and quality/level of involvement responding to peer posts. The rating scale applied to each of these criteria is as follows: 0=no response, 1=very poor, 2=poor, 3=neutral, 4=good, and 5=very good. The total points possible per discussion is 15 points. Grades for online discussions are submitted for each student by the university internship supervisor.

KNR 378.30 Final Project Grade (Direct Measure of Recreation Management students only)

The final project for KNR 378.30 is one that is selected by the student with approval from the instructor. The project is to be a minimum of 20 hours of work per student. Students may work in groups if they choose. The project must be something that is applicable to the field and could be implemented. This final project was first implemented as a result of continuous program improvement discussions in Spring 2013.

7.01.03 Assessment Results

KNR 398.30 On-line Discussion (Direct Measure of all RPA students)

The interpretation of these data is based on 7 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Online Discussions. Findings indicate that student performance on the Online Discussions sufficiently met and exceeded the standard of 70% or better in all 7 semesters.

KNR 378.30 Final Project Grade (Direct Measure of Recreation Management students only)

As a result of discussions of Continuous Program Improvement after the Fall 2012 semester, this class was altered by replacing the final exam with a 20 hour final project whereby students applied their knowledge of techniques and processes in the field. Students demonstrate their abilities in a variety of ways based on the project idea they develop. The interpretation of these data is based on 3 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Final Project. Findings indicate that student performance on the Final Project sufficiently met and exceeded the standard of 70% or better in all 3 semesters. Faculty also felt that the Final Project represents a strong measure of students' knowledge of techniques and processes.

7.01.04 Use of Assessment Data for Continuous Program Improvement

KNR 398.30 On-line Discussion (Direct Measure of all RPA students)

On 9/9/14, the RPA faculty discussed the findings of the KNR 398.30 On-line Discussions as a Direct Measure of Knowledge of Techniques and Processes which were measured over 7 semesters. Missing data in fall 2012 occurred because the faculty member did not enter students' data. Faculty agreed that these findings from the on-line discussions suggest that students are successfully demonstrating entry level knowledge such that no changes are needed to either the learning opportunities or measurement.

KNR 378.30 Final Project Grade (Direct Measure of Recreation Management students only)

On 9/9/14, the RPA faculty discussed the merits of replacing the KNR 378.30 Final Exam with a Final Project as a Direct Measure of Techniques and Processes. Faculty agreed that the findings from the Final Project grades was a positive outcome for students because they were able to demonstrate their initiative, creativity, techniques and processes as they relate to foundational knowledge in the field. Faculty recommended that a comparable, parallel direct measure of techniques and processes be created for therapeutic recreation students. A corresponding task has been added to the 2014-2019 RPA Strategic Plan with a deadline of spring 2015.

7.01 Course Learning Outcome: Historical, Scientific, and Philosophical Foundations

Students graduating from the program shall demonstrate entry-level knowledge of the history, science, and philosophy of the profession.

7.01.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 170 Introduction to Leisure and Recreation – Online Foundations Quiz (Direct)

Students enrolled in KNR 170 take the 21-item on-line quiz measuring history, science, and philosophy foundations towards the end of the semester. The quiz was created by three RPA faculty members; two of whom regularly teach the class and one other member. The items were based on course materials, namely the corresponding book chapters which pertain to the foundational knowledge. The quiz is comprised of 7 items each measuring history, science, and philosophy foundations of the field for a total of 21 items. There is a mixture of true-false and multiple choice items. There are no open-ended items. The expectation is that students will achieve a minimum score of 70%.

KNR 170 Introduction to Leisure and Recreation – Final Course Grade (Direct)

The final grade earned in KNR 170 is a direct measure of overall student performance in the foundations of the profession. These measures include the following: two quizzes, 2 exams, a topic paper, issues/trends assignment, and in-class assignments.

7.01.03 Assessment Results

KNR 170 Introduction to Leisure and Recreation – Online Foundations Quiz (Direct)

Quiz data were collected and analyzed over a period of 5 semesters. The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Online Foundations Quiz. Findings indicate that student performance on this measure sufficiently met and exceeded the standard in all 5 semesters.

KNR 170 Introduction to Leisure and Recreation – Final Course Grade (Direct)

Final grade scores were collected and analyzed over a period of 5 semesters. The results show that in every semester more than 90% of the students who took the KNR 170 class earned a 70% or better in the class, suggesting that students demonstrated foundational knowledge of the history, science, and philosophy of the profession.

7.01.04 Use of Assessment Data for Continuous Program Improvement

KNR 170 Introduction to Leisure and Recreation – Online Foundations Quiz (Direct)

At the 9/9/14 faculty meeting, faculty discussed the findings of the KNR 170 Online Foundations Quiz grade as a direct measure of the historical, scientific, and philosophical foundations of the profession which were measured over 5 semesters. Faculty agreed that the findings from this measure indicate that students are successfully demonstrating their knowledge of the historical, scientific, and philosophical foundations of the profession to the extent that no changes are needed to either the learning opportunities or measurement.

KNR 170 Introduction to Leisure and Recreation – Final Course Grade (Direct)

The RPA faculty discussed the findings of the KNR 170 Final Course Grade as a direct measure of Program Design which were measured over 5 semesters at the 9/9/14 faculty meeting. Faculty agreed that the findings from the KNR 170 Final Course Grade indicate that students are successfully demonstrating their knowledge of the historical, scientific, and philosophical foundations of the profession to the extent that no changes are needed to either the learning opportunities or measurement.

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

7.02 Course Learning Outcome: Program Design

Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 171 Event Plan Grade (Direct Measure)

Students in KNR 171 complete an event plan for a 2-hour themed event of their choice. This event plan includes participant information, location details, equipment requirements, contingency planning, activity directions, introduction, transition, and conclusion scripts, and debrief questions. The event plan is evaluated using a rubric to assess each section of the event, as well as the overall flow of the event and the presentation of the event plan. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

KNR 271 Program Blueprint Grade (Direct Measure)

Students in KNR 271 complete a Program Blueprint for a 10 hour program of their choosing to be sponsored by an existing agency. This Program Blueprint includes the following sections: Program Title; Hypothetical Sponsoring Agency; Need for the Program; Program Goals and Objectives for Participants; Activity Plans; Management Plan - Flow Chart; Schedule; Agency Equipment and Supplies; Participant Equipment and Supplies List; Contractual Services; Budget; Human Resource Requirements; Contingency Plan; Marketing Plan; Risk Management Plan; Evaluation Plan and Disposition Decision; and References. Also, appendices for a Sample Activity Plan; Management Plan (Flow Chart); Schedule (or

Trip Itinerary); Proposed Break-even Budget; and Promotional Tool. The Blueprint is evaluated using a rubric to assess each section of the Blueprint template. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

7.02.03 Assessment Results

KNR 171 Event Plan Grade (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the event plan. Findings indicate that student performance on the event plan sufficiently met and exceeded the standard of 70% or better in all 5 semesters.

KNR 271 Program Blueprint Grade (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Blueprint. Findings indicate that student performance on the Blueprint sufficiently met and exceeded the standard of 70% or better in all 5 semesters.

7.02.04 Use of Assessment Data for Continuous Program Improvement

KNR 171 Event Plan Grade (Direct Measure)

The RPA faculty discussed the findings of the KNR 171 Event Plan Grade as a direct measure of Program Design which were measured over 5 semesters at the 9/9/14 faculty meeting. Faculty agreed that the findings from the KNR 171 Event Plan Grade indicate that students are successfully demonstrating an ability to design recreation and related experiences to the extent that no changes are needed to either the learning opportunities or measurement.

KNR 271 Program Blueprint Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 271 Program Blueprint Grade as a direct measure of Program Design which were measured over 5 semesters. Faculty agreed that the findings from the KNR 271 Program Blueprint Grade indicate that students are successfully demonstrating an ability to design recreation and related experiences to the extent that no changes are needed to either the learning opportunities or measurement. In response to previous discussions, an updated blueprint grading rubric replaced the previous rubric beginning fall 2014. The updated rubric provides students with explicit descriptors for the headings: below average, average, above average, and exceeds expectations.

7.02 Course Learning Outcome: Program Implementation

Students graduating from the program shall demonstrate the ability to implement recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 171 30-minute Themed Event Grade (Direct Measure)

Students in KNR 171 implement to their peers, in groups of 4-5 students, a 30-minute themed event of their choice. This event must include an introduction, multiple activities, appropriate transitions, and proper conclusion activities. Further, the event must be appropriate for the audience, follow a theme, and reflect proper sequencing and time management. The event is evaluated using a rubric to assess, via instructor observation, each section of the event, as well as other items such as appropriateness for audience, engagement, risk management, equipment preparedness, setting the tone, leader organization and skill, group management, and effective delivery technique. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

NOTE: The following two measures are intended to present measures that represent parallel assessments within the two sequences in the RPA program: Therapeutic Recreation and Recreation Management. The RPA faculty believe that these two measures together demonstrate the program implementation experience of our students in their upper-level, sequence-specific courses.

KNR 253 Technique Session Grade Average – Therapeutic Recreation Sequence (Direct Measure)

In KNR 253, students plan, implement, and evaluate two Therapeutic Recreation technique sessions with peers in the class. The lab leaders are expected to relate the lab content and activities to specific population groups. Leaders must state how the activities can apply to therapeutic recreation or disabilities. The score reported is the average of the two sessions for a possible 50 points. The Lab Evaluation Summary includes 3 sections: knowledge and preparation (5 points each), session (introduction, implementation, transitions, process/debriefing, conclusion, evaluation – each with 5 points), and the write up (worth 10 points).

KNR 374 Program Experience Grade – Recreation Management Sequence (Direct Measure)

Students in KNR 374 carry out one 2-hour recreation program or event for a specific captive audience based on the Program Development Cycle in groups of three students. They conduct a needs assessment, write goals/objectives, create an activity plan, promote the program, implement the plan, evaluate it, and make a disposition decision. The event is evaluated using triangulation from three perspectives (participant evaluation, supervisor evaluation, and student leader self-evaluations) and multiple methods (open-ended items, closed-ended items, observations). The grading rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other RPA faculty in the program.

7.02.03 Assessment Results

KNR 171 30-Minute Themed Event Grade (Direct Measure)

The interpretation of these data is based on grades earned on the 30 minute themed event. Data were collected over 5 semesters. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the event plan. Findings indicate that student performance on the 30-Minute Themed Event sufficiently met and exceeded the standard of 70% or better in each semester of data collection.

KNR 374 Program Experience Grade – Recreation Management Sequence (Direct Measure)

The interpretation of these data is based on 4 semesters of data. One semester of data for the assessment period is missing. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Program Experience. Findings indicate that student performance on the Program Experience sufficiently met and exceeded the standard of 70% or better in all 4 semesters.

KNR 253 Technique Session Grade Average – Therapeutic Recreation Sequence (Direct Measure)

As this course is only offered every fall, the interpretation of these data is based on 3 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Technique Sessions. Findings indicate that student performance on the Technique Sessions sufficiently met and exceeded the standard of 70% or better in all 3 semesters.

7.02.04 Use of Assessment Data for Continuous Program Improvement

KNR 171 30-Minute Themed Event Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 171 Event Plan Grade as a direct measure of Program Design which was measured over 5 semesters. Faculty agreed that the findings from the KNR 171 Event Plan Grade indicate that students are successfully demonstrating an ability to design recreation and related experiences to the extent that no changes are needed to either the learning opportunities or measurement.

KNR 374 Program Experience Grade – Recreation Management Sequence (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 374 Program Experience Grade as a direct measure of Program Implementation which were measured over 3 semesters. Faculty agreed that the findings from the Program Experience Grade indicate that Recreation Management students are successfully demonstrating an ability to implement recreation and related experiences to the extent that no changes are needed to either the learning opportunities or measurement.

KNR 253 Technique Session Grade Average – Therapeutic Recreation Sequence (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 253 Technique Session Grade Average as a direct measure of Program Implementation, was were measured over 3 semesters. Faculty agreed that the findings from the Technique Session Grade Average indicate that Therapeutic Recreation students are successfully demonstrating an ability to implement therapeutic interventions to the extent that no changes are needed to either the learning opportunities or instrument.

7.02 Course Learning Outcome: Evaluation

Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 376 Data Analysis Assignment Grade (Direct Measure)

Students in KNR 376 work with a maximum of three other students as an Evaluation Team or individually to evaluate an actual recreation program in the local area, communicating with a local agency to secure a program or event to use for this evaluation project. A complete evaluation project is developed and carried out over the semester, including developing a survey based on the key criteria of a specific program, collecting the data, entering the data in Microsoft Excel, analyzing the data in Excel, and preparing an evaluation report which will outline the complete evaluation project in detail. The assignment is evaluated using a rubric to assess performance on each scenario based on the accuracy/presence of means and standard deviations, chart creation, conclusion appropriateness, and recommendation appropriateness. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

KNR 376 Agency Evaluation Project Grade (Direct Measure)

Students in KNR 376 complete an assignment that simulates data collection, data entry, data analysis, and interpretation in the form of conclusions and recommendations. This assignment has students use Microsoft Excel to calculate the appropriate measures of central tendency and variability for four recreation-related evaluation scenarios, then make conclusions and recommendations based on the findings. The assignment is evaluated using a rubric to assess performance on each portion of the evaluation report (Cover, Table of Contents, Acknowledgements, Executive summary, Introduction, Evaluation methods, Results, and Conclusions/recommendations), as well as other items related to adherence to deadlines, overall quality of the project and successful communication with the host agency. This rubric was created and modified over time by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

7.02.03 Assessment Results

KNR 376 Data Analysis Assignment Grade (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Data Analysis Assignment. Findings indicate that student performance on the Data Analysis Assignment sufficiently met and exceeded the standard of 70% or better in all 5 semesters.

KNR 376 Agency Evaluation Project Grade (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Agency Evaluation Project Grade. Findings indicate that student performance on the Agency Evaluation Project Grade sufficiently met and exceeded the standard of 70% or better in all 5 semesters.

7.02.04 Use of Assessment Data for Continuous Program Improvement

KNR 376 Data Analysis Assignment Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 376 Data Analysis Assignment Grade as a direct measure of Program Evaluation, which was measured over 5 semesters. Faculty agreed that the findings from the KNR 376 Data Analysis Assignment Grade indicate that students are successfully demonstrating the learning outcome of evaluating recreation and related professional service offerings and to use evaluation data to improve the quality of offerings to the extent that no changes are needed to either the learning opportunities or measurement.

KNR 376 Agency Evaluation Project Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 376 Agency Evaluation Project Grade as a direct measure of Program Evaluation, which was measured over 5 semesters. Faculty agreed that the findings from the KNR 376 Agency Evaluation Project Grade indicate that students are successfully demonstrating the learning

outcome of evaluating recreation and related professional service offerings and to use evaluation data to improve the quality of offerings to the extent that no changes are needed to either the learning opportunities or measurement.

7.02 Course Learning Outcome: Diversity

Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 270 Service Learning Reflection Grade (Direct Measure)

Students in KNR 270 complete a service learning experience and then complete a reflection paper. Each student spends 10 hours directly interacting with people who have disabilities in a recreation setting. At the completion of the experience, the student writes a reflection paper with implications for recreation services. This reflection paper must address a description of participants (e.g., type of disabilities, ages, behaviors, strengths, where help was needed), description of activities, highlights of experience, hardest part of experience, what they learned about themselves and people with disabilities, what they would need to do to include one of their participants in an inclusive/community recreation program (e.g., accommodations, modifications, assistive technology, accessibility, partial participation, etc.), and why it is important for someone in RPA to be involved in the service learning project. The reflection paper is evaluated using a rubric which was created and modified over time by the faculty members teaching the course based on their knowledge of the topic. Over time the rubric was vetted by the other faculty members in the program.

KNR 378.30 Diversity Project Grade (Direct Measure)

Each semester the student in KNR 378.30 develop a diversity project that requires them to investigate many different aspects of diversity including race, gender, religion, culture, income, etc. Given that this class is run as a largely student directed seminar, the project has a tendency to change each semester to match the trends and issues important at the time. As a result, please see below for the descriptions of the project for each semester in the assessment period. Regardless of the format, the project is intended to expose students to various dimensions of diversity. The diversity is evaluated differently each semester, to match the requirements of the project at the time. The evaluation method is created by the faculty members teaching the course based on their knowledge of the topic and was vetted by the other faculty members in the program.

- Spring 2013 project description: As a class students developed a resource webpage that could be used by practitioners in the field. Students were assigned to 1 of 4 groups that did the following: a) find instruments agencies can use to assess their own competencies as an agency, b) find cultural competence assessments for individuals, c) find cultural competency/diversity training activities for staff (2 groups), and d) find links that will help educate staff on gender, race, sexual orientation, culture & ethnicity, and religion (2 groups). This project was made public to parks and recreation users so students continued to refine their assignment until it was of high enough quality to release to practitioners.
- Fall 2013 project description: Students were required to complete a "Diversity Portfolio" that included several activities to expose them to different dimensions of diversity. This included: 2 project Implicit quizzes with a reflection on the results; an investigation on the definition of family and associated policies; quiz on readings associated with religion; completion of a quiz on general diversity; case study on LGBT populations.
- Spring 2014 project description: Students were required to complete a "Diversity Portfolio" that included several activities to expose them to different dimensions of diversity. This included: a diverse cities activity, a diversity quiz, and a culture activity.

7.02.03 Assessment Results

KNR 270 Service Learning Reflection Grade (Direct Measure)

The interpretation of these data is based on 4 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Reflection. Findings indicate that student performance on the Reflection sufficiently met and exceeded the standard of 70% or better in all but one section during the 4 semesters. Given that one section fell less than 1% short of the standard, the measurement will be closely monitored for the next assessment period.

KNR 378.30 Diversity Project Grade (Direct Measure)

The interpretation of these data is based on 3 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the Diversity Project. Findings indicate that student performance on the Diversity Project sufficiently met and exceeded the standard of 70% or better in all 3 semesters.

7.02.04 Use of Assessment Data for Continuous Program Improvement

KNR 270 Service Learning Reflection Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 270 Service Learning Reflection Grade as a direct measure of Diversity, which was measured over 4 semesters. Faculty agreed that the findings from the Service Learning Reflection Grade indicate that students are successfully demonstrating an ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts to the extent that no changes are needed to either the learning opportunities or measurement; however, given that one section fell less than 1% short of the standard, the measurement will be closely monitored for the next assessment period.

KNR 378.30 Diversity Project Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 378.30 Diversity Project Grade (Direct Measure) as a direct measure of Diversity, which was measured over 3 semesters. Faculty agreed that the findings from the Diversity Project Grade (Direct Measure) did not convincingly indicate that students are successfully demonstrating an ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts. The RPA faculty feels students have sufficient opportunity to learn about diversity in the RPA program, but that the inconsistent formats of the diversity project from semester to semester may not be a quality measure of students' achievement with regard to the course learning outcome of diversity. Additionally, the Diversity Project is currently only being completed by students in our Recreation Management Sequence. As a result, the faculty proposed that alternative quality measures to assess this learning outcome and capture data from both recreation management and therapeutic recreation students (i.e. a diversity competency scale) be investigated and implemented for the next assessment period. A corresponding task has been added to the 2014-2019 RPA Strategic Plan with a deadline of fall 2015.

7.03 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.

7.03.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 370 Administration of Leisure Services Budget Assignment Grade (Direct Measure)

The budget assignment is an individual assignment whereby a line item budget is created for a program area based on a group of programs within the department. Before this can be done, individual line item budgets for each program must be developed. Organization for this project are either a public parks and recreation department (or park district/recreation district), not-for-profit leisure service organization, or a commercial recreation agency. Students will also demonstrate how a budget can be modified by cutting their expenses by 10% while still allowing for some profit. The budget assignment is graded on a 100 point scale. Budget format, staffing, supplies, vendors, equipment, marketing, other expenses, registration numbers, and registration fee are all worth 5 points each for a total of 45 points. Use of embedded formulas is worth 5 points, Excel tabs are with 5 points, and the cover page is worth 10 points. Finally, the ability to demonstrate how to make 10% cuts is worth 10 points and the justification for those costs is worth 10 points. See the grading form in the Course Information folders under KNR 370.

KNR 370 Administration of Leisure Services Marketing Plan Grade (Direct Measure)

The market plan is a group assignment whereby each team is responsible for developing a modified marketing plan for one large scale special event where considerable marketing efforts would be involved. The following items should be included, in this order: Executive summary, product, market, place, price, and promotions. Additionally, teams will include 4 appendices (news release, a billboard with a QR code to web page, a newspaper advertisement with a QR code to a webpage, and a webpage. The accompanying rubric for the plan consists of 150 points which is broken down into several sections which correspond to the descriptions above. This form was originally developed by the faculty who have delivered this class over the past 10 years. The market plan is also presented to the class as if the team were trying to sell the event to their supervisor or sponsor/investor. The rubric for the presentation grade is worth 25 points and consists of 4 parts: attire, benefits and target market, competitive differentiation, and promotional tactics. The presentation grading rubric was originally developed by the faculty who have taught this class over the past 10 years.

KNR 380 Administration of Human Resources in Leisure Services Human Resources Project Grade (Direct Measure)

The objective of the human resources project is to simulate management and human resources processes from beginning to end. There are three sections to the project: Organizational development (20 points), personnel process (35 points), and on the job (20 points). Note that the assignment description indicates that the project may be completed

either as a group or individual, however, the rubric presented is designed for group projects. The grading rubric also includes a section on appearance / organization (15 points), and group participation (10 points).

7.03.03 Assessment Results

KNR 370 Administration of Leisure Services Budget Assignment Grade (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the assignment. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all 5 semesters.

KNR 370 Administration of Leisure Services Marketing Plan Grade (Direct Measure)

The interpretation of these data is based on 5 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the assignment. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all but one section of the fall 2012 semester.

KNR 380 Administration of Human Resources in Leisure Services Human Resources Project Grade (Direct Measure)

The interpretation of these data is based on 4 semesters of data instead of 5 due to a data entry error. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the assignment. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all 4 semesters.

7.03.04 Use of Assessment Data for Continuous Program Improvement

KNR 370 Administration of Leisure Services Budget Assignment Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 370 Budget Assignment which was measured over the course of 5 semesters. It was determined that students were able to demonstrate entry level knowledge sufficiently such that no changes were needed to the learning opportunities and that the instrument represents a quality measurement.

KNR 370 Administration of Leisure Services Marketing Plan Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 370 Marketing Plan which was measured over the course of 5 semesters. It was determined that students were able to demonstrate entry level knowledge sufficiently such that no changes were needed to the learning opportunities and that the instrument represents a quality measurement.

KNR 380 Administration of Human Resources in Leisure Services Human Resources Project Grade (Direct Measure)

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 380 Human Resources Project which was measured over the course of 4 semesters. It was determined that students were able to demonstrate entry level knowledge sufficiently such that no changes were needed to the learning opportunities and that the instrument represents a quality measurement.

7.04 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 of park, recreation, tourism, or related organizations.

7.04.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness

KNR 398.30 Professional Practice Culminating Project Grade as a Direct Measure

One measure of the potential to succeed as professionals at the supervisory or higher levels of park, recreation, tourism or related organizations is through the senior internship grades on the culminating project. It is expected that students will earn 35/50 points (70%) or higher. The culminating project is a project that is done above and beyond the day-to-day work experience and is developed in conjunction with the agency supervisor. A proposal must be submitted and approved by both the agency and university supervisor. The grading rubric for the project is worth 50 points. There are 5 sections to the project: Introduction (5 points), Project Organization (5 points), Practicum project (35 points) and Professionalism (5 points). The rubric has been used in this course for many years and was developed by the faculty.

KNR 398.30 Final Evaluation (Direct Measure)

Another measure of the potential to succeed as professionals at the supervisory or higher levels of park, recreation, tourism or related organizations is through the final evaluation by the supervisor during the senior internship. Please note that there are separate evaluation forms, one for supervisors of recreation management students and one for supervisors of therapeutic recreation students. Both forms are based on a 300 point scale. It is expected that students will receive a score of 210/300 (70%) or higher. The score on the recreation management evaluation instrument is the agency internship supervisor's overall estimate of the student's ability and professional promise at the close of their 12 week internship. Supervisors rate students on 33 different items based on a 4 point scale where 4=meets expectations, 3=meets minimal expectations, 2=needs improvement, and 1=unacceptable. The origin of this form is not known, however it has been in use for many years in the Recreation and Park Administration program.

The score on the therapeutic recreation evaluation instrument is based on the Therapeutic Recreation Intern Evaluation (TRIE) instrument. The TRIE is a user friendly intern evaluation instrument. The evaluation criteria are based off the ATRA Standards for the Practice of Therapeutic Recreation. The supervisor rates the intern on each item using a five-point rating scale: (1) Consistently does not meet expectations, (2) Needs improvement in meeting expectations, (3) Meets expectations, (4) Frequently exceeds expectations, and (5) Consistently exceeds expectations. The supervisor will place an X in each appropriate column to rate the intern on each item. To score, the number of X's are added in each column and is then multiplied by the value of that column: 1, 2, 3, 4 or 5. The total score is found by adding the sums of all three columns.

7.04.03 Assessment Results

KNR 398.30 Professional Practice Culminating Project Grade as a Direct Measure

The interpretation of these data is based on 7 semesters of data. The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on the assignment. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all 7 semesters.

KNR 398.30 Final Evaluation as a Direct Measure

The interpretation of these data is based on 5 semesters of data). The performance standard for this measure, agreed upon by the faculty, is that 80% of students will score 70% or better on their final evaluation. Findings indicate that student performance on this evaluation sufficiently met or exceeded the standard of 70% or better in all 5 semesters.

7.04.04 Use of Assessment Data for Continuous Program Improvement

KNR 398.30 Culminating Project Grade as a Direct Measure of Potential to Succeed as Professionals at Supervisory or Higher Levels of Park, Recreation, Tourism, or Related Organizations

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 398.30 Culminating Project which was measured over the course of 7 semesters. Data are missing from spring 2013. From the faculty standpoint it appeared that student scores indicated the potential to succeed as professionals in supervisory or higher levels of park, recreation, tourism, or related organizations such that no changes are needed to the learning opportunities and that the instrument represents a quality measurement.

KNR 398.30 Final Evaluation Grades as a Direct Measure of Potential to Succeed as Professionals at Supervisory or Higher Levels of Park, Recreation, Tourism, or Related Organizations

At the 9/9/14 faculty meeting, the RPA faculty discussed the findings of the KNR 398.30 Final Evaluation which was measured over the course of 5 semesters. Recreation management data are missing from spring 2013. The faculty noted that the TRIE final scores differ from the 300 point evaluation used by recreation management, therefore a code was created to convert the scores to 300 points. From the faculty standpoint it appeared that the student scores presented indicated the potential to succeed as professionals in supervisory or higher levels of park, recreation, tourism, or related organizations such that no changes are needed to the learning opportunities and that the instrument represents a quality measurement.