



Parks and Recreation Management - B.S.

WCU's Parks and Recreation Management (PRM) Program prepares students for professions in the leisure service, recreation, outdoor, and tourism industries, as well as with land agencies such as the National Parks and U.S. Forest Service. Students in the program earn a Bachelor of Science (B.S.) degree in Parks and Recreation Management.

Cycles included in this report:
Aug 1, 2021 to Jul 31, 2022

Program Name: Parks and Recreation Management - B.S.

Reporting Cycle: Aug 1, 2021 to Jul 31, 2022

Student Learning Outcome (SLO) SLO 1 Discipline Specific Knowledge

Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. [2021-22]

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

Follow-up on Previous Improvement Actions for this SLO

The PRM program is accredited by the Council of Accreditation on Parks, Recreation, Tourism, and Related Professions. Because of this accreditation, we assess every SLO once a year. We intentionally measure SLOs at the “introduction,” “practice,” and “mastery” levels. We noticed, in particular with this SLO, 7.01.01, that there was an issue at the “mastery” level particularly around student’s ability to express the mastery of PRM content in a clear written argument. Therefore, we chose to focus on this assignment (the senior seminar research paper) as evidence of this SLO and as something we believe needed improvement.

We last assessed this outcome in PRM 495: Senior Seminar during the Fall 2021 semester and identified a series of changes necessary. Our greatest concern was the quality of senior-level student writing. Students struggled to write coherent papers with substantiated arguments. Thus, we proposed the following changes to address this problems: 1) the addition of a writing text and assigned readings and discussions from that text focused specifically on writing; and 2) better course integration with the campus Writing Center.

Zinser’s *On Writing Well* has since been added as a required text, and numerous presentations from Strunk & White’s *Elements of Style* are woven through the semester’s classes. Additionally, students are now asked to include a Written Work Pre-Submission Checklist, which includes confirmation that they’ve : examined previous paper feedback; taken their assignment to the campus Writing Center for comment; integrated the feedback from the Writing Center into the present assignment; scanned their paper for grammar and spelling mistakes; and finally read their paper aloud before submitting. The checklist can be viewed below.

Written Work Pre-Submission Checklist

Check
Mark (X)

Criteria

I have looked at Paul’s previous comments, cross-referenced the codes, and sought to improve in these areas within this current assignment.

I confirm that I took this paper to the writing center, and revised it in light of what I learned *before* submitting it here.

After making my post-WALC revisions, I read my paper aloud and addressed problems or concerns I found.

I have scanned my paper for words underlined in red or blue and confirmed they are accurate.

Just before submitting, I proof read my paper one last time.

Data Collection Process: When, Where, Why, and Who

Response:

The original assessment (where we identified this problem) occurred in Fall of 2021 in PRM 495: Senior Seminar. We then applied the suggested improvements (see above) and assessed the student scores on the final senior seminar paper again in Spring 2022 using the same rubric from 2021. The students in PRM 495 are all seniors. In Fall 2021 there were 9 students. In Spring 2022 there were 29 students.

Why it was chosen:

The PRM program is accredited by the Council of Accreditation on Parks, Recreation, Tourism, and Related Professions. Because of this accreditation, we assess every SLO once a year. We intentionally measure SLOs at the “introduction,” “practice,” and “mastery” levels. We noticed, in particular with this SLO, 7.01.01, that there was an issue at the “mastery” level particularly around student’s ability to express the mastery of PRM content in a *clear written argument*. Therefore, we chose to focus on this assignment (the senior seminar research paper) as evidence of this SLO and as something we believe needed improvement.

Assessment Method: How and Why

The Senior Seminar Paper is assessed using a rubric (see below). This assessment method is used because it offers clear guidance to students regarding content in each section of the paper and clearly outlines the writing expectations.

Senior Seminar Rubric

Category	Scoring Criteria	Comments
Cover Page & TOC	Paper includes an APA formatted cover page with page number, header, title of paper, each student’s name, instructor names, name and number of the course, and the date assignment is due. Paper includes an APA formatted table of contents	
Abstract	Paper includes an APA formatted abstract including the following elements: motivation, purpose, methods or approach, major findings, main conclusions and recommendations. The students introduce the issue they will be examining, and provide a brief rationale for their choice.	
Introduction	Introduction is attention-getting and information is presented in a clear and logical sequence. The introduction establishes a logical framework for the rest of the paper. Purpose and thesis statements are well-written and provide a clear and specific outline of the rest of the paper.	
Background Information (Literature Review)	Shares with the reader a history or a timeline of the topic, as well as the results of other studies or major works that are closely related to the project being proposed. Provides a framework for establishing the importance of the project. Relates the study to the larger, on-going dialogue in the literature about a topic – presenting major terms, definitions, concepts, and theories. The Pro Argument (all three of the argument points...pro thesis statement) is outlined clearly at the beginning of the section, setting the stage for the arguments that will be presented. Argument Point #1: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. (Note: Student must reference at least three different articles, at least one for each analysis point). Argument Point #2: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and	

Pro Argument (Body) thoroughly discussed and provide support for the argument made in the thesis statement.

Argument Point #3: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement.

Score**Total Points****100****Target Expectation & Rubric/Scoring Criteria**

70% of student work will meet or exceed expectations (75% or higher) for this measure.

From Fall 2021, here are the results:

Level of Expectation	Thresholds for Levels
Exceeds Expectations	<i>11% scored 90% or above</i>
Meets Expectations	<i>56% scored 75% or above</i>
Below Expectations	<i>44% scored 75% or below</i>

From Spring 2022, here are the results:

Level of Expectation	Thresholds for Levels
Exceeds Expectations	<i>57% scored 90% or above</i>
Meets Expectations	<i>100% scored 75% or above</i>
Below Expectations	<i>0% scored 75% or below</i>

thesis statement. **(Note: Student must reference at least three different articles, at least one for each analysis point).**

**Pro
Argument
(Body)**

Argument Point #2: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement.

Argument Point #3: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement.

The Con Argument (all three of the argument points...con thesis statement) is outlined clearly at the beginning of the section, setting the stage for the arguments that will be presented.

Argument Point #1: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. **(Note: Student must reference at least three different articles, at least one for each analysis point).**

**Con
Argument
(Body)**

Argument Point #2: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement.

Argument Point #3: The student chooses a specific argument that supports their thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement.

Provides a concise and interesting summary of the ideas discussed in the paper (without simply regurgitating). Two or three of the most important concepts, notions, or facts that support your arguments: What do you want to the reader to leave with?

Conclusion

Students clearly and convincingly draw parallels between the research presented in the above section and the implications of that research for the PRM field. Students address the following questions: What does your research mean? What are the multiple implications of the new knowledge you have created? What are the societal, "real world" impacts, as related to PRM in particular?

*Your opinion/personal voice OK here

Paper is written in first-person active or third-person active voice. Paper does not contain any 2nd person "you" voice or any passive voice. Note: Each instance of 2nd person voice will cost one point up to three.

**Spelling
and
Grammar**

The writing is essentially error-free in terms of spelling and grammar. Employs words with fluency, develops concise standard English sentences, and balances a variety of sentence structures effectively. (0-5 total errors for full points)

The paper contains well-written transition sentences between paragraphs and sections in order for the paper and ideas to flow nicely.

Paper includes headings and subheadings as appropriate to guide the reader through each section.

References and Formatting Paper contains at least **10** references. All are properly cited following APA style **both** within the text and in the reference list. Only **2** of the reference are online sources such as websites. The rest are scholarly peer-reviewed sources.

Paper is written in 12-point Times New Roman font and is double-spaced. Paper includes proper APA running head.

Score **Total Points** **100**

Assessment Results & Analysis of Data

70% of student work will meet or exceed expectations (75% or higher) for this measure.

From Fall 2021, here are the results:

Level of Expectation	Thresholds for Levels
Exceeds Expectations	11% scored 90% or above
Meets Expectations	56% scored 75% or above
Below Expectations	44% scored 75% or below

From Spring 2022, here are the results:

Level of Expectation	Thresholds for Levels
Exceeds Expectations	57% scored 90% or above
Meets Expectations	100% scored 75% or above
Below Expectations	0% scored 75% or below

All students, 29 of 29, in Spring 2022 PRM 495 achieved a Final Research Paper grade of 75% or higher. This exceeds our target goal of 70% by 30%. When compared with the previous data of Fall 2021, which had a 56% rate of students who met our goal of 75% or higher, we now have 100% meeting that goal.

The analysis suggests that our intervention has been very successful. We have created far more accountability to the writing refinement process, and much of this responsibility has been placed upon the students. Anecdotally, we've seen more confidence within the students too.

Additional Information

Recommendations for Continuous Improvement

Given the degree of success we've experienced, we'd like to continue with the changes we've made. We'll continue to keep data on students' progress to determine if we had an abnormally strong cohort in Spring 2022.

Faculty and Stakeholder Involvement in Assessment

PRM meets annually with a PRM Advisory Board. The board routinely identifies our program's need to strengthen student writing. These changes were an effort to address the board's concern.

Dr. Paul Stonehouse currently teaches PRM 495. He wrote to several colleagues in English, including a former graduate student of the OWL Purdue Writing Center, to enquire about a writing text. While several texts were recommended, all parties consulted agreed that Zinsser's *On Writing Well* was a solid choice. This recommendation has proved true, as students are responding well to the text and seems to be faithfully reading it.

Paul also arranged to meet with WCU's Writing Center director, Mattie Davenport. Although Mattie and Paul explored assigning writing center graduate students directly to the course, the scaffolded nature and quick assignment turnaround times, made this solution untenable. Instead, Mattie suggested that the students consult the syllabus schedule and make a semester's worth of appointments with the Writing Center near the beginning of the semester. Then, assignment by

assignment, students took their work to the writing center, worked through each assignment with a writing tutor, and then refined the assignment based on the feedback they received, before submitting the assignment to Canvas.

All Programs: Assessment Plans

See attachment for mapping of next 5 years (see "CIR" in table for which assignment and which SLO we will measure).

Files:

CIR Planning 2021-2026

All Programs: Curriculum Maps

Files:

01-PRM Curriculum Map Program-Intro-Mastery SLOs

02-PRM Course SLOs mapped to Program SLOS

03-COAPRT Standards Assessment F2020

Curriculum Map BS PRM 2021

CIR Feedback (To be completed by the Office of Institutional Assessment)

Files:

Parks and Recreation Management BS_CIR FEEDBACK

End of report