



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, 2022 to Jul 31, 2023

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

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instructor was able to meet with that person and give them a full overview and understanding of the assignment. All students then met with the same person in the writing center during the revision process and could receive clear, direct, and consistent feedback and coaching.

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

The original assessment (where we identified this problem) occurred in Fall of 2021 in PRM 495: Senior Seminar. We 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. This year (fall 2022 and Spring 2023), we made the following change: students will all have a 1-on-1 meeting to review their papers with the **same** Writing Center staff member. We used the same rubric (for consistency) to measure student scores in Fall 2022 and Spring 2023. The students in PRM 495 are all seniors. In Fall 2022 there were 19 students. In Spring 2023 there were 16 students.

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 *aclear 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. This was our focus during last year’s CIR and we would like to measure again this year to see if having a consistent staff member at the Writing Center made any improvements. We still see student writing as lacking and want to keep working to improve this.

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. We also have kept the rubric the same this year so that we could easily compare results with last year’s scores to determine if our improvement intervention (all students see same staff at Writing Center) worked.

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).**

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.

Conclusion

**Spelling
and**

than in past semesters. The addition of a PRM 495-WALC specific tutor appears to have made some difference in Spring 2023 as the averages were still higher than in previous semesters. With that said, students still complain that the WALC tutor does not seem to know much about the PRM discipline.

Looking at the comparative data, the total number of PRM 495 students for the Fall 2022-Spring 2023 academic year was 34. We are encouraged to see 83% of the students achieving a 90% or above. Similarly, only 3% are registering below 75%.

Analysis: Provide an analysis of the findings/results. What do the results imply about learning of this SLO topic in the program? If findings differ from what was expected, what might have contributed to the results? If data from previous assessments is available, compare the findings from this assessment to past assessments of this measure and explain differences.

We are pleased to see such improvement in this assignment. The quality of student papers has rather significantly increased, and students appear to be increasingly confident in their writing ability. Further developments are in process and we hope to see these steady improvements continue.

Additional Information

N/A

Recommendations for Continuous Improvement

Given the degree of success we've experienced, we'd like to continue with the changes we've made. Additionally, we would like to add a graduate EOE GA to the course (for fall 2023 and spring 2024) to work 10 hours a week with Dr. Stonehouse on mentoring students through the writing process. The GA will be able to provide detailed feedback on student writing and act almost as a "committee member" sharing another perspective and encouraging the student to grow in their thinking and writing.

Faculty and Stakeholder Involvement in Assessment

The PRM faculty team meets weekly, and all faculty are directly involved in decisions surrounding assessment (which SLO to assess, and which course/assignment to use as the measurement). Additionally, 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. For this course and this assignment, Dr. Paul Stonehouse was the lead faculty member in charge of creating and implementing the assignment.

Student Learning Outcome (SLO) SLO 2 Diversity/Cultural Awareness

Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. [2021-22; 2020-21]

Follow-up on Previous Improvement Actions for this SLO

This outcome has not yet been assessed in this 5 year cycle.

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

When and where did the assessment occur? For example – the semester/year of the assessment, the course name and number, etc.

We will be using the "Group Project Presentation" assignment in PRM 270: Leadership and Group Dynamics. This course is offered every year in the fall and spring.

Why were these particular courses or assignments chosen for the assessment?

PRM 270 is a core course, so all majors take this course, usually in the first year of the program. For each of the COAPRT SLOs, the accrediting body asks us to track them at levels of "introduction" "practice" and "mastery." In this course, students are introduced to the content in the SLO at the beginning of the course and are also given an opportunity to engage with the content at the level of "practice." This assignment in particular is the final assignment for the course. Students have had practice with group facilitating early in the course (introduction) and then they scaffold their work

towards this final “group project presentation” where they facilitate a larger-scale activity for a group of participants and evaluate their work. We map the assignments to course-level SLOs which then map to program-level SLOs. The course SLO that this assignment evaluates is: Practice, apply, and evaluate leadership and facilitation skills in a variety of small and large group settings (7.02).? As a quick overview, the assignment requires students to design, implement, and evaluate a group activity (game, lesson, team building initiative, etc.). They must design it for a particular human developmental stage (e.g., middle schoolers or elderly adults), choose an appropriate activity to facilitate, rehearse and facilitate the activity for a group of 25 peers, and then evaluate their facilitation skills and the success of their activity in meeting the designated outcomes.

Who was included in assessment? Please list the total number of students being assessed, was included in assr of

1.

1.

1.

1.

1.

1.

1. **PEER EVALUATIONS. (50 Points)?**

?

1. **Positive feedback related to the activity appropriateness, facilitation, clarity, content, creativity, presentation quality, etc. Use individual names as much as possible.??**

?

?

?

1. **Constructive feedback related to the activity appropriateness, facilitation, clarity, content, creativity, presentation quality, etc. Use individual names as much as possible.? *What would you change to improve the experience???***

?

?

?

1. **Give the facilitators a score based on their facilitation skills:? _____?**

Exceptional 100%?

Well done, 1-2 areas for growth 90%?

Good, 2-3 areas for growth 80%?

Average, 4-5 areas for growth 70%?

Below Average, many modifications needed 60%?

Unbearable, 50% and below??

Assessment Results & Analysis of Data

89% of students scored 80% or above on the group project presentation (25/28) (Fall 2022)

Fall 2022 Results (*n* = 28)

Level of Expectation Thresholds for Levels

Exceeds Expectations *46% scored 90% or above*

Meets Expectations *43% scored 80-89%*

Below Expectations *11% scored 79% or below*

96% of students scored an 80% or above on the group project presentation (30/31) (Spring 2023)

From Spring 2023 Results (*n* = 31)

Level of Expectation Thresholds for Levels

Exceeds Expectations *61% scored 90% or above*

Meets Expectations *35% scored 80-89%*

Below Expectations *4% scored 79% or below*

*The baseline was that 75% of students would score 80% or above, so this exceeds the baseline.

Additional Information

N/A

Recommendations for Continuous Improvement

We made a change between the fall and the spring semesters last year in order to improve student scores.

For the spring semester, the instructor made smaller project groups. This allowed for better individual assessment of facilitation and leadership skills. Additionally, the instructor required students to conduct two mini-facilitation experiences before the group project. The instructor focused on taking more time in class discussion to debrief each experience and provide critical feedback. We believe that these changes contributed to the success in the spring semester. We would like to continue to measure this assignment for one more cycle to see if these improvements in scores hold steady.

Faculty and Stakeholder Involvement in Assessment

First, the PRM faculty team has weekly faculty meetings and are in continuous communication regarding assessment and program improvement. We decided as a team which SLOs to assess this year and which assignments to use to assess them. Rebekah Henderson was the lead faculty

instructor for PRM 270, so she played the lead role in designing, implementing, and evaluating the “group project assignment” assessment tool.

Additionally, we want to note that at our advisory board meeting this year. We received feedback that one of the number one things members of the board are looking for when hiring our graduates are “soft skills” such as “people skills” like being able to work with groups successfully and provide great customer service. This assignment directly builds students' abilities to facilitate group activities and work well in groups.

All Programs: Assessment Plans

Files:

CIR Planning 2021-2027 - Copy

All Programs: Curriculum Maps

PRM Curriculum Map	Core PRM Courses	Core PRM Courses	Core PRM Courses
PRM- Program Level Student Learning Outcomes	Introduction	Practicing	Mastery
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	PRM 250	PRM 254	PRM 430, 495
7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: b) techniques and processes used by professionals and workers in these industries	PRM 250, 270	PRM 254	PRM 430
7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: c) the foundation of the profession in history, science and philosophy.	PRM 250, 270	PRM 254	PRM 430
7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	PRM 250, 254, 270	PRM 275, 361	PRM 461
PRM Curriculum Map	Core PRM Courses	Core PRM Courses	Core PRM Courses
Program Level Student Learning Outcomes	Introduction	Practicing	Mastery
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.	PRM 254	PRM 361	PRM 430, 461
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.	PRM 370	PRM 370	PRM 483/4

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

End of report