



**Recreation and Park Administration Program  
2012-2014 Accreditation Assessment Report**

## Assessment of Learning Outcomes

### 7.01: Entry Level 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 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.

#### 7.01.01 Evidence of Sufficient Learning Opportunities **Nature and Scope of Profession**

##### KNR 170 *Introduction to Leisure and Recreation*

- **Syllabus learning outcomes:** Recognize the history and development of the profession; identify the theoretical (scientific) foundations of play, recreation, and leisure; describe the significance of play, recreation, and leisure in society; understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, online foundations quiz

##### KNR 278 *Therapeutic Recreation Service Delivery*

- **Syllabus learning outcome:** Understand the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service.
- **Lecture and reading topics:** Internal/professional standards, TR standards to program design, TR standards of practice, NCTRC job analysis, external standards. Understand the purpose and content of quality assurance and improvement in therapeutic recreation.
- **Required tasks:** Theory paper and Program Plan. Note: This class is specific to Therapeutic Recreation students.

##### KNR 298.30 *Junior level 90 hour internship*

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.

- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

[KNR 378.30](#) *Professional Issues in Recreation and Park Administration*

- **Syllabus learning outcomes:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the field.
- **Lecture and reading topics:** Professional and leisure philosophy; professional and leisure ethics; issues related to environment, technology, demography, economy, health/wellness, governance, professionalism, civic engagement, customer service, and collaboration/partnerships.
- **Required tasks:** Issues Case Study Assignment, Final Project, Professional Article Summary, Technology Project, Healthy Communities Project. Note: This class is specific to Recreation Management students.

[KNR 398.30](#) *Professional Practice: Internship/Cooperative Education in Recreation and Park Administration*

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship is a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

**7.01.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness** **Nature and Scope the Profession**

*KNR 398.30 Final Internship Evaluation* [Recreation Management](#) & [Therapeutic Recreation](#)  
(Direct Measure)

The ability of student to function in an entry level position is assessed using their final internship evaluation for KNR 398.30. 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. Students are required to 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. This evaluation form has been used for many years because of its perceived effectiveness.

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. 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.

*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). Readers should note this instrument had an error in the communications section for Fall 2013 & Spring 2014. These data were analyzed removing the problematic questions. For Fall 2014, the items in the communications section were corrected.

*KNR 278 [Therapeutic Recreation Entry Level Competency Assessment](#) (Indirect Measure)*

Students enrolled in KNR 278 complete the online self-assessment at the end of the semester. The assessment is based on a review of 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 Interventions and Programs (n=4), Implementing Interventions and Programs (n=19), Evaluating Interventions and Programs (n=4), Recreation Services (n=3), and Ethical Conduct (n=5). There is a total of 60 items focusing on both knowledge and skills. A three-point scale is used to rate each competency:

Excellent (3): Exceptional knowledge or skills with this competency area

Good (2): Average knowledge or skills with this competency area

Needs more experience (1): Limited knowledge or skills with this competency area

Unable to rate (-): No knowledge or skills with this competency area

### 7.01.03 Assessment Results **Nature and Scope of the Profession**

#### *KNR 398.30 Final Internship Evaluation (Direct Measure)*

The interpretation of these results is based on 5 semesters of data (Table 1). 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.

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Final Internship Evaluation	Spring 2013	Zahl Parente	TR=5 n/a	278.6 n/a	TR=5 n/a	100% n/a
Final Internship Evaluation	Summer 2013	Hurd	RM= 17 TR=0	292.7	17	100%
Final Internship Evaluation	Summer 2013	Elkins	RM=17 TR=0	283	16	94%
Final Internship Evaluation	Summer 2013	Klitzing	RM=2 TR=12	290 286.75	2 12	100% 100%
Final Internship Evaluation	Spring 2013	Zahl	TR=5	TR=278.4	TR=5	100%
Final Internship Evaluation	Fall 2013	Zahl	TR=8 RM=5	278.25 296.4	TR=8 RM=5	100%
Final Internship Evaluation	Spring 2014	Zahl Nicholson	TR= 1 RM=33	279 287	TR=1 RM=33	100% 100%

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

The data presented in Table 2 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.

Assignment	Semester	Professor	# Students in class	Mean score (5 pt scale)	# Students who scored 70% or better	Outcome %
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RM Entry-level competency assessment	Spring 2012	Hurd	47	4.00	47	100%
RM Entry-level competency assessment	Fall 2012	Parente	15	4.03	15	100%
RM Entry-level competency assessment	Spring 2013	Hurd	56	4.05	56	100%
RM Entry-level competency assessment	Fall 2013	Hurd	37	3.91	37	100%
RM Entry-level competency assessment	Spring 2014	Zahl	47	4.23	47	100%

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

The interpretation of these data is based on three semesters of data (see Table 3). This course is taught spring semester only. Findings indicated that students' self-assessments tended to cluster around 2.0 on a 3.0 scale, thus indicating their perception of average knowledge or skills of therapeutic recreation.

**Table 3. [Therapeutic Recreation Entry Level Competency Assessment as an Indirect Measure of Entry Level Knowledge of the Profession \(Administered in KNR 378.30\)](#)**

Assignment	Semester	Professor	# Students in class	Mean score (3 pt scale)
TR competency assessment	Spring 2012	Hurd	19	1.94
TR competency assessment	Spring 2013	Zahl	21	2.19
TR competency assessment	Spring 2014	Zahl	27	2.10

**7.01.04 Use of Assessment Data for Continuous Program Improvement Nature & Scope of the Profession**

*KNR 398.30 Final Internship Evaluation (Direct Measure)*

The RPA faculty discussed the findings of the KNR 398.30 Final Internship Evaluation which was measured over the course of 5 semesters at the 9/9/14 faculty meeting. There is missing data for 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 internship evaluation used for recreation management students 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)*

Originally the assessment was to be completed by the student prior to the senior internship in KNR 278. It was also to be completed by the student at the completion of the senior internship, and by the agency internship supervisor at the end of the internship. Expected outcomes were: 1.) Number of students who score 70% (total possible = 180 /70% = 126) overall for all competencies (prior to internship); 2.) Number of students who score significantly higher on all competencies at conclusion of internship compared to their prior to internship scores (matched pairs); and 3.) Number of students' scores for all competencies at conclusion of the internship that correlate with scores given by intern supervisors (matched pairs). We experienced many difficulties in implementing the assessment as planned. We did not often have matched pairs for the students. The internship supervisors could not access Select Survey without a code sent by the university internship supervisor, and the code did not always work. Because there were so many items, it was difficult to run the intended analyses. Due to those difficulties only the student scores obtained in KNR 278 were usable. Thus the assessment became a readiness assessment and averages began to be used.

The RPA faculty discussed the findings of the KNR 278 Therapeutic Recreation Entry Level Competency Assessment, which was measured over three semesters, at the 9/9/14 faculty meeting. From the faculty standpoint it appeared emerging scores indicated readiness for students to start their senior internship. It is recommended the assessment be retained as changed for the time being. In the future it might be helpful to obtain total scores on each item so individual items could be analyzed to see what indicate limited or no knowledge or skills.

### 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.

#### 7.01.01 Evidence of Sufficient Learning Opportunities Techniques and Processes

##### KNR 170 *Introduction to Leisure and Recreation*

- **Syllabus learning outcome:** Recognize the history and development of the profession. Describe the significance of play, recreation, and leisure in society. Understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, exams and quizzes.

##### KNR 298.30 *Professional Practice: Internship & Cooperative Education in Recreation and Park Administration, junior level 90 hour internship*

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

##### KNR 370 *Administration of Leisure Services*

- **Syllabus learning outcome:** Explain economic development and its value to the community. Market programs/events. Understand the principles and procedures of budgeting and financial management. Understand the principles and procedures related to agency marketing techniques and strategies.
- **Lecture and reading topics:** Entrepreneurship, business planning, marketing, and finance.
- **Required tasks:** Marketing Plan and Budgeting Assignment.

##### KNR 378.30 *Professional Issues in Recreation and Park Administration*

- **Syllabus learning outcome:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the parks and recreation profession.



- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** The final project assignment requires students to work either individually or in a group to create their own project lasting 15-20 hours per person. Possible ideas range from volunteering for a significant community event, organizing a trail clean-up, organize a trail clean-up day, complete a project for an agency, develop a training module for a staff training, complete an Honors project (for those who qualify), work with a faculty member on a project, survey professionals on trends in the field (should have completed 376 Evaluating Agency Services), outline a mobile app for KNR or campus recreation, set up and provide content for a trends blog, set up a QR Code scavenger hunt for freshmen or new graduate students (work with Campus Rec on this one).

#### [KNR 380](#) *Administration of Human Resources in Leisure Services*

- **Syllabus learning outcome:** Articulate the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies. Apply personnel management techniques including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns. Implement principles and procedures related to operation and care of resources, areas and facilities. Operate specialized computer software related to leisure services.
- **Lecture and reading topics:** Management; leadership; organizational structure; volunteer management; human resource management; and policy, development, and decision making.
- **Required tasks:** Human Resources Project and Assignments/Discussions

#### [KNR 398.30](#) *Professional Practice: Internship/Cooperative Education in Recreation and Park Administration*

- **Syllabus learning outcome:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and a total of 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and a total of 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Weekly discussions on Reggienet, weekly reports, final report, and project.

### **7.01.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness **Techniques & Processes****

*KNR 398.30* [On-line Discussions Assignment](#) and [Rubric](#) (*Direct Measure*)

During the 398.30 internship students respond to a series of discussion board topics which are

posted on Reggionet by the instructor. Topics range from (but are 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](#) and [Rubric](#) (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 **Techniques and Processes**

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

The interpretation of these data is based on 7 semesters of data (Table 4). 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.

Assignment	Semester	Professor	# Students in class	Mean score (15 pts total)	# Students who scored 70% or better	Outcome %
On-line Discussions	Spring 2012	Hurd	17	11.78	12	70.5%
		Parente	16	13.5	16	100%
On-line Discussions	Summer 2012	Beggs	17	13.27	15	88.2%
		Elkins	17	13.71	16	94.1%
		Klitzing	16	13.31	14	87.5%
On-line Discussions	Fall 2012	Klitzing	3	14.5	3	100%
		Parente	n/a	n/a	n/a	n/a
On-line Discussions	Spring 2013	Zahl	5	14.43	5	100%
		Parente	n/a	n/a	n/a	n/a
On-line Discussions	Summer 2013	Elkins	17	13.95	16	94.1%
		Hurd	17	13.5	15	88.2%
		Klitzing	14	13.27	12	85.7%

On-line Discussions	Fall 2013	Zahl	13	13.52	13	100%
On-line Discussions	Spring 2014	Nicholson	33	14.39	33	100%

*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 (Table 5). 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.

**Table 5. [KNR 378.30 Final Project Grades](#) as a Direct Measure of Knowledge of Techniques and Processes**

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Final project grades	Spring 2013	Hurd	43	93%	39	88.6%
Final project grades	Fall 2013	Hurd	37	98.7%	37	100%
Final project grades	Spring 2014	Zahl	46	93%	46	100%

**7.01.04 Use of Assessment Data for Continuous Program Improvement Techniques & Processes**

*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 a faculty member did not enter students' data into the assessment excel files. 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.

#### **7.01.01 Evidence of Sufficient Learning Opportunities Historical, Scientific, & Philosophical Foundations**

##### KNR 170 Introduction to Leisure and Recreation

- **Syllabus learning outcomes:** Recognize the history and development of the profession; identify the theoretical (scientific) foundations of play, recreation, and leisure; describe the significance of play, recreation, and leisure in society; understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, quizzes, exams, and an online foundations quiz

#### **7.01.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness Historical, Scientific, & Philosophical Foundations**

##### *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 overall course 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 (quiz 1 and quiz 2), 3 exams ([exam 1](#), [exam 2](#), and [exam 3](#)), a [topic paper](#), [issue/trend](#) assignment, and in-class assignments. Rubrics have been created for the [topic paper](#) and the [issue/trend paper](#).

### 7.01.03 Assessment Results **Historical, Scientific, & Philosophical Foundations**

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

As shown in Table 6, quiz data were collected and analyzed over a period of 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 Online Foundations Quiz. Findings indicate that student performance on this measure sufficiently met and exceeded the standard in all 5 semesters.

**Table 6. [KNR 170 Online Foundations Quiz Grades](#) as a Direct Measure of History, Science, and Philosophy of the Profession**

Assignment	Semester	Professor	# Students in class	Mean score (21 pts total)	# Students who scored 70% or better	Outcome %
Quiz	Spring 2012	Zahl	44	83.2%	38	86.4%
Quiz	Fall 2012	Nicholson	58	94.19%	56	96.5%
Quiz	Spring 2013	Zahl	48	84.6%	46	95.8%
Quiz	Fall 2013	Nicholson	49	93.49%	48	98.0%
Quiz	Spring 2014	Broughton	38	81.70%	33	86.8%

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

As illustrated in Table 7, 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.

**Table 7. [KNR 170 Final Grades](#) as a Direct Measure of History, Science, and Philosophy of the Profession**

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Final grades	Spring 2012	Zahl	47	82.02	44	93.6%
Final grades	Fall 2012	Nicholson	60	87.5	58	96.6%
Final grades	Spring 2013	Zahl	51	84.6	49	96.1%
Final grades	Fall 2013	Zahl Nicholson	32 29	85.94 88	31 27	96.9% 93.1%
Final grades	Spring 2014	Broughton	58	85.5	57	98.2%

#### **7.01.04 Use of Assessment Data for Continuous Program Improvement **Historical, Scientific, and Philosophical Foundations****

##### *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: Programming

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.

#### 7.02.01 Evidence of Sufficient Learning Opportunities Program Design

##### KNR 171 Recreation Leadership

- **Syllabus learning outcome:** Develop various leadership techniques to enhance individual, group, and community experiences.
- **Lecture and reading topics:** Direct leadership techniques (preparation, priming, delivery), Activity planning (goals and objectives, activity logistics, time management, activity transitions, contingency planning, planning a variety of activity types and formats).
- **Required tasks:** An event plan detailing goals and objectives of the experience, attention getter, division of groups, transitions, and the activities lead.

##### KNR 271 Recreation Programming

- **Syllabus learning outcomes:** Understand the roles, interrelationships and use of diverse leisure delivery systems in promoting community development; understand the variety of programs and services to enhance individual, group, and community quality of life; apply the program development cycle to plan a unique program or special event; demonstrate knowledge of sport programming through tournament design.
- **Lecture and reading topics:** Foundations of programming (basic programming concepts, developing leisure projects), determining agency culture (understanding the mission, strategic directions), program development (needs assessment, goals and objectives, program design, creative programming), operational strategies (preparing the program plan, program promotion techniques, registration procedures, risk management, pricing), follow up analysis (program evaluation, making decisions about program services).
- **Required tasks:** 3 exams given to assess student understanding of required readings and lectures, homework assignments and quizzes given to assess student understanding of required readings and lectures, the Program Blueprint assignment including goals and objectives, an activity plan, a market plan, a risk management plan, and an evaluation plan for a program of the student's creation.



[KNR 370](#) *Administration of Leisure Service Organizations*

- **Syllabus learning outcomes:** Prepare a budget and accompanying financial statements; Plan and implement marketing strategies for programs and events.
- **Lecture and reading topics:** Marketing of leisure services (Marketing basics, Community analysis, Market segmentation, Market research, Positioning, Product, Price, Place, Promotion, Competitive analysis), Finance (Revenue sources, Expenditures, Bonds, Budget formats, Budget preparation, Bids, quotes, request for proposals).
- **Required tasks:** Marketing Plan where students will develop a marketing plan for a leisure service organization, Budgeting Assignment where students will prepare a budget for a leisure service organization and report it using various financial statements.

[KNR 253](#) *Techniques in Therapeutic Recreation (Therapeutic Recreation Sequence)*

- **Syllabus learning outcomes:** Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Leisure education content and techniques, Processing/debriefing.
- **Required tasks:** Leisure education game where students design, produce, and package a leisure education game appropriate for a TR setting and population, Facilitation technique project where students design a facilitation project that applies leisure education content to a specific population group.

[KNR 374](#) *Advanced Recreation Programming (Recreation Management Sequence)*

- **Syllabus learning outcomes:** Articulate concepts related to recreation programming, Describe the program development cycle, Describe the elements of a situated activity system, and Demonstrate the following programming skills: obtain participant input, design programs, prepare event plans, employ promotional tools, evaluate programs and services, make informed decisions about programs, and web publishing.
- **Lecture and reading topics:** Basic programming concepts, 6 key elements of a situated activity system, Program development cycle, Preparing the program plan, Obtaining participant input, Creative programming, Writing event goals, objectives, and plans, and Making program decisions.
- **Required tasks:** Homework assignments and 3 exams that assess students' understanding of readings and lecture topics, and Program experience project where students plan, implement, and evaluate one recreation program or event.

**7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness Program Design**

*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 included in the Blueprint are appendices for a Sample Event Plan; Management Plan (Flow Chart); Schedule (or Trip Itinerary); Proposed Break-even Budget; and Promotional Tool. Students work on the Blueprint over the course of the semester and submit portions of it in several homework assignments. Each homework assignment is graded with a [specific homework rubric](#). The final version of the Blueprint is evaluated using a [rubric](#) to assess each section of the assignment. 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 (see Table 8 below). 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.

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Individual activity plan grade	Spring 2012	Nicholson	Sec 1: 25 Sec 2: 25	91% 90%	25 25	100% 100%
Individual activity plan grade	Fall 2012	Zahl	Sec 1: 27 Sec 2: 33	94% 93%	27 33	100% 100%
Individual activity plan grade	Spring 2013	Nicholson	Sec 1: 25 Sec 2: 26	90% 92%	25 26	100% 100%

Individual event plan (new title)	Fall 2014	Mainieri	Sec 1: 30 Sec 2: 31	86% 86%	30 30	100% 97%
Individual event plan	Spring 2014	Mainieri	Sect 1: 28 Sect 2: 26	84.4% 86.73	27 25	96.4% 96.2%

#### *KNR 271 Program Blueprint Grade (Direct Measure)*

The interpretation of these data is based on 5 semesters of data (see Table 9 below). 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.

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Blueprint grade	Spring 2012	Schlatter Nicholson	Sec 1: 31	85%	30	96%
			Sec 2: 32	86%	31	96%
Blueprint grade	Fall 2012	Schlatter Nicholson	Sec 1: 23	96%	22	96%
			Sec 2: 24	89%	23	96%
Blueprint grade	Spring 2013	Nicholson	Sec 1: 29	88%	29	100%
			Sec 2: 27	91%	27	100%
Blueprint grade	Fall 2013	Schlatter Broughton	Sec 1: 25	94%	25	100%
			Sec 2:24	90%	24	100%
Blueprint grade	Spring 2014	Broughton	Sec 1: 28	88%	27	96%
			Sec 2: 30	83%	28	93%

#### **7.02.04 Use of Assessment Data for Continuous Program Improvement Program Design**

##### *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 the 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 the 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.

### 7.02.01 Evidence of Sufficient Learning Opportunities Program Implementation

#### KNR 171 Recreation Leadership

- **Syllabus learning outcome:** Develop various leadership techniques to enhance individual, group, and community experiences.
- **Lecture and reading topics:** Direct leadership techniques (preparation, priming, delivery), Activity planning (goals and objectives, activity logistics, time management, activity transitions, contingency planning, planning a variety of activity types and formats).
- **Required tasks:** Two group leadership exercises where small groups of students (4-5 students) lead peer activities (one 10-minute activity, one 30-minute themed event), one partner leadership exercise where small groups of students (2-3 students) teach a 15-minute skill session to their peers

#### KNR 253 Techniques in Therapeutic Recreation (Therapeutic Recreation Sequence)

- **Syllabus learning outcomes:** Understand and apply leisure education content and techniques with clients and their families, Understand and apply instructional, communication, counseling and facilitation techniques, and interventions to produce therapeutic recreation outcomes, Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Lecture and reading topics:** Processing/debriefing, Group instructional techniques, Communication techniques, Program interventions, Behavior management.
- **Required tasks:** Final comprehensive exam which assesses students' understanding of lecture and reading topics, Lab leadership/technique sessions where students are expected to plan, implement, and evaluate 2 TR technique sessions with peers in the class, and Lab leadership critiques where student review a digital recording of their own techniques sessions and complete an informal evaluation of their performance.

#### KNR 298.30 Professional Practice Internship:

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

[KNR 374](#) *Advanced Recreation Programming (Recreation Management Sequence)*

- **Syllabus learning outcomes:** Articulate concepts related to recreation programming, Describe the program development cycle, Describe the elements of a situated activity system, and Demonstrate the following programming skills: obtain participant input, design programs, prepare event plans, employ promotional tools, evaluate programs and services, make informed decisions about programs, and web publishing.
- **Lecture and reading topics:** Basic programming concepts, 6 key elements of a situated activity system, Program development cycle, Preparing the program plan, Obtaining participant input, Creative programming, Writing event goals, objectives, and plans, and Making program decisions.
- **Required tasks:** Homework assignments and 3 exams that assess students' understanding of readings and lecture topics, and Program experience project where students plan, implement, and evaluate one recreation program or event.

[KNR 398.30](#) *Professional Practice: Internship/Cooperative Education in Recreation and Park Administration*

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional including implementing programs and events. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

**7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness Program Implementation**

[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 using a [rubric](#). The Lab Evaluation Summary includes 3 sections: knowledge and preparation (5 points each), session (introduction, implementation, transitions, process/debriefing, conclusion, evaluation – 5 points each), and the write up (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 Program Implementation**

*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 (Table 10). 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.

**Table 10. [KNR 171 30-Minute Themed Event](#) Plan Grade as a Direct Measure of Ability to Implement Recreation and Related Experiences**

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
30-minute themed event grade	Spring 2012	Nicholson	Sec 1: 25 Sec 2: 25	95% 91%	25 25	100% 100%
30-minute themed event grade	Fall 2012	Zahl	Sec 1: n/a Sec 2: n/a	n/a n/a	n/a n/a	n/a n/a
30-minute themed event grade	Spring 2013	Nicholson	Sec 1: 25 Sec 2: 26	91% 95%	25 26	100% 100%
30-minute themed event grade	Fall 2013	Mainieri	Sec 1: 30 Sec 2: 31	89.5% 87.9%	30 31	100% 100%
30-minute themed event grade	Spring 2014	Mainieri	Sect 1: 28 Sect 2: 26	88.6% 91%	28 26	100% 100%

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

The interpretation of these data is based on 4 semesters of data (Table 11). 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.

**Table 11. [KNR 374 Program Experience](#) Grade as a Direct Measure of Ability to Implement Programs**

Assignment	Semester	Professor	# Groups in class	Mean score	# Groups who scored 70% or better	Outcome %
Program Experience Grade	Spring 2012	Schlatter	Missing	Missing	Missing	missing
Program Experience Grade	Fall 2012	Schlatter	15	92%	15	100%
Program Experience Grade	Spring 2013	Schlatter	12	85%	11	92%
Program Experience Grade	Fall 2013	Schlatter	16	90%	16	100%
Program Experience Grade	Spring 2014	Schlatter	11	91%	11	100%

*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 (Table 12). 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.

**Table 12. [KNR 253 Lab Grades](#) Average as a Direct Measure of Ability to Implement Programs**

Assignment	Semester	Professor	Number of students	Mean score (50 pts total)	# Students who scored 70% or better	Outcome %
Lab Grade Average	Fall 2011	Klitzing	24	43%	24	100%
Lab Grade Average	Fall 2012	Klitzing	21	44%	21	100%
Lab Grade Average	Fall 2013	Klitzing	22	45%	22	100%

#### 7.02.04 Use of Assessment Data for Continuous Program Improvement Program Implementation

##### *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 the 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 the 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 the ability to implement therapeutic interventions to the extent that no changes are needed to either the learning opportunities or instrument.

### 7.03 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 Evaluation

##### KNR 253 *Techniques in Therapeutic Recreation (Therapeutic Recreation Sequence)*

- **Syllabus learning outcome:** Demonstrate the ability to plan, implement and evaluate facilitation techniques and interventions used in therapeutic recreation services.
- **Required tasks:** Final comprehensive exam which assesses students' understanding of lecture and reading topics, Lab leadership/technique sessions where students are expected to plan, implement, and evaluate 2 TR technique sessions with peers in the class, and Lab leadership critiques where students review a digital recording of their own techniques sessions and complete a formal evaluation of their performance.

##### KNR 271 *Recreation Programming*

- **Syllabus learning outcome:** Apply the program development cycle to plan a unique program or special event.
- **Lecture and reading topics:** Program evaluation techniques, and Making decisions about program services.
- **Required tasks:** Homework Assignment and Quiz given to assess student understanding of required readings and lectures and a Program Blueprint where students choose a program area to research, plan, and evaluate. The Program Blueprint includes goals and objectives, an activity plan, a market plan, a risk management plan, and an evaluation plan.

##### KNR 374 *Advanced Recreation Programming (Recreation Management Sequence)*

- **Syllabus learning outcomes:** Describe the program development cycle, and Demonstrate the following programming skills: obtain participant input, design programs, prepare event plans, employ promotional tools, evaluate programs and services, make informed decisions about programs, and web publishing.
- **Lecture and reading topics:** Program development cycle, Obtaining participant input, Evaluation, and Making program decisions.
- **Required tasks:** Homework assignments and 3 exams that assess students' understanding of readings and lecture topics, and Program experience project where students plan, implement, and evaluate one recreation program or event.

##### KNR 376 *Evaluating Agency Services*

- This course is designed to give students hands-on experience in evaluating a program. They complete assignments to learn concepts of evaluation and then conduct their own program evaluation for area agencies.

- **Syllabus learning outcomes:** Evaluate programs/events, Apply basic principles of research and data analysis related to recreation, park resources, and leisure services, Integrate computer and statistical techniques for assessment, planning and evaluation processes, Formulate and evaluate the extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met, and Differentiate among types of instruments (e.g., scaling), methods of evaluation data collection (e.g., observation), and treatment of data (e.g., statistics).
- **Lecture and reading topics:** Introduction to evaluation concepts, Methodology, Designing evaluations, Basic measurement concepts, Analyzing and reporting the data, and Qualitative approaches to evaluation.
- **Required tasks:** 2 exams, homework, in-class activities, and reading quizzes to assess student understanding of reading and lecture topics, an observation report of an event or activity based on a qualitative paradigm, and an evaluation project of an event or activity at a local agency based on a quantitative paradigm, including a presentation of the evaluation to the sponsoring agency.

#### [KNR 398.30](#) *Professional Practice Internship*

The 12 week/480 hour internship is the culminating experience for recreation management majors, as is the 14 week/560 hour internship for therapeutic recreation majors. The course provides students the opportunity to assume and appreciate the roles and responsibilities of the full time professional in a leisure service agency, including evaluating programs and events.

#### **7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness** **Evaluation**

##### *KNR 376 [Data Analysis Assignment Grade](#) and [Rubric](#) (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 and Rubric](#) (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 Evaluation

*KNR 376 Data Analysis Assignment Grade (Direct Measure)*

The interpretation of these data is based on 5 semesters of data (Table 13). 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.

Assignment	Semester	Professor	# Students completing assignment	Mean score	# Students who scored 70% or better	Outcome %
Data analysis assignment	Spring 2012	Elkins	42	79%	35	83%
Data analysis assignment	Fall 2012	Beggs	57	84%	53	93%
Data analysis assignment	Spring 2013	Elkins	57	81%	50	88%
Data analysis assignment	Fall 2013	Elkins	47	78%	40	85%
Data analysis assignment	Spring 2014	Elkins	58	80%	50	86%

*KNR 376 Agency Evaluation Project Grade (Direct Measure)*

The interpretation of these data is based on 5 semesters of data (Table 14). 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.

**Table 14. [KNR 376 Agency Evaluation Grade](#) as a Direct Measure of Evaluation.**

Assignment	Semester	Professor	# groups completing assignment	Mean score	# groups who scored 70% or better	Outcome %
Agency evaluation project	Spring 2012	Elkins	22	87%	20	91%
Agency evaluation project	Fall 2012	Beggs	19	88%	17	90%
Agency evaluation project	Spring 2013	Elkins	24	87%	23	96%
Agency evaluation project	Fall 2013	Elkins	22	86%	21	95.5%
Agency evaluation project	Spring 2014	Elkins	20	82%	18	90%

#### 7.02.04 Use of Assessment Data for Continuous Program Improvement **Evaluation**

##### *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.

### 7.03 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 Diversity

##### KNR 171 *Recreation Leadership*

- **Syllabus learning outcome:** Understand human growth and development throughout the lifecycle including the contributions of leisure to growth, development and self-expression.
- **Lecture and reading topics:** Leadership and human development.
- **Required tasks:** Activities journal with activities to serve as a resource to draw from when leading activities with various groups (different age groups), class activities related to culture and diversity.

##### KNR 270 *Inclusive Recreation*

- **Syllabus learning outcomes:** Describe medical and disabling conditions, disorders and impairments that affect an individual's physical, cognitive, emotional and social functioning across the lifespan, Demonstrate the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences, Demonstrate the ability to facilitate recreation experiences for people with disabilities, Apply inclusive practices to the design and operation of accessible recreation and therapeutic recreation programs, services and facilities, Utilize a variety of assistive techniques, adaptive devices and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence, Apply local, state, and federal legislation, regulations and standards to recreation and therapeutic recreation services, Advocate for the importance of leisure service delivery systems for diverse populations.
- **Lecture and reading topics:** Recreation for people with disabilities overview, attitudes and person first terminology, conceptual cornerstones (e.g.,normalization, integration, inclusion), legislation, accessibility and accommodation, hidden and social disabilities, physical disabilities, developmental disabilities, sensory disabilities, psychological disorders, aging, specialized recreation programs, advocacy.
- **Required tasks:** Wheelchair simulation and reflection papers, service learning and reflection paper, two experiential projects and reflection paper, comprehensive final exam on reading and lecture topics, and daily assignments to assess engagement in lecture and reading topics.

##### KNR 275 *Planning & Design of Recreation Facilities*

- **Syllabus learning outcome:** Demonstrate inclusion practices in the design and operation of recreation facilities and equipment.

- **Lecture and reading topics:** Introduction to facility design (American with Disabilities Act).

[KNR 378.30](#) *Professional Issues in Recreation & Park Administration (Recreation Management Sequence):*

- **Syllabus learning outcome:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues that professionals face in the field. Formulate and defend solutions to problems currently happening in the parks and recreation profession.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services, Implications of the trends and issues in culture, religion, races, sexual orientation, economic status, and age.
- **Required tasks:** The final project assignment requires students to work either individually or in a group to create their own project requiring 15-20 hours per person. Possible ideas range from volunteering for a significant community event, organizing a trail clean-up, organize a trail clean-up day, complete a project for an agency, develop a training module for a staff training, complete an Honors project (for those who qualify), work with a faculty member on a project, survey professionals on trends in the field (should have completed KNR 376 Evaluating Agency Services), outline a mobile app for KNR or campus recreation, set up and provide content for a trends blog, set up a QR Code scavenger hunt for freshmen or new graduate students (work with Campus Rec on this one).

### 7.02.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness **Diversity**

*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), 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 students 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 which 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 Diversity**

*KNR 270 Service Learning Reflection Grade (Direct Measure)*

The interpretation of these data is based on 4 semesters of data (see Table 15 below). 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.



**Table 15. [KNR 270 Service Learning Reflection Paper](#) as a Direct Measure of Diversity**

Assignment	Semester	Professor	# Students in class	Mean score (50 pt total)	# Students who scored 70% or better	Outcome %
Reflection paper	Spring 2012	Klitzing Zahl	31	48%	31	100%
			32	43%	28	87.5%
Reflection paper	Spring 2013	Klitzing Zahl	28	45%	27	96.4%
			27	42%	25	92.5%
Reflection paper	Fall 2013	Klitzing Klitzing	24	45%	23	95.8%
			24	43%	24	100%
Reflection paper	Spring 2014	Zahl Klitzing	29	46%	28	96%
			29	41%	23	79%

*KNR 378.30 Diversity Project Grade (Direct Measure)*

The interpretation of these data is based on 3 semesters of data (Table 16). 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.

**Table 16. [KNR 378.30 Diversity Project](#) as a Direct Measure of Diversity**

Assignment	Semester	Professor	# of students in class	Mean score	# Students who scored 70% or better	Outcome %
Diversity Project	Spring 2013	Hurd	43	88%	40	93%
Diversity Project	Fall 2013	Hurd	36	82%	29	80.6%
Diversity Project	Spring 2014	Zahl	48	74.9%	40	83.33%

**7.02.04 Use of Assessment Data for Continuous Program Improvement Diversity***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 the 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 the 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: Management/Administration

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.

#### 7.03.01 Evidence of Sufficient Learning Opportunities Management/Administration

##### KNR 370 Administration of Leisure Services

- **Syllabus learning outcome:** Explain economic development and its value to the community. Market programs/events. Understand the principles and procedures of budgeting and financial management. Understand the principles and procedures related to agency marketing techniques and strategies.
- **Lecture and reading topics:** Budget and finance, budget types, entrepreneurship, business planning, marketing, and finance.
- **Required tasks:** Marketing Plan and Budgeting Assignment.

##### KNR 380 Administration of Human Resources in Leisure Services

- **Syllabus learning outcome:** Articulate the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies. Apply personnel management techniques including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns. Implement principles and procedures related to operation and care of resources, areas and facilities. Operate specialized computer software related to leisure services.
- **Lecture and reading topics:** Management; leadership; organizational structure; volunteer management; human resource management; and policy, development, and decision making.
- **Required tasks:** Human Resources Project and Assignments/Discussions

#### 7.03.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness Management/Administration

##### *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 using a [rubric](#). 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.

*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 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 Management/Administration**

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

The interpretation of these data is based on 5 semesters of data (Table 17). 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.

Assignment	Semester	Professor	# of students in class	Mean score	# Students who scored 70% or better	Outcome %
Budget	Spring 2012	Beggs	41	93%	40	97.56%
Budget	Fall 2012	Hurd	27 45	86% 90%	22 40	81% 89%
Budget	Spring 2013	Beggs	40	91%	36	90%
Budget	Fall 2013	Beggs	73	94%	71	97.3%
Budget	Spring 2014	Beggs	34	85%	29	85.3%

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

The interpretation of these data is based on 5 semesters of data (Table 18). 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.

Assignment	Semester	Professor	# of students in class	Mean score	# Students who scored 70% or better	Outcome %
Marketing Plan	Spring 2012	Beggs	41	83.15%	35	85.36%
Marketing Plan	Fall 2012	Hurd	27 45	76% 72%	20 45	74% 100%
Marketing Plan	Spring 2013	Beggs	40	85.5%	39	97.50%
Marketing Plan	Fall 2013	Beggs	73	92.6%	73	100%
Marketing Plan	Spring 2014	Beggs	34	88.3%	33	97%

*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 (Table 19) 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.

Assignment	Semester	Professor	# of students in class	Mean score	# Students who scored 70% or better	Outcome %
HR project	Spring 2012	Popp	n/a	n/a	n/a	n/a

HR project	Fall 2012	Nicholson	S34 26	87% 85%	33 26	97% 100%
HR project	Spring 2013	Elkins Hurd	25 24	88% 83%	25 23	100% 96%
HR project	Fall 2013	Broughton	29 31	87.5% 89.8%	29 31	100% 100%
HR project	Spring 2014	Chaon	25 11	97.76% 98.18%	25 11	100% 100%

#### **7.03.04 Use of Assessment Data for Continuous Program Improvement Management/Administration**

##### *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: Professional Practice

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.

#### 7.04.01 Evidence of Sufficient Learning Opportunities Professional Practice

##### KNR 170 *Introduction to Leisure and Recreation*

- **Syllabus learning outcomes:** Recognize the history and development of the profession; identify the theoretical (scientific) foundations of play, recreation, and leisure; describe the significance of play, recreation, and leisure in society; understand the roles, interrelationships, and philosophies of diverse service delivery systems within play, recreation, and leisure.
- **Lecture and reading topics:** History of Recreation and Leisure Profession, Leisure Service System, Leisure and the Economy, Careers in Leisure Services, Trends in Leisure Services
- **Required tasks:** Issues and trends paper, leisure topic paper, online foundations quiz

##### KNR 298.30 *Junior level 90 hour internship*

- **Syllabus learning outcomes:** Participate in 90 hours of professional practice in recreation programming and/or event planning within the agency. Assist in the planning, implementation, and evaluation of a program or event offered by the agency.
- **Lecture and reading topics:** Students apply knowledge and skills in recreation programming and/or event planning to practical situations within a leisure service agency.
- **Required tasks:** Initial report, midterm and final supervisor evaluation, and final report.

##### KNR 370 *Administration of Leisure Services*

- **Syllabus learning outcome:** Explain economic development and its value to the community. Market programs/events. Understand the principles and procedures of budgeting and financial management. Understand the principles and procedures related to agency marketing techniques and strategies.
- **Lecture and reading topics:** Budget and finance, budget types, entrepreneurship, business planning, marketing, and finance.
- **Required tasks:** Marketing Plan and Budgeting Assignment.

##### KNR 378.30 *Professional Issues in Recreation and Park Administration*

- **Syllabus learning outcomes:** Discuss trends and issues in the field. Apply knowledge learned throughout the degree program to real problems in the field. Analyze issues

that professionals face in the field. Formulate and defend solutions to problems currently happening in the field.

- **Lecture and reading topics:** Professional and leisure philosophy; professional and leisure ethics; issues related to environment, technology, demography, economy, health/wellness, governance, professionalism, civic engagement, customer service, and collaboration/partnerships.
- **Required tasks:** Issues Case Study Assignment, Final Project, Professional Article Summary, Technology Project, Healthy Communities Project. Note: This class is specific to Recreation Management students.

#### KNR 380 *Administration of Human Resources in Leisure Services*

- **Syllabus learning outcome:** Articulate the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies. Apply personnel management techniques including job analysis, recruitment, selection, training, supervision, career development and evaluation of staff, volunteers, and interns. Implement principles and procedures related to operation and care of resources, areas and facilities. Operate specialized computer software related to leisure services.
- **Lecture and reading topics:** Management; leadership; organizational structure; volunteer management; human resource management; and policy, development, and decision making.
- **Required tasks:** Human Resources Project and Assignments/Discussions

#### KNR 398.30 *Professional Practice: Internship/Cooperative Education in Recreation and Park Administration*

- **Syllabus learning outcomes:** Complete a full-time internship in an approved professional recreation agency. The recreation management internship must be a minimum of 12 weeks and 480 hours. The therapeutic recreation internship must be a minimum of 14 weeks and 560 hours. Articulate the roles, duties, and responsibilities of the full-time professional. Apply educational knowledge and professionalism through internship responsibilities.
- **Lecture and reading topics:** Readings as assigned
- **Required tasks:** Required paperwork, discussion board topics, project proposal and completed project.

#### **7.04.02 Quality Assessment Measures and Description of Assessment Tool Suitability and Appropriateness Professional Practice**

##### *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. This form 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 Professional Practice**

##### *KNR 398.30 Professional Practice Culminating Project Grade as a Direct Measure*

The interpretation of these data is based on 7 semesters of data (see Table 20 below). 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.

**Table 20. [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**

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Culminating project	Spring 2012	Hurd Parente	17	50%	17	100%
			16	50%	16	100%
Culminating project	Summer 2012	Klitzing	16	46%	15	94%
Culminating project	Fall 2012	Klitzing	3	48%	3	100%
Culminating project	Spring 2013	Zahl	5	42%	4	80%
Culminating project	Summer 2013	Elkins Hurd Klitzing	17	45%	17	100%
			17	47%	16	94.1%
			14	48%	14	100%
Culminating project	Fall 2013	Zahl	14	50%	14	100%
Culminating project	Spring 2014	Nicholson	33	45%	30	91%

*KNR 398.30 Final Internship Evaluation as a Direct Measure*

The interpretation of these data is based on 5 semesters of data (Table 21). 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.

**Table 21. [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**

Assignment	Semester	Professor	# Students in class	Mean score	# Students who scored 70% or better	Outcome %
Final Internship Evaluation	Spring 2013	Zahl Parente	TR=5 RM=n/a	278.6 n/a	5 n/a	100% n/a
Final Internship Evaluation	Summer 2013	Hurd	TR=0 RM=17	0 292.7	0 17	0 100%
Final Internship Evaluation	Summer 2013	Elkins	TR=0 RM=17	TR=0 RM=283	0 16	0 94%
Final Internship Evaluation	Summer 2013	Klitzing	TR=12 RM=2	286.75 290	12 2	100% 100%
Final Internship Evaluation	Spring 2013	Zahl	TR=5	278.4	5	100%

Final Internship Evaluation	Fall 2013	Zahl	8 5	278.25 296.4	8 5	100%
Final Internship Evaluation	Spring 2014	Zahl Nicholson	1 33	279 287	1 33	100% 100%

#### **7.04.04 Use of Assessment Data for Continuous Program Improvement Professional Practice**

*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 Internship 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 Internship 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. While 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, the faculty recommended that the evaluation form used for recreation management students 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.