

**Assurance of Student Learning Report  
2020-2021**

College of Health and Human Services

School of Kinesiology, Recreation & Sport

Recreation Administration #589

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**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** Global: Students shall demonstrate the following entry-level knowledge: techniques and processes used by professionals and workers in these industries. (Council on Accreditation - Parks, Recreation, Tourism and Related Professions). Course specific: Apply various leadership techniques to enhance individual, group, and community experiences.

**Instrument 1** | Direct: Community Leadership Project – REC 302

**Based on your results, check whether the program met the goal Student Learning Outcome 1.**

Met

Not Met

**Student Learning Outcome 2:** Global: Students shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. (Council on Accreditation - Parks, Recreation, Tourism and Related Professions). Course specific: Identify and utilize program planning/design processes.

**Instrument 1** | Direct: Program Plan Project – REC 306

**Based on your results, check whether the program met the goal Student Learning Outcome 2.**

Met

Not Met

**Student Learning Outcome 3:** Global: Students shall be able to demonstrate entry-level knowledge about operations and strategic management / administration in parks, recreation, tourism and/or related professions. (Council on Accreditation - Parks, Recreation, Tourism and Related Professions). Course specific: Utilize basic management skills applicable to leisure service settings as they relate to the analysis of programs, services, and resources and participation requirements.

**Instrument 1** | Direct: Park and Recreation Agency Project – REC 406

**Based on your results, check whether the program met the goal Student Learning Outcome 3.**

Met

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

WKU Recreation Administration is accredited by The Council on Accreditation of Parks, Recreation, Tourism, and Related Professions. Continuously accredited since our first accreditation in 1980, and reviewed every seven years, the accreditation is valid until the next review in fall 2022. As part of the program's national accreditation requirement, we annually report, and publicly post, data related to the three student learning outcomes listed in this document. Program faculty discuss the assessment process and recommend adjustments on an ongoing basis. In general, no significant changes were deemed necessary at this time. Minor changes were made to the measurement instrument for outcome #3 to reduce content duplication in other courses and increase depth of coverage. Program faculty normally meet 3-4 times per month during the academic year and curriculum/outcomes/etc. are often discussed during these meetings as needed.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	Global: Students shall demonstrate the following entry-level knowledge: techniques and processes used by professionals and workers in these industries. (Council on Accreditation - Parks, Recreation, Tourism and Related Professions). Course specific: Apply various leadership techniques to enhance individual, group, and community experiences.		
<b>Measurement Instrument 1</b>	Direct measure: The measurement instrument for this SLO is the Community Leadership Project from REC 302 Recreation Leadership. This multiple component project requires student application of content throughout the semester. Here are the primary elements included in the evaluation of the students. <ul style="list-style-type: none"> <li>• Initial site visit and interview with staff (individual)</li> <li>• Program Plan initial draft</li> <li>• Revised program plan</li> <li>• Final program plan</li> <li>• Implementation (group)</li> <li>• Implementation (individual)</li> <li>• Peer and Self Evaluation (individual)</li> </ul>		
<b>Criteria for Student Success</b>	Upon completion of this course project, students should score an overall score 70% or above based upon the evaluation criteria noted above.		
<b>Program Success Target for this Measurement</b>	80% of the student completing assignment will score 70% or higher on the assignment	<b>Percent of Program Achieving Target</b>	Data not available due to COVID-19 course changes
<b>Methods</b>	Course was not offered in fall 2020, but was offered in spring 2021. Due to COVID-19 and related restrictions/limitations, the instructor was not able to include/facilitate this REC 302 project in Spring 2021.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input type="checkbox"/> <b>Met</b>	<input checked="" type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
We couldn't control the impacts of COVID-19 on this particular course project. Since this project requires active, in-person contact with youth in the community, the instructor was not able to implement the project this spring. No specific needs for change were identified for improvement to this student learning outcome. The outcome remains in place as written for 2021-22. Student data from Fall 2021 and Spring 2022 (this course is transitioning back to a twice a year offering) will be discussed by program faculty at the conclusion of Fall 2021 and Spring 2022 to monitor progress and provide adjustments if/as needed.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
As noted earlier, program faculty monitor and revise assessment and methods continuously. Unfortunately, we weren't able to collect data in Spring 2021 due to COVID-19, so there's no data to assess.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The outcome data from this course will be reviewed in January 2022 and May 2022. The data will be collected during our Fall 2021 and Spring 2022 semesters, pending COVID-19 restrictions. The Community Leadership project will be collected from all students. The instructors, Drs. Stenger-Ramsey and Ramsing will be responsible for collecting and providing data and information.			

## Student Learning Outcome 2

<b>Student Learning Outcome</b>	Global: Students shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. (Council on Accreditation - Parks, Recreation, Tourism and Related Professions). Course specific: Identify and utilize program planning/design processes.		
<b>Measurement Instrument 1</b>	<p>Direct measure: The measurement instrument for this SLO is the Program Plan Project from REC 306 Experience Planning and Evaluation. This multiple component project requires student application of content throughout the semester. Here are the primary elements included in the evaluation of the students.</p> <ul style="list-style-type: none"> <li>• Meeting with the program coordinator to find out their needs for the program and the evaluation.</li> <li>• Designing and creating educational and implementation materials.</li> <li>• Implementation of the program.</li> <li>• Creating an evaluation tool (questionnaire, series of interview or focus group questions, etc.).</li> <li>• Creating an evaluation plan (methods) that works well within the parameters of the event/program series.</li> <li>• Administering the evaluation tool to program participants and/or staff.</li> <li>• Analyzing evaluation data.</li> <li>• Creating three different types of evaluation reports (formal, brief, and oral).</li> <li>• Evaluating your own effort and that of your group members.</li> </ul>		
<b>Criteria for Student Success</b>	Upon completion of this course project, students should score an overall score 70% or above based upon the evaluation criteria noted above.		
<b>Program Success Target for this Measurement</b>	70% of students completing assignment will score 70% or higher on the assignment	<b>Percent of Program Achieving Target</b>	91.6% overall scored 70% or higher. [Fall: 85% (23/27) & Spring: 100% (21/21)]
<b>Methods</b>	All students enrolled in REC 306 during fall 2020 (27) and spring 2021 (21) were included in the population. All students who completed the measurement instrument were included in the analysis.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The measurement instrument for this outcome was not altered for the 2020-21 assessment cycle. This student learning outcome, and others from 2020-21, was discussed during a May 6, 2021 faculty meeting.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
No recommendations were made for changing the assessment. Some discussion occurred re: future clarifications for our national accreditation process, but nothing that would change this assessment.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The outcome data from this course will be reviewed following fall 2021 and spring 2022. The data will be collected during our Fall 2021 and Spring 2022 semester offerings of REC 306. The project plan project will be collected from all students who complete the assignment. Dr. McCreary will be responsible for collecting and providing data and information.			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Global: Students shall be able to demonstrate entry-level knowledge about operations and strategic management / administration in parks, recreation, tourism and/or related professions. (Council on Accreditation - Parks, Recreation, Tourism and Related Professions). Course specific: Utilize basic management skills applicable to leisure service settings as they relate to the analysis of programs, services, and resources and participation requirements.		
<b>Measurement Instrument 1</b>	Direct measure: The measurement instrument for this SLO is the Agency Project from REC 406 Recreation Administration. This multiple component project requires student application of content throughout the semester. Here are the primary elements included in the evaluation of the students. <ul style="list-style-type: none"> <li>• Management</li> <li>• Human Resources</li> <li>• Marketing (<i>discontinued after 2019-20</i>)</li> </ul>		
<b>Criteria for Student Success</b>	Upon completion of this course project, students should score an overall score 70% or above based upon the evaluation criteria noted above.		
<b>Program Success Target for this Measurement</b>	70% of students completing assignment will score 70% or higher on the assignment	<b>Percent of Program Achieving Target</b>	87% (13/15) scored 70% or higher
<b>Methods</b>	All students enrolled in REC 406 during fall 2020 (15) were included in the population. All students who completed the measurement instrument were included in the analysis.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The measurement instrument for this outcome was altered slightly in Fall 2018 and Fall 2019 an effort for continual improvement (removing beginning and end-of-course competency assessment). For Fall 2020, the marketing component was removed as noted in last year's SLO report.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
After Fall 2019, and prior to fall semester 2020, the instructor of the course made recommendations for further modifications to this instrument. The instrument being used for Fall 2020 focused primarily on the first two bullet points and removed the marketing piece. This action was taken after reviewing other course assignments in our program's required courses. It was determined that enough attention was being given to marketing and more emphasis needed to be given to management/administration. The REC faculty reconfirmed this action during the May 6, 2021 faculty meeting during which student learning outcomes from 2020-21 were reviewed.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The outcome data from this course will be reviewed following fall semester 2021 (January 2022); it is a fall-only course offering. The data will be collected during our Fall 2021 semester offering of REC 406. The two-part agency project will be collected from all students. Dr. Knackmuhs will be responsible for collecting and providing data and information.			

## SLO #1 - REC 302 – Parker Bennet Community Leadership Group Project Overview

COMMUNITY LEADERSHIP (75 points). Out-of-class leadership will consist of facilitating a one-hour special event for youth at the Parker Bennett Community Center (Bowling Green Parks & Recreation). Working in groups, students will plan and lead activities for youth. Criteria for evaluation will be based on information, techniques and approaches covered in class. A leadership plan (on Blackboard) will be **due 2 weeks in advance** of the event. Adjusted plans will then be presented to the Parker Bennett contact for feedback and recommendations. A final updated leadership plan must be submitted to your professor prior to the event. All group members must visit Parker Bennett Community Center at least two weeks prior to the special event. **Summative evaluations are due one week after the event.** Assessment will be based on the visit, planning, implementation, peer and professor evaluation, and your reflection. It is expected that all students will actively participate in the planning and implementation of the event. More information to follow in class.

Being an effective leader of Recreation services requires understanding the group you are working with, creating goals and objectives that are appropriate for your group, making connections with those you are working with, and guiding the group to a successful conclusion. You and your classmates will be divided into four evenly-sized groups and will plan, implement and evaluate a fun 1-hour program for elementary school children at the Parker Bennett Community Center's after school program. Each person in class is responsible for leading at least one activity for the children. The group is responsible for selecting appropriate activities and putting them into an appropriate sequence to keep the interest of the children.

You will be evaluated as a group and/or individually on the following items:

1. Initial site visit and interview with staff (individual) – due 2 weeks prior to program, requires signature (2 pts – pass/fail)
2. Program Plan initial draft (group - due to professor 2 weeks prior to program) – (5 pts pass/fail)
3. Revised program plan (group - due to Parker Bennett staff at least 1 week prior to program, requires signature) (2 pts pass/fail)
4. Final program plan (group - due to professor prior to start of program) – (6 pts)
5. Implementation (group – overall flow of day, sequence of activities, transitions between activities, maintain attention of participants, appropriate behavior management techniques, communication and adaptation between group members) (30 pts)
6. Implementation (individual – preparation of equipment, supplies, knowledge of activity, vocal quality including volume, speed, inflection, work choice – clear instructions, maintaining focus and attention of group, safety of participants in activity, monitoring the group, adapting activities as necessary, ending activity well with a plan for the next activity) (10 pts)
7. Peer and Self Evaluation (individual – reflect on overall process and individual contributions to the project) (20 pts – Self and peer evaluation)
8. Specific deadlines, information about Parker Bennett Community Center and Staff contacts, and all forms are available on BB.

## SLO #2 – RC 306 – Program Plan Project

The measurement instrument for [this SLO #2] is the Program Plan Project from REC 306 Experience Planning and Evaluation. This multiple component project requires student application of content throughout the semester. Here are the primary elements included in the evaluation of the students and how these elements are evaluated:

Project element:	Evaluation:
<ul style="list-style-type: none"> <li>Meeting with the program coordinator to find out their needs for the program and the evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Attendance in class</b> when this occurs or during field visit to the site. (Altogether, attendance accounts for 10% of the students' grade.)</li> <li><b>Creation of a group contract</b> establishing ground rules and expectation between students for the program and evaluation project. (25 points)</li> </ul>
<ul style="list-style-type: none"> <li>Designing and creating educational and implementation materials.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively <b>creating program goal and objectives</b>. Detailing specific activities that will allow them to achieve their goal and measure their objectives. (50 points)</li> <li>Systematically <b>inventorying assets and needs</b> to implement program and evaluation. (25 points)</li> </ul>
<ul style="list-style-type: none"> <li>Implementation of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with instructor for "<b>rehearsal.</b>" (30 points)</li> <li><b>Attendance, engagement in implementation</b> of the program. (100 points).</li> </ul>
<ul style="list-style-type: none"> <li>Creating an evaluation tool (questionnaire, series of interview or focus group questions, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Create an <b>evaluation instrument and plan</b>. (50 points).</li> </ul>
<ul style="list-style-type: none"> <li>Creating an evaluation plan (methods) that works well within the parameters of the event/program series.</li> </ul>	<ul style="list-style-type: none"> <li>The evaluation of this item is combine with the above item, <i>creating an evaluation tool</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Administering the evaluation tool to program participants and/or staff.</li> </ul>	<ul style="list-style-type: none"> <li>The evaluation of this item is combined with the above item, <i>implementation of the program</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Analyzing evaluation data.</li> </ul>	<ul style="list-style-type: none"> <li>The evaluation of this item is combined with the below item, <i>creating evaluation reports</i>.</li> </ul>

<ul style="list-style-type: none"> <li>• Creating <del>three</del> two different types of evaluation reports (formal, <del>brief</del>, and oral).</li> </ul>	<ul style="list-style-type: none"> <li>• Groups summarize their planning process through an <b>oral presentation</b>. (50 points)</li> <li>• Evaluation results (evidence of analysis is present in the description of the evaluation gathering and interpretation process) presented in a <b>written report</b>. (50 points)</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluating your own effort and that of your group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Optional <b>peer review forms</b> are posted for students that elect to provide feedback on group members to the instructor.</li> <li>• Group members efforts are evaluated in an integrated way throughout the planning and implementation process per the <i>group contract</i> (see first item).</li> </ul>

**SLO #3 – REC 406 - Park and Recreation Agency Project**  
Management - Liability and Negligence Case Study  
50 pts

For this assignment, you may work with 1 partner. Submit 1 document with both names.

**Directions:** Read and take careful notes on the attached case study of a lawsuit filed by Alexis Wiemer against Hoosier Heights Indoor Climbing Facility. I have condensed this document for the purposes of this assignment and underlined some key passages. Also read the additional background information below on the Climbing Wall Association. You will likely need to reference the PowerPoint titled “Liability and Negligence” posted to Blackboard. You may need to supplement it with additional outside research. After a careful reading of all information, provide thorough answers to each question on page two.

*Additional background information:*

**Climbing Wall Association (CWA)**

The CWA works diligently to develop and maintain standards for the industry, represents member interests in regulatory and legislative processes, sponsors professional development, training and certification programs, provides support services and benefits to companies in the industry, and promotes the sport of climbing to increase market size and improve market climate.

CWA also publishes *Industry Practices: A Sourcebook for the Operation of Manufactured Climbing Walls* which includes sections on “Orientation to the Climbing Facility”, “Instruction for Novice Climbers”, “Top Rope Belaying Test”, and “Lead Belaying Test”.

CWA states “The Industry Practices are intended to be flexible, not rigid standards that mandate compliance under all circumstances. In this regard, it is important to note that sound professional judgment is an essential element in any recreational program or activity, climbing or otherwise. Although the Industry Practices represent an industry effort to outline responsible industry practices, professional judgment may, in a given circumstance, justify a deviation from an industry practice or practices when a deviation is in the best interest of the client’s health, safety or well-being.”

*Provide a thorough answer to each question. For this assignment, you may type your answers under each question prompt.*

1. In your own words, briefly summarize what happened in this case. (5 pts)
2. Define negligence. (5 pts)
3. The plaintiff, Alexis Wiemer, claims Hoosier Heights was negligent and they are responsible for his injuries. Explain the plaintiff’s argument. Include an explanation of the four elements of negligence Wiemer needs to prove. (Duty, Breach, Cause, Injury) (10 pts, two points for explaining argument, two points for each of the four elements).
4. Which of the following is Hoosier Heights using as a defense against this negligence claim? Assumption of risk, comparative negligence, failure of proof, notice of claim, statute of limitation, waivers, releases and agreements to participate? (5 pts)
5. Explain their defense. (8 pts)
6. If you were judge, what other information (if any) might you need to make a decision? (5 pts)
7. Based on the information available and your analysis above, do you think Wiemer has a case or should the lawsuit be dismissed? Explain your answer citing specific information from the case. (7 pts)
8. Is the additional background information on CWA and *Industry Practices* relevant to this case? Why or why not? (5 pts)

## Human Resources

**Instructions:** You should closely consult the textbook (Ch. 9 - Personnel Procedures and Practices) and class notes to complete this assignment. You may work with 1 partner. Your job is to create a job, explain how you would advertise it, recruit a pool of applicants, design a selection process, and create an interview script in order to hire the best possible candidate.

**1. Job title:** \_\_\_\_\_ (3 pts)

Find a recreation job on an agency’s website (cut and paste url here) or create your own.



**2. Agency name:** \_\_\_\_\_ **(2 pts)**

**3. Write a job description. (10 pts)** It should include salary range, general definition, supervision, job segments and functions, working conditions, qualifications, and competencies. (See pp. 223-224 for guidance.)

**4. Create a job announcement. (10 pts)** (Create separate document.) It should include the title of the position, overview of the organization, overview of the position, academic and professional qualifications, certifications, required and preferred competencies, compensation, how to apply, and any other pertinent information. (See example on p. 227. You can use it as a template.)

**5. Recruitment (5 pts)**

a. Will you recruit internally, externally, or both?

b. How will you share the job announcement with qualified potential applicants? Be as detailed as possible. (Do NOT simply write “post flyers” or “share on social media.” Be more specific.)

**6. Selection. (10 pts)** Once you have a pool of applicants, you will need to separate the qualified from unqualified applicants. You will also need to distinguish among the qualified. To do so, create a stage-based screening process using a separate Word document. (See pp. 230-234 for guidance and p. 232 for a template you can use. Replace the criteria in Figure 9.4 with the criteria you will use for your own job.)

**7. Interview questions. (10 pts)**

a. Write out 3 questions you would ask during an initial screening phone interview.

b. Which of the three face-to-face interview types would you use (individual interview, group interview, assessment center)?

c. Write out 5 questions you would ask during a face-to-face interview.

d. Explain why you chose to ask the questions you wrote above.