

Annual Progress Report Fall 2013

Assessment of Student Learning for the

Park Management and Conservation Undergraduate Program – Dept of HFRR

The purpose of the Annual Progress Report (APR) of Student Learning Assessment is to provide a continuous improvement process through meaningful assessment of students. Results from assessment of student learning guide collective actions for curricular change, better learning opportunities for students, improvement of teaching, and more effective academic support services.

Introduction

The Park Management and Conservation (PMC) division of HFRR continues to assess discipline knowledge, and communication and problem solving skills, based on the core curriculum shared by all options.

The PMC Curriculum is accredited by the National Recreation and Park Association. Since the initial accreditation of the KSU Leisure Studies Program in 1988, the program has subsequently been re-accredited in 1993, 1998 and 2003 and 2008. This accreditation notably impacts the assessment process and requires evidence as well of student learning outcomes, including the posting of annual reports for public perusal.

The curriculum is undergoing notable revisions in 2013/14. The changes include both new and dropped core courses and the addition of new PMC faculty. As a result current faculty have not yet revised the learning outcomes for changed courses to be in full alignment. One proposal, still being discussed, involves utilizing the NRPA certification exam scores as the primary assessment tool. This exam is nationally validated and has been given in one form or another for the last 20 years. Only in the last few years has the exam been available for accredited curriculum seniors. Until this decision is reached no changes to the primary assessment tool for cognitive learning, a pre-post exam, will be forthcoming.

Executive Summary:

The pre-post exam assessment instrument was modified in 2012. Questions considered vague or otherwise confusing were identified over the course of several iterations and removed from the item pool and the exam reduced in size from 100 to 84 possible pts. PMC faculty have reviewed the results of the 2012-13 pre and post tests (84 item instrument) and other direct and indirect measures of PMC student learning outcomes and have drawn the following conclusions:

- (1) Students enter the PMC program with limited discipline-specific knowledge, but demonstrate a significant (31.5%) enhancement in their understanding of this content prior to graduation.
- (2) The changes in the exam from 2011-2012 resulted in an approximate 7% percentage increase in exam scores (pre and post-test combined) for 2012. Post exam scores dropped by to 6% difference in 2013. PMC student scores on the assessment instrument now average 68.4% for post-scores; more in line with the original curriculum target in 2006.
 - a. The PMC pre-post test exam scores show very favorably comparison to KSU PMC student scores on the NRPA CPRP (certified park and recreation professional exam)
- (3) As measured by internship host agencies in 2013, PMC students continue to display above average level of communication skills upon graduation. PMC faculty are in agreement that required communication exercises (papers and presentations) in several PMC core classes have contributed favorably to this outcome.
 - a. Still, several practitioners interviewed in the fall of 2013 felt that even more attention should be paid to communication and general decision making skills – not so much because our students were deficient, but because the skills are so crucial to professional success. ***Specific recommendations as to how to achieve this included a 1hr course with interview content, etiquette, and general professional demeanor skills.***
 - b. Written communication skills were conspicuously lower than the ratings for oral communication skills; enough to warrant addressing
- (4) Additional measures of student learning outcomes will be adopted in 2014, once the new KSU survey site is operational. Proposed modifications include the addition of research skills measures in the intern evaluation and the transfer of the student personal assessment to the online survey format and add a component to the student intern evaluation designed to elicit practitioner input on curriculum content and SLOs.
- (5) Expect NRPA requirements to include more *Posting of several examples of relevant skill assessments (in other words – in class score statistics)*

Academic year: 2013

Department/Program: Park Management and Conservation (PMC)

Degree program(s): B.S. Agriculture

Person(s) preparing report: Sid Stevenson

Date submitted: Oct 31, 2013

I. Student Learning Outcomes

After completing the undergraduate Park Management and Conservation (PMC) curriculum, graduates of the program will be expected to exhibit significant gains in their ability to:

Cognitive

- A. Demonstrate an understanding of the roles, interrelationships and use of diverse delivery systems in addressing recreation, park resources and leisure....relative to a diverse population, design of areas and facilities, and community and economic development.**
- B. Demonstrate an understanding of the conceptual foundations of play, recreation and leisure.**
- C. Demonstrate an understanding of the profession's history, organizations, current issues and trends, ethics and importance of professional competence.**
- D. Predict, with reasonable accuracy the outcomes of a variety of recreation and park agency policy actions.**
- E. Demonstrate an understanding of the variety of programs and services available to enhance individual, group and community quality of life by**
 - assessing user needs
 - writing goals and objectives
 - marketing programs effectively
 - conducting programs in various formats and venues
 - evaluating outcome
- F. Apply basic principles of research and data analysis related to recreation, park resources and leisure services**

- G. Appropriately apply management principles, including**
 - principles of human resource management
 - agency management/leadership
 - fiscal processes
 - contracts, compliance, and like uses of the legal and legislative process
 - planning and design
- H. Apply best practices of resource management, park maintenance and operations in balancing an agency's resources and its land use mission.**

- Communication** **I. Apply appropriate communication skills and the use of current related technology to professional practices.**
- Problem Solving** **J. Exhibit the skills necessary to address real world issues and solve problems faced by this profession by thinking critically and utilizing available resources and sound investigative practices intended to result in sustainable policies.**
- Diversity** **K. Demonstrate an awareness of the breadth of a diverse leisure service clientele and the professional intent to provide a spectrum of experiences that will result resulting in equitable opportunities for all.**

Web link to department web site where degree program SLOs, Alignment Matrix, and F-2013 APR Summary are posted:

<http://www.hfrr.k-state.edu/DesktopDefault.aspx?tabid=925>

II. Assessment Strategies:

The National Recreation and Park Association (the accrediting body for the PMC Program) provides the following examples of measures of learning outcomes. Those checked were utilized by the PMC program in 2013.

PMC	Direct Measures of Learning Outcomes	PMC	Indirect Measures of Learning Outcomes
x	Certification exam pass rate (to validate PMC exam only)		Advisory Board Evaluation
x	Capstone Assignment		Alumni Survey
	Comprehensive Examination	x	Curriculum Review Result
x	Internship Evaluation		Employer Survey Result
x	Performance of relevant skill	x	Exit/Student Interview Result
	Portfolio Examination		Focus Group Result
x	Pre/Post Test Results		Graduate School Acceptance Rates
x	Presentation/Project/Assignment		Honors/Awards Received by Program

SLO: Discipline Specific Knowledge – Cognitive Analysis - Items A-H
MEASURE: Pre/Post Test Results

PMC majors are assessed via a pre-test as incoming Freshmen and again, using the same exam - as seniors, in the semester they complete their internship prior to graduation. The assessment instrument covers seven (7) topical areas and is modeled after the National Certified Park and Recreation Professional exam, and closely aligned with the national park and recreation curriculum accreditation criteria.

Students shall demonstrate an understanding of the roles, interrelationships and use of diverse delivery systems addressing recreation, park resources and leisure by scoring at least a 60% on a test designed to measure same.

In 2013 a pre-exam was not given due to a change in the course where the exam was administered, the 2012 pre exam scores were utilized instead. It is anticipated a new approach will be in place for the 2014/15 academic year (e.g. NRPA cert exam required).

In a follow-up to the 2011 assessment instrument item analysis, 16 questions were removed from the exam in 2012. The abbreviated, 84 item instrument, was continued in 2013. The focus of the Outcome items in 2013 remained on Cognitive Analysis (Items A-H) as measured by the latest instrument, an 84 item pre and post-test exam.

SLO	Assessment Tools	Student Sample		Results	
		Entering students	Graduating Students	Entering students	Graduating Students
Discipline-specific knowledge (A-H) COGNITIVE	Pre/Post Test Results Primary: 84-item test developed by the faculty, with heavy reliance on	A new instructor taught the Ag Orientation course where the pre exam	Senior students enrolled in RRES 492 (summer Internship)	Fall 2012 52 Range: 43-56 <i>Long term</i>	Spring 2013 68.3 Range: 61-77 n = 28 % change in score

SLO	Assessment Tools	Student Sample		Results	
		Entering students	Graduating Students	Entering students	Graduating Students
	the content of the NRPA National Park and Recreation Professional Certification Exam and the NRPA Program Accreditation criteria. <i>Questions drawn from PMC Core courses only.</i>	was normally given but did not give the exam. The 2012 was used.		<i>average considered irrelevant due to change in exam</i>	from pretest as a FR: 31.5%

In the fall 2012 report, PMC faculty noted that if the 2012 scores were repeated in 2013 they expected to increase the target score back up to 65%.” However the scores will remain at 60% min through curricular revisions, as the new instrument is more thoroughly examined.

Assessment Exam pre	Pre 09	Pre 10	Pre 11	Pre 12	Pre 13	
						<i>2012 exam was clarified and also given to only Freshman in Ag Orientation class now instructed by PMC faculty No pre exam was given in 2013.</i>
Average score	45.3	42.2	44.4	52	52	
Highest	56	50	61	66	66	
Lowest	27	35	15	43	43	<i>Lowest scores considerably higher than the pre 2012 exam modifications</i>
Std deviation	7.64	4.43	9.86	5.14	5.14	

The average post-test score dropped from 69% to 68.4. 25% of seniors would not have passed the exam at the 65% rate on their first attempt.

Assessment Exam post	Post 09	Post 10	Post 11	Post 12	Post 13	
Avg	62	61.43	62.3	69.1	68.4	<i>Down from 2012, but less than 1% avg score</i>
High	71	68	71	75	77	
Low	51	51	49	61	61	<i>Low score remained the same from 2012-2013</i>
StdDev	5.93	4.02	6.59	3.5	5.31	<i>Std Deviation is a desired result of exam modification but increased from 2012; prompting the new table showing variations in scores by option.</i>

PMC major post-test scores varied slightly by option, with the greatest differential evident between the Park Manager option and the Recreation Business option. Changes in the 2014-15 curriculums relative to options will be less clear as students will have greater flexibility in course selection at the required elective (option) level.

INTERPRETATION OPTION	69.8
LAW ENFORCEMENT OPTION	68.4
PARK MGR OPTION	66.8
REC BUSINESS OPTION	70.5

II. A-H What was learned from the Assessment Results

Cognitive Enhancement:

History: After several senior students in 2009 were asked to repeat the exam due to scores clearly not reflective of their abilities PMC faculty established a policy for 2010 of requiring a score of 60% on the assessment exam to be eligible to complete an internship, thereby providing an incentive. *Still, 5 students did not meet the criteria initially. It had been determined that the most likely reason for the lower scores was that 4 of the 5 students were juniors rather than seniors and had not yet completed the full PMC core of requirements. This result necessitated a new policy: The assessment will still be given to junior students as PMC policy allows juniors to complete internships but their scores will not be included in the assessment review. **Scores for 2013 also reflect only seniors.***

The post exam scores in 2013 continue to show substantial cognitive development over core course content for majors. Post-test score averaged 31.5% higher than the pre-test scores: $(68.4-52)/52= 31.5\%$. The post exam scores remained consistent with 2012 levels, suggesting the changes made to the exam in 2012 were reliable.

Validation of the PMC Assessment Exam: In 2011/12 two PMC graduates completed the NRPA professional certification exam; both passed, scoring 85% and 89%. Their scores on the PMC assessment exam were 63% and 62% respectively in 2010; further validating to some degree the assessment exam's comparability. **For 2015, PMC faculty propose that all students complete the national CPRP exam...** and that the exam be completed during the internship experience or the last semester of their senior year, when they are eligible. The CPRP exam, and more importantly the exam for proposed Park and Natural Resource professionals (when adopted by NRPA) shall replace the current PMC pre and post-test instrument.

II I. SLO Communication:

MEASURES:

RRES 310 PRESENTATION		EVALUATION FORM					
		Evaluator: _____ (your name)					
Presenter #1 _____ (student's name)	Presenter #2 _____ (student's name)						
Presenter #3 _____ (student's name)	Presenter #4 _____ (student's name)						
Presenter #5 _____ (student's name)	Presenter #6 _____ (student's name)						
DESCRIPTION	RATING						
	3- (very poor)					4- (exceptional)	
1. The leader planned the activity carefully. Equipment and supplies were available for use during the activity. Visual and other pre-completed teaching aids were available.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
ORGANIZATION							
2. The leader organized the group by putting the participants into the most appropriate formation (line, teams, work groups, audience, etc.)	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
PRESENTATION							
3. The leader was <u>enthusiastic</u> , motivating the group, inspiring interest, by "talking it up" (e.g., telling of origin) or using other motivation to get and hold the interest of the group.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
4. The leader explained the <u>purpose</u> of the activity, including mention of an objective.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
5. The leader <u>effectively demonstrated the activity</u> , making each part clear to the group. This includes conducting a walk-through of the activity if the game required physical skill or complicated actions.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
6. The leader <u>made good use of the time allotted</u> . The leader chose the correct amount of activity and stopped on time.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
7. The leader <u>spoke clearly and distinctly</u> .	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
8. The leader <u>discussed variations to rules or other ways of participating in the activity</u> with the participants.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
9. The leader <u>took charge</u> . Very little additional explanation was needed by the course instructor to make the activity worthwhile to the class.	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
10. The leader <u>showed overall good leadership qualities</u> .	(1)___	(2)___	(3)___	(4)___	(5)___	(6)___	
TOTAL POINTS		40	40	40	40	40	40

Internship Evaluation
Performance of relevant skill
Presentation/Project/Assignment

Apply appropriate communication skills and the use of current related technology to professional practices.

Students shall demonstrate a high level of personal and professional communication skills, both orally and in written form. They shall also appropriately utilize current communication technology in professional practice. PMC majors polish these skills during their academic training and are evaluated on presentations, reports and computer skills coursework. **Students are required to first research and then orally present to both a peer and non-peer audience in RRES 310-Outdoor Recreation Leadership (40pts), followed with the compilation of a cited outline. The rubric for the presentation used in RRES 310 is provided. The average presentation score in RRES 310 was 90%, and ranged from a high of 100% to a low of 70%.**

In RRES 580-Park Operations, students must utilize electronic presentation software (40 pts) on an assigned topic. Examples of topics include: Deer Control in Urban Parks, Campsite reservation options, Invasive Species issues in parks, Use of self-service pay stations, etc.

Student interns also give a presentation to their host agency over the special project. These same students are assessed on their use of communication skills in everyday practice of their job-like internship experience by their host supervisor using the following online instrument:

The scores below are a compilation of 2011 through 2013 as the KSU survey site is currently un-editable as it migrates to a new system. However, the comments following are only for 2013 interns.

During this period, PMC student interns continue to receive high ratings by host supervisors in the following areas of communication:

5.6 Quality of the Intern's oral communication?

unsatisfactory (inferior)		0 (0%)
below average (not often satisfactory)		0 (0%)
average (adequate)	█	7 (10.61%)
above average (good, consistently better than average)	████████████████████	30 (45.45%)
excellent (meets highest expectations)	████████████████████	29 (43.94%)
N/R		0 (0%)

90% above average or better

5.5 Quality of the Intern's written communication?

unsatisfactory (inferior)		0 (0%)
below average (not often satisfactory)	█	1 (1.52%)
average (adequate)	██████████	16 (24.24%)
above average (good, consistently better than average)	████████████████████	28 (42.42%)
excellent (meets highest expectations)	██████████████████	21 (31.82%)
N/R		0 (0%)

74.2% scored above average or better

II. J. Problem Solving

MEASURE:

Internship Evaluation
Performance of relevant skill

Exhibit the skills necessary to address real world issues and solve problems faced by this profession by thinking critically and utilizing available resources and sound investigative practices intended to result in sustainable policies.

5.3 Intern demonstrates the ability to weigh alternatives and make appropriate decisions

unsatisfactory (inferior)		0 (0%)
below average (not often satisfactory)		0 (0%)
average (adequate)	█	6 (9.09%)
above average (good, consistently better than average)	████████████████████	29 (43.94%)
excellent (meets highest expectations)	██████████████████████████████	31 (46.97%)
N/R		0 (0%)

Evidence of positive outcomes in this item are supplied by the ratings received by student interns on their ability to make appropriate decisions (from the intern host evaluation), where 91% received a rating of above average or higher.

II. K. Diversity

MEASURE:

Internship Evaluation

Demonstrate an awareness of the breadth of a diverse leisure service clientele and the professional intent to provide a spectrum of experiences that will result resulting in equitable opportunities for all.

5.10 To what degree does the intern display respect for diversity in the workplace (gender, disability, race and like characteristics)?

unsatisfactory (inferior)		0 (0%)
below average (not often satisfactory)		0 (0%)
average (adequate)	■	3 (4.55%)
above average (good, consistently better than average)	■	19 (28.79%)
excellent (meets highest expectations)	■	44 (66.67%)
N/R		0 (0%)

95% of PMC interns rated above average and above in 2013 in their display of respect for diversity.

II. PMC Student Learning

PMC	Direct Measures of Learning Outcomes	PMC	Indirect Measures of Learning Outcomes
1	Certification exam pass rate (to validate PMC exam only)		Advisory Board Evaluation
2	Capstone Assignment		Alumni Survey
	Comprehensive Examination	7	Curriculum Review Result
3	Internship Evaluation		Employer Survey Result
4	Performance of relevant skill		Exit/Student Interview Result
	Portfolio Examination		Focus Group Result
5	Pre/Post Test Results		Graduate School Acceptance Rates
6	Presentation/Project/Assignment		Honors/Awards Received by Program

The primary focus of the 2013 assessment was on cognitive learning as measured by the **Pre/Post Test instrument**, particularly since the revised instrument was only 1 year old and needed validation. Cognitive learning and other aspects of professionalism were also **measured by practitioners hosting KSU student interns**. **Performance of Relative skills** both in day to day PMC Core class assignments and **specific internship requirements (e.g. project/presentation)** were also utilized.

Results:

5. PMC students continue to show a 31.5% or better increase in cognitive gains over pre test scores.
5. Reduced standard deviation (over pre 2012 values) suggest the exam changes were positive as well.
3. PMC students continue to score well in oral communication, problem solving and diversity but scores need to improve in written communication
6. The objective of a better measure of research skills during internship was not achievable for 2013 due to loss of functionality of the University's survey web site. A new survey site will require new faculty training and will be available during the calendar year 2014 – postponing the addition of a measure of this desired outcome.
4. Relevant skill (better rubrics are needed across the curriculum, particularly for projects and reports)
7. Specific changes to 2014 curriculum are underway and will enhance:
 - i. natural history/resource management (new course: Natural History for Park Managers)
 - ii. Expansion of tourism content (several courses proposed)
 - iii. Outdoor recreation leadership will be more individually specific
 1. Choice of 3 activity areas, several where instructional certification is available

Support materials: The following comments were elicited from **host agency intern evaluations**. They generally suggest a high level of satisfaction with KSU PMC interns.

D___has been a model intern. His devotion to task and goals are beyond my expectations. He has time and time again found a way to balance his personal obligations to do beyond what I have asked.

D___ has done an exceptional job, giving task 110%. He is eager to enter into his career and I have the utmost respect for him as a co-worker. I will give him the highest recommendation possible.

The M___PRD staff was pleased with T___ internship. He was courteous, polite, conscientious, determined. His willingness to take on any task was appreciated by all. He will be a good professional.

E___ is someone who always puts the company first. We would love to have him as a part of our leadership staff in the future. He is someone that other staff look to as a role model. Amazing intern!

D___has shown the ability to learn and comprehend the necessary requirements for management responsibilities. He continues to develop and has a great work ethic.

B___ has shown a lot of improvement and knowledge of park operations and customer service over the past 9 months. He has been a leader to new employees. He has taken charge of his intern project.

T_____ shows great initiative and completes any task required in a timely manner with no further instruction past the initial request. Have had no problems or issues with other co-workers

A_____ is very dedicated to any tasks she is presented with. She is not afraid to work and takes on more responsibility as she works through her internship.

A_____ is doing a good job juggling all of his varied responsibilities here at RMHAB. He is continuing to develop understanding of our outfit and how to assist in management responsibilities.

A_____ continues to grow into her responsibilities at M_____ State Park. She shows great interest in the agency and its mission. She is a team player and continues to grow with the agency.

E_____ has been an asset to the 4-H Camps staff. She is willing to go beyond what is asked of her. She is someone you can count on.

We are pleased to have A_____ on board, he is helping with our day to day operations. And is enjoying his interpretation, and getting good crowd participation and responses from patrons.

A_____ was committed to the project, he helped daily with other projects. The Blue Water Trail project was completed, a NRT project we've needed to complete for some time, it's great to have it done!

S_____ did a great job for us! He represents everything a P/R department would look for in an employee. In my opinion S_____ has a very bright future ahead of him in this industry. His work ethic is great!

N_____ is a joy to work with and has a very good grasp of the philosophies and trends in Recreation Management. He is well liked and is getting some very good immersion into our administrative culture.

T_____ has been an excellent intern and I look forward to working with him in the future.

_____ has been a big asset during his internship. His special project documenting our expanded inventory was very beneficial, he also played a large role in preparing the facility for fall '13 opening.

To date L_____ is doing an excellent job. He is dedicated to the work in which he is assigned. He has been able to gain the respect of some of the younger staff members and is mentoring them.

Intern R_____ has been an average to above average park ranger. He is definitely a sharp young man. Had a few occasions where he needed reminded of his responsibilities. He has a good sense of humor.

Very happy with P_____ 's performance. In scoring above, I only put some as 4 to make the scores of 5 stand out. Strong initiative, professional, responsible, reliable, enthusiastic. Helps others.

A_____ is learning a lot about programming activities for school age children and is able to adapt to the different age levels and be engaging

T_____ became a member of our team immediately showing that he can adapt to the diverse areas of parks and recreation. He is efficient, self-motivated and a team player.

C_____ does an great job and can and does work unsupervised throughout the park.

D_____ has progressed nicely on her project. She has been given the task of designing signage and making suggestions to update our Rainey Lake Hiking Trail.

J_____ performance thus far this season is slightly above average. He has a very good rapport with our Park Attendant staff and gets along well with co-workers.

A_____ was a tremendous asset to the administrative team at the High Adventure Base during the 2013 season. His special projects were fantastic and really added to the camp experience for all.

J_____ is highly intelligent but he did not excel at physical work and provided invalidated excuses for not doing them. His timid disposition was not conducive for conflict resolution with park customers.

S_____ is an excellent asset to the park, he is a leader that I rely on frequently. He has taken great initiative on his project and took great pride in completing it well.

B_____ has a strong desire to pursue a job in park management. B_____ was one that always looked for something to do rather than waiting to be told. Was an asset to the park and has made great improvements Excellent performance and gaining valuable experience with a wide range of tasks and objectives accomplished.

We could not have asked for a better intern than E_____. He does everything we ask and is always looking to do more. We feel very lucky to have him with us this summer.

C_____ does a good job with everything he has done so far. He is very bright and picks up and runs with any jobs he is assigned.

In comparison to other summer interns that we've had on staff, Mr. ____ is average at best. He's very consistently late to work and doesn't see that as a problem. And he isn't much of a self-starter.

C_____is a very personable and hardworking individual. He listens to and follows instruction very well. He is a self-starter and completes tasks efficiently and effectively with little assistance. B_____has been a great asset to this agency, he has demonstrated a high desire to work in a park setting. B_____also is great with the general public in addressing their concerns or questions.

Intern _____has completed 3 summers as a Park Ranger with the Corps of Engineers and has accepted a permanent position with KDWPT as a Park Ranger. Kudos.

A_____is growing well into her roll at M_____ State Park. She has proven to be a valuable "Team Member", and continues to work hard for the goals of the park.

From the beginning of his internship to the end, T_____ showed initiative when completing internship requirements for his university and our agency _____. He is self-motivated and shows follow through.

A_____is learning alot. She is getting diverse experience with both her work with L_____ Day camp and her volunteer work. She tries very hard and is a hard worker. I am pleased with both her work

E_____ contributes well with equipment service tasks. He is bringing much to our expansion Keeping equipment up to date in our electronic database. E_____continues to develop his relationships with co workers.

T_____ is becoming more familiar with his role and responsibilities as an intern. As the summer progresses, he will have more opportunities to experience other facets of our department. Nice job!

E_____as been a great assist to the team. She has helped in a lot of ways that she didn't have to.

T_____ is a very good employee and I am going to try and get him a full-time position following his internship.

N_____is a delight in the Park and Recreation workplace. He is a hardworker and very pleasant. He had handled every task that we have asked of him. He has been hired part-time to work in a few areas.

5.15 What is the quality of the intern's special project to date?

unsatisfactory (inferior)		0 (0%)
below average (not often satisfactory)		0 (0%)
average (adequate)	█	13 (19.7%)
above average (good, consistently better than average)	█	23 (34.85%)
excellent (meets highest expectations)	█	30 (45.45%)
N/R		0 (0%)

III. Faculty Review of the Assessment Results

- A. PMC faculty have reviewed this report and recommend the following actions relative to student learning outcomes for 2014:
 - a. Make no changes until faculty have received training in the learning outcomes format expected by NRPA (Nov 2014)
 - b. Submit a curriculum change requiring all PMC majors to take the NRPA CPRP exam or Natural Resources equivalent prior to graduation
 - c. Implement an online survey approach to intern's self assessment (part of internship evaluation) and modify the intern evaluation to include a critique of student preparation/SLOs by practicing professionals

IV. Actions and Revisions Implemented

- A. Actions impacting assessment taken during the 2013 academic year included the following:
 - The results of the post-test exam were analyzed by program options (Rec Business, Interpretation, Law Enforcement and Park Manager) for the first time. Variations were noted and will continue to be measured even if the instrument changes
 - The exam eligibility policy adopted in 2011 - disallowing the use of assessment exam scores taken by juniors, even though juniors remain eligible for PMC internships, was continued
 - The implementation of an improved outcome measurement for Research (SLO item F) was postponed until the new KSU survey site is up and running.

V. Effects on Student Learning and Future Plans *(for non-accredited programs)*

The PMC program is currently accredited by the National Recreation and Park Association for the period 2008-2015 (extended by NRPA for 2 years). The program has been accredited since 1987. All student learning outcomes listed A-J come directly from the accreditation standards. (see Appendix: A).

A. Student Learning Outcomes (SLO) items of focus for the 2014 academic year will be:

- SLO Items ? Receive NRPA approved training and apply SLO changes as needed to meet NRPA accreditation standards.
Post several examples of relevant skill assessments (in other words – in class score statistics)
- SLO item F Implement an improved outcome measurement of Research (SLO item F) *postponed from 2013.*
Include an improved analysis of the intern's special project relative to literature review and related applications of good scientific methods.
- Items A-K. Develop a self-assessment instrument to be completed online by the student intern, which addresses several learning outcomes, content and program curricular approaches. (an instrument is currently available but will be enhanced and made electronically fillable (e.g. survey format) via the new KSU survey site.