

Assessment Report
BS in Recreation and Park Resources
Division of Exercise Science, Sport and Recreation
Academic Year 2006-2007

I. ASSESSMENT ACTIVITIES:

A. Program Goals

Program goals for the students focus on knowledge and application in major course content areas. Program goals for faculty development include recruiting qualified faculty and adjunct faculty, and the involvement of faculty in scholarly activity, conferences, and workshops. We are meeting these goals by recruiting qualified faculty, qualified adjunct faculty, and encouraging faculty to continue to learn through additional training. Curriculum goals for the BS degree in Recreation and Park Resources include maintaining currency in the field and remaining flexible to meet the needs of the student and the changing profession. The focus is on preparing students for a broad range of leisure related careers.

B. Learning outcomes/data collection:

Student academic achievement: Student academic achievement is measured by successful completion of the required coursework and successful completion of a capstone experience, an internship in parks and recreation.

Faculty development:

1. The percentage of tenure track faculty teaching coursework was determined.
2. The percentage of non-tenure track faculty teaching coursework was determined.
3. Professional meetings attended by tenure track faculty were examined.

Curricular outcomes:

1. Reviewed student evaluations of each course, and surveys of graduates and employers.

Course outcomes:

1. Reviewed student evaluations of each course.
2. Used knowledge gained from individual student conferences.
3. Evaluated information from class discussions.

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C. Result:

Student academic achievement: Student performance in the required courses is indicative of academic achievement.

Faculty development:

1. Tenure track faculty members are teaching approximately 42% of the major coursework in PLS.
2. One nine-month appointment faculty member is teaching approximately 33% of the coursework.
3. Two Professor-Emeriti faculty members are teaching approximately 17% of the coursework.
4. Adjunct faculty members are teaching approximately 8% of the coursework.
5. All tenure track faculty attended at least one professional meeting in the past year.

Curricular outcomes:

1. A review student evaluation of each course indicates a positive student opinion of the courses in PLS. Student comments are generally positive. Surveys of graduates and employers were not sufficient enough to draw conclusions, but there are very positive comments regarding Dr. Busbee and Dr. Parker.

Course outcomes:

1. A review of student evaluations of each course indicates a positive relationship of outcomes to student expectations.
2. Individual conferences indicate no major problems.
3. Class discussions indicate a positive relationship of outcomes to student expectations.

II. PLANS FOR THE COMING YEAR:

Dr. Raymond Busbee retired in December 2005 and we are conducting a national search for his replacement. Dr. Jennifer Mak will have her sabbatical in the spring semester 2007.

The new accreditation standards will be launched in 2007. In the old standard, we need **THREE** FTE faculty members to meet the accreditation requirement. Most of the time, we will have three adjunct faculty members for three courses to cover **ONE** FTE. However, in the new standards, we are required to have **FOUR** adjunct faculty members to cover four courses in each semester. We need to have more adjunct faculty members or open a new faculty position.

According to the accreditation schedule, Marshall University Recreation and Park Resources Program was expected to have an accreditation visit on March 2006. By reason of several unexpected personnel changes, we have applied for deferral. The new visitation will be scheduled for the spring 2007 and the self-study will be due six weeks before the accreditation visitation. After the visitation, the program coordinator is required to attend the accreditation hearing in Indianapolis, Indiana, September 25-29, 2007 with the conjunction of the National Recreation and Park Association Congress. In addition to the travel expenses for the program coordinator, Marshall University Recreation and Park Resources Program also need to be responsible for the travel expenses for the visitation chair to attend the hearing at Indianapolis.

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III. ASSISTANCE NEEDED:

We need to fill the tenure-track faculty position with qualified candidate. We need extra funding to pay for the additional adjunct faculty members which required by the new accreditation standard. We also need to have extra funding to pay for the accreditation visit and the accreditation hearing at Indianapolis, IN

IV. WHAT IS THE ONE MOST IMPORTANT THING THE PROGRAM HAS LEARNED THROUGH THIS PROCESS?

Evaluation of our programs is essential, and if performed correctly, can be very useful. By putting this information on paper, we can see our weaknesses, and hopefully correct them. The evaluation process will help us avoid pitfalls, and will improve the overall quality of the program. This will be a process we should continue to work on and improve. Everything we do, in every major class, is important in this process, and can provide valuable information we need to make the best decisions for our program.

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Recreation and Park Resources, BS:

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
a. Conceptual Foundations	Course Instructor	PLS 101, 120, 210, 230, 270, 301, 411	Performance in coursework	Satisfactory	None
b. Leisure Services Profession	Course Instructor	PLS 101, 120, 210, 230, 270, 301, 401, 402, 411	Performance in coursework	Satisfactory	None
c. Leisure Service Delivery System	Course Instructor	PLS 101, 120, 210, 230, 270, 301, 401, 402, 411	Performance in coursework	Satisfactory	None
d. Program Strategies	Course Instructor	PLS 120, 210, 230, 270, 301, 411	Performance in coursework	Satisfactory	None
e. Assessment, Planning, and Evaluation	Course Instructor, Internship Supervisor	PLS 120, 210, 230, 270, 301, 401, 402, 410, 411	Performance in coursework and internship	Satisfactory	None
f. Administration/ Management	Course Instructor, Internship Supervisor	PLS 101, 210, 230, 401, 402, 410, 411	Performance in coursework and internship	Satisfactory	None
g. Legislative and Legal Aspects	Course Instructor	PLS 101, 120, 230, 401, 410, 411	Performance in coursework	Satisfactory	None
h. Field Experiences	Course Instructor, Internship Supervisor	PLS 270, 410, 490	Performance in coursework and internship	Satisfactory	None

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