

**Assurance of Student Learning Report  
2022-2023**

College of Health and Human Services

School of Kinesiology, Recreation & Sport

Recreation, Park, and Nonprofit Administration (5010)

Dr. Raymond Poff

Is this an online program?  Yes  No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

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

**Program 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**

**Program 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**

**Program 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**

**Assessment Cycle Plan:**

This academic program successfully completed it's accreditation process again during academic year 2022-2023. Among many other steps, the process included a comprehensive review of the student learning outcomes presented here as well as several others tracked by the program faculty. One aspect discussed by the faculty is the need to more frequently (at least twice a year) review the student learning outcomes in order to provide more timely changes as needed. In the current year, here are some recommendations made for the future: **Outcome 1:** Will encourage the course instructor to carefully consider possible causes for the declining performance results and encourage them to implement strategies for improving student success. Again, achieving a 75% success rate is commendable and we are simply interested in helping students improve. **Outcome 2:** Will continue to explore teaching methodologies relevant to rigor and relevance of project. **Outcome 3:** We plan to have the instructor to review assignment instructions, implement micro activities to approve student success, and incorporate an updated grading rubric. Certainly there is now an increased awareness of the potential impact of class location. Again, overall the performance from the students was very good.

Note: These program learning outcomes are written as the more specific versions of the ones appearing in CourseLeaf. The specific versions more closely reflect our national accreditation learning outcomes as being used at this time.

## Program Student Learning Outcome 1

<b>Program 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>	70% of the students completing the assignment will score 70% or higher on the assignment	<b>Percent of Program Achieving Target</b>	75% overall scored 70% or higher. [Fall 15/20 students]
<b>Methods</b>	All students enrolled in REC 302 during fall 2022 (20 students) All students who completed the measurement instrument were included in the analysis.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> This year's results were down 5.4% from the previous year (79.4% to 75%). Considering that our other two WKU student learning outcomes have a program success target of 70% of the students completing the assignment will score 70% or higher, this outcome target has been adjusted retroactively to be consistent with the other two outcomes; this target had been 80%. Additionally, almost all of our other program external COAPRT accreditation learning outcomes also have targets of 70%, so this retroactive change seems appropriate to bring this outcome in line with the general student expectations in the program.</p> <p><u>Conclusions:</u> In reviewing the 2018-2019 to 2022-2023 ASL data, we see a post-COVID decline (2021-2022 and 2022-2023) in student performance in this particular learning outcome. Interestingly, the same general decline is not present in the other learning outcomes and we are unsure as to the related contributing factors. It is important to note that a 75% achievement still represents positive student learning and the faculty are not worried about the student learning in the course.</p> <p><u>Plans for Next Assessment Cycle:</u> Will encourage the course instructor to carefully consider possible causes for the declining performance results and encourage them to implement strategies for improving student success. Again, achieving a 75% success rate is commendable and we are simply interested in helping students improve.</p>			

<b>Program Student Learning Outcome 2</b>			
<b>Program 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>	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. <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, 70% of 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>	100% overall scored 70% or higher. [Fall: 100% (17/17) & Spring: 100% (31/31)]
<b>Methods</b>	All students enrolled in REC 306 during fall 2022 (23) and spring 2023 (32) 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>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> The results from this academic year are slightly higher than the previous academic year which included one semester at 100% and one semester at 90%. The change may be a reflection of instructor efforts (see conclusion).</p> <p><u>Conclusions:</u> It appears that the assignment effectively motivates students to complete the program plan and include necessary components. Integrate multiple concepts from course into single project. Student success appears to be a result of efforts to improve grading transparency, assignment instruction, and grading rubric.</p> <p><u>Plans for Next Assessment Cycle:</u> Will continue to explore teaching methodologies relevant to rigor and relevance of project.</p>			

<b>Program Student Learning Outcome 3</b>			
<b>Program 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> </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>	Overall score: 90.9% (10/11) scored 70% or better.
<b>Methods</b>	All students enrolled in REC 406 during fall 2022 (14) were included in the population. All students who completed <u>both</u> measurement instruments 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>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> The overall score was pretty strong for the measurement instrument. A closer look at the scores earned on the individual components revealed that students struggled more with the human resources part than the management part.</p> <p><u>Conclusions:</u> This was the first time the faculty member had taught this course which may have influenced the performance on the human resources component. The faculty member teaching this year's course mentioned that changes made during the presentation of the human resources content may have impacted the results. The day the content was presented, the class met outdoors. Course content was also posted online, but it seems that student grasp/retention of materials from that day was effected by meeting outdoors.</p> <p><u>Plans for Next Assessment Cycle:</u> We plan to have the instructor to review assignment instructions, implement micro activities to approve student success, and incorporate an updated grading rubric. Certainly there is now an increased awareness of the potential impact of class location. Again, overall the performance from the students was very good.</p>			

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

Curriculum Map Alternative – The following is used to track national accreditation outcomes for the program. (Page 1 of 2)

	7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.									
	7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.									
	7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.									
	7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.									
(7.01.01)			(7.01.02)		Assessment Results (7.01.03)		Assessment Results (7.01.03)		Assessment Results (7.01.03)	
(7.02.01)			(7.02.02)		(7.02.03)		(7.02.03)		(7.02.03)	
(7.03.01)			(7.03.02)		(7.03.03)		(7.03.03)		(7.03.03)	
					<b>Fall 2021</b>		<b>Spring 2022</b>		<b>Summer 2022</b>	
<b>Evidence of Learning Opportunity</b>	<b>Course specific learning outcome</b>	<b>COAPRT Learning Outcomes</b>	<b>Performance Measures</b>	<b>Performance levels/metrics</b>	<b>Instructor Last Name</b>	<b>% of students at or above performance level / metrics</b>	<b>Instructor Last Name</b>	<b>% of students at or above performance level / metrics</b>	<b>Instructor Last Name</b>	<b>% of students at or above performance level / metrics</b>
REC 200	Articulate the purpose, the scope of services, the objectives of programming, the sources of funding, and the population groups served by the varied agencies and organizations;	7.01a	Site Visit	70% will score an 80% or above on the assignment	McCreary	57% (12/21) scored 80% or higher.	Knackmuhs	97% (29/30) scored 80% or higher.	Not offered	Not offered
									Not offered	Not offered
REC 200	Articulate a personal philosophy of leisure	7.01c	Writing Assignment	70% of students will score 70% or higher on the assignment	McCreary	76% (16/21) scored 70% or higher.	Knackmuhs	97% (29/30) scored 70% or higher.	Not offered	Not offered
									Not offered	Not offered
REC 200	Articulate the psychological, sociological and physiological significance of play, recreation and leisure from a historical perspective	7.01c	History Exam or Quiz	70% of students will score 70% or higher on the assignment	McCreary	71% (15/21) scored 70% or higher.	Knackmuhs	83% (25/30) scored 70% or higher.	Not offered	Not offered
									Not offered	Not offered
REC 302	Apply various leadership techniques to enhance individual, group, and community experiences;	7.02	Community Leadership Project	80% of the student will score 70% or higher on the assignment	Stenger-Ramsey	91% (20/22) scored a 70% or higher	Ramsing	58.3% (7/12) scored a 70% or higher	Not offered	Not offered
REC 306	Understand and apply evaluation methods to leisure programs	7.02	Evaluation Assignment	70% of students will score 70% or higher on the assignment	McCreary	100% (23/23) scored a 70% or higher.	McCreary	90% (17/19) scored a 70% or higher.	Not offered	Not offered
REC 306	Identify and utilize program planning/design processes	7.02	Program planning worksheet assignment	80% of the student will score 70% or higher on the assignment	McCreary	100% (23/23) scored a 70% or higher.	McCreary	90% (17/19) scored a 70% or higher.	Not offered	Not offered
REC 306	Identify and utilize program planning/design processes	7.01b	Program plan	70% of students will score 70% or higher on the assignment	McCreary	100% (23/23) scored a 70% or higher.	McCreary	90% (17/19) scored a 70% or higher.	Not offered	Not offered
REC 306	Utilize basic management skills applicable to leisure service settings as they relate to the analysis of programs, services, resources, and participation requirements	7.03	Marketing Assignment	70% of students will score 70% or higher on the assignment	McCreary	100% (23/23) scored a 70% or higher.	McCreary	90% (17/19) scored a 70% or higher.		
REC 328	Identify and understand various theoretical approaches to facilitating participation for people with disabilities	7.02	Research Paper or Presentation	70% will score 80% or better	Not offered	Not offered	Stenger-Ramsey	81% (22/27) scored a 80% or higher	Not offered	Not offered
REC 328	Identify and understand various approaches to facilitating participation for people with disabilities	7.01a	Agency Profile	70% will score 80% or better	Not offered	Not offered	Stenger-Ramsey	91% (21/23) students completing assignment scored a 80% or higher	Not offered	Not offered

Curriculum Map Alternative – The following is used to track national accreditation outcomes for the program. (Page 2 of 2)

REC 402	Demonstrate financial management skills through budgeting assignments.	7.03	Budgeting Assignments	80% of students will score 70% or better	Not offered	Not offered	Poff	93.3% (14/15) scored 70% or higher.	Not offered	Not offered
REC 406	Demonstrate oral communication skills related to articulation of professional philosophy & goals in a job interview	7.01c	Self-Assessment, Portfolio, Mock Interview	70% of students will score 70% or higher on the assignment	Fall 2022 start	Fall 2022 start	Not offered	Not offered	Not offered	Not offered
REC 406	Students completing the course should be able to discuss facility management principles and apply them in a practical Recreation and Sport setting:	7.03	Premises Liability and Negligence Case Study Assignment	80% of students will score 70% or better	Knackmuhs	100% (10/10) scored 70% or better.	Not offered	Not offered	Not offered	Not offered
REC 406	Understand and apply the processes required for effective leadership and administration of leisure services	7.03	Local Government / Agency Meetings	70% of students will score 70% or higher on the assignment	Knackmuhs	100% (3/3) scored 70% or better. Only 3 students did this assignment because COVID restricted access during the majority of the semester.	Not offered	Not offered	Not offered	Not offered
REC 406	Utilize basic management skills applicable to leisure service settings as they relate to the analysis of programs, services, and resources and participation requirements	7.03	Management Philosophy Assignment	70% of students will score 70% or higher on the assignment	Knackmuhs	100% (9/9) scored 70% or better.	Not offered	Not offered		
REC 406	Utilize basic management skills applicable to leisure service settings as they relate to the analysis of programs, services, and resources and participation requirements	7.03	Human Resources Assignment	70% of students will score 70% or higher on the assignment	Knackmuhs	80% (8/10) scored 70% or better.	Not offered	Not offered		
REC 490	Apply theoretical knowledge and technical skills in a practical manner, gaining valuable pre-professional in-service training, which will better enable students to perform with a higher level of skill and confidence.	7.04	Final performance evaluation by internship site supervisor and university internship supervisor.	80% of students earn a rating of very good or excellent	Poff	100% (1/1) earned very good or excellent rating	Poff	100% (2/2) earned very good or excellent rating	Knackmuhs	% (/) earned very good or excellent rating

## 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 – REC 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.