**UAA logo**

# Undergraduate Certificate - Associate of Applied Science in Outdoor Leadership

# Academic Assessment Plan

**Adopted by**

**The Outdoor Leadership Faculty: May 3, 2017**

**Revised October 25, 2022**

Reviewed with curriculum by the college committee: 12/22/23

Reviewed with curriculum by the dean: 12/22/23

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Reviewed by the Academic Assessment Committee 5/5/17

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## Mission Statement

The mission of the PWSC Outdoor Leadership program is to provide students with the skills and experience necessary to succeed as outdoor recreation leaders.

## Program Student Learning Outcomes

Students graduating with an Undergraduate Certification or Associate of Applied Science in Outdoor Leadership will be able to:

1. Evaluate their personal readiness for leadership through reflection on the synthesis of their course experience and by communicating leadership behaviors verbally and in writing.
2. Explain the benefits of outdoor recreation for individual and community well-being
3. Evaluate risks associated with outdoor activities and identify methods to reduce and/or mitigate those risks.
4. Demonstrate proficiency in technical backcountry skills necessary for outdoor recreation professionals in the student’s areas of interest
5. Demonstrate proficiency in event/trip/field excursion planning and hosting.

## Measures

|  | Student Learning Outcomes | Course Artifact & Timeline | Course and Artifact & Timeline | Internship Paper  \*Completed at close of internship (eligible after 2 semesters of coursework) | Exit Interview  \*Completed at the close of Program |
| --- | --- | --- | --- | --- | --- |
| 1 | Leadership | KIN 181  Leadership Philosophy Presentation  *(Semester 1)* | PER 170  Leadership Reflection Paper  *(Semester 1)* | Rubric | (results) |
| 2 | Theory of Outdoor Recreation | KIN 262  Foundations of Outdoor Rec- paper  *(Semester 1)* | KIN 266  Risk and Outdoor Recreation Paper | Rubric | (results) |
| 3 | Risk Management | KIN 266-Safety/Risk-RM plan and review document  *(Semester 2)* | All courses address risk management  *Semester 1/2* | Rubric | (results) |
| 4 | Skills – Practical Backcountry | All courses address practical backcountry skills  *Semester 1/2* | PER 161 Certification  *(Semester 2)* | Rubric | (results) |
| 5 | Skills – Planning/Hosting | KIN 296  Project  *(Semester 1)* | KIN 296 Project  *(Semester 2)* | Rubric | (results) |

Process

Using the Report rubric and Exit Interview templates included below, as well as final papers, exams, demonstrations of technical skills, and other artifacts as appropriate, faculty and staff of the Outdoor Leadership program will assess the progress students are making toward meeting the program learning outcomes. Graduation from the program and resulting in positive evaluations from supervisors, and job placement after graduation will also be considered in the assessment of student and program success. Feedback from students will be shared with instructors and program staff, reviewed for applicability, and appropriate course and program improvements will be implemented.

**Outdoor Leadership Paper Rubric**

|  | CATEGORY | 4 - Exemplary | 3 - Proficient | 2 - Marginal | 1 - Unacceptable |
| --- | --- | --- | --- | --- | --- |
| **Structure (10%)** | | Paper/Report has clear and appropriate introduction, development, and conclusion. Organization is logical and displays clear progression. Paragraphing and transitions are clear and appropriate. | Report has adequate introduction, development, and conclusion. Organization is logical and displays adequate progression. Paragraphing and transitions are adequate. | Report has weak introduction, development, and conclusion. Organization is not always logical and progression is frequently unclear. Paragraphing and transitions are deficient for college-level work. | Organizational structure, paragraphing, and transitions are missing or have serious and persistent errors. |
| **Content (45%)** | | All suggested content from the outline\* is covered thoroughly. Specific incidents/examples are frequently included to illustrate points. All details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Most suggested content from the outline is covered fairly thoroughly. More than a few specific incidents/examples are included to illustrate points. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | More than a few suggested items from the outline\* are not addressed. Only one or two specific incidents/examples are included to illustrate points. Some details are not in a logical or expected order, and this distracts the reader. | Much of the suggested content from the outline\* is not covered thoroughly. No specific incidents/examples are included to illustrate points. Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| **Reflection (35%)** | | The writing thoroughly explores the experience through personal and general reflection. Reflections are mature, logical and supported by detailed information. Perspectives of supervisors and other co-workers are thoughtfully considered. | Some evidence of personal and general reflection is shown. Reflections are usually mature, logical and usually supported by detailed information. Perspectives of supervisors and other co- workers are considered. | Evidence of personal and general reflection is present, but scarce. Reflections are poorly supported by examples. Perspectives of supervisors and other co-workers are not considered. | No evidence of personal and general reflection is shown. Perspectives of supervisors and other co-workers are not considered. |
| **Mechanics (10%)** | | Writer makes very few to no (e.g., <5 errors in a 15 page report) errors in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is exceptionally easy to read. | Report is relatively free of errors (e.g., 5 – 10 errors in a 15 page report) in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is easy to read. | Report has significant errors (e.g., one or more per page) in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The errors are distracting and make the paper difficult to read. | Report has serious and persistent errors in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is very difficult to read. |

\* Outline of Content to be included:

1. Demonstrate understanding of leadership (roles, functions, and capabilities)
2. Demonstrate understanding of benefit of outdoor recreation to individuals and communities
3. Demonstrate ability to evaluate risk, propose strategies to reduce and/or mitigate risk in outdoor recreation settings
4. Demonstrate practical skills and their application: technical skills, planning and hosting

### Outdoor Leadership AAS Exit Interview

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Graduation Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What were your goals/expectations coming into the program?
2. Did the program fail to meet, meet, or exceed your expectations? Please describe how.
3. What was the best part of the program for you? Why? Please include any suggestions for improvement.
4. What was the worst part of the program for you? Why? Please include any suggestions for improvement.
5. Following are the program Student Learning Outcomes. Please rate each one on a scale of one to four (with one being “I do not feel confident/I have not gained substantial knowledge in this area” and four being “I feel very confident /I have gained substantial knowledge in this area”):
6. Readiness for leadership \_\_\_\_\_
7. The benefit of outdoor recreation to

individuals and communities \_\_\_\_\_

1. How to evaluate and reduce or mitigate risks of

outdoor recreation activities \_\_\_\_\_

1. Practical skills of outdoor recreation activities \_\_\_\_\_
2. Skill in planning and hosting activities \_\_\_\_\_
3. What are your immediate plans for the future?
4. Where do you see yourself in 1 year, 5 years, and 10 years?