

BUTLER COUNTY COMMUNITY COLLEGE ACADEMIC FIVE-YEAR PROGRAM
EVALUATION OF

Park and Recreation-General Option (307A)
Park and Recreation-Park Law Enforcement (307C)

APRIL 10, 2024

CHRIS CALHOUN, PROGRAM COORDINATOR

DR. NICHOL ZAGINAYLO, DEAN OF EDUCATION AND BEHAVIORAL SCIENCES

DR. NATACIA OWENS

DR. BELINDA RICHARDSON, PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

RENEE PIOVESAN, SECRETARY, VICE PRESIDENT FOR ACADEMIC AFFAIRS

REVIEWED BY DR. NICHOLAS NEUPAUER, PRESIDENT

COMMITTEE RECOMMENDATION: CONTINUE THE PROGRAM

KEY PRIORITIES/RECOMMENDATIONS

- Convene an advisory board meeting with PRM professionals and external university educators to comprehensively review the current programs. Solicit their insights and recommendations for potential revisions and improvements.
- Curriculum Analysis. Assess strategies to increase enrollment in the 307C curriculum or explore the possibility of merging it into a unified 307A option. Evaluate the program structure to enhance its appeal to a broader audience.
- Marketing Enhancement. Identify new and innovative ways to market the PRM program, aiming to boost enrollment. Explore targeted approaches that resonate with potential students and align with industry trends.
- Asset Replacement Plan. Establish a strategic plan to replace older assets that require updating. Prioritize the replacement of equipment, ensuring the program remains equipped with the state-of-the-art resources.

Signature Sheet

Program: Park and Recreation-General Option (307A)
Park and Recreation-Park Law Enforcement Option (307C)

Michael Maguraylo
Signature of Division Dean

4/11/24
Date

Belinda Richards
Signature of Vice President for Academic Affairs

4/11/24
Date

[Signature]
Signature of President

4-11-24
Date

INTRODUCTION

Established in 1967, the Associate in Applied Science (A.A.S.) Park and Recreation Management (PRM) program at Butler County Community College (BC3) has been a trailblazer in the field for over 57 years. Officially approved in April 1968, it was the Commonwealth's first program of its kind, demonstrating a commitment to innovation and excellence. Throughout its history, the curriculum has consistently evolved to stay in sync with industry trends and professional standards. The program offers two specialized occupational options: the PRM General Option (307A) and the PRM Park Law Enforcement Option (307C), equipping students with a diverse skill set for various roles in park and recreation management. Delivered across 61 credits, the curriculum is thoughtfully structured and is available in both face-to-face and online formats, providing flexibility for students. The courses are primarily conducted at the BC3 main campus, ensuring a comprehensive learning experience that blends practical knowledge and theoretical understanding.

PRM students can attain valuable professional certifications by meeting minimum competency standards in specific courses. These certifications include Emergency Medical Responder, CPR/AED, four PA Fish and Boat Commission's Water Rescue certifications, Wildland Firefighter Training, Project Wild, Project Learning Tree, Leave No Trace, Incident Command System, and ACT 120. These certifications not only enhance the students' skill set but also align with industry demands, ensuring that our graduates enter the workforce well-prepared and qualified.

The program provides students with the option to transfer to four-year institutions for a Bachelor's degree in park and recreation. Partnering with Slippery Rock University, PRM students enjoy a seamless credit transfer process, facilitating a smooth academic progression. This collaborative effort enhances qualifications, equipping students with the necessary skills and knowledge for diverse opportunities within the park and recreation industry.

The program opens doors to various career paths, with graduates prepared for positions such as park rangers, naturalists, recreation specialists, and roles within the outdoor pursuits industry, as well as forest and resources management. Graduates find employment opportunities across federal, state, and local government agencies, the travel and tourism industry, non-profits, and adventure-based industries. The program's enduring legacy is a testament to its commitment, showcasing a track record of success in shaping highly-qualified professionals who excel in diverse capacities within the park and recreation management sector.

The core PRM and adventure-based pursuits Physical Education (PHED) courses are led by Professor Chris A. Calhoun, who has served as the PRM coordinator since 1984. Professor Calhoun brings a wealth of expertise to the program, drawing from his background as a National Park Service Law Enforcement Ranger, Park Naturalist, and Aquatic Resources Programming Specialist. Additionally, he serves as the Lead Water Rescue Instructor Trainer for the PA Fish and Boat Commission, establishing him as a recognized subject matter expert in water rescue and boating safety education. His extensive experience and commitment to excellence contribute significantly to the program's success and the development of well-rounded professionals. Beth Donahue, a BC3 part-time instructor, teaches the Wildlife Management course, which is specific to the PRM program. John Soderberg, a part-time instructor, assists with the water rescue training in the Park Safety and Visitor Services course.

The most recent program review occurred in 2016, with recommendations emphasizing outcomes in four key areas: the development and leadership of multi-faceted education programs and outdoor adventure pursuits programs, the attainment of professional certifications, and the cultivation of leadership skills. Comprehensive details regarding these recommendations are outlined in the accompanying document.

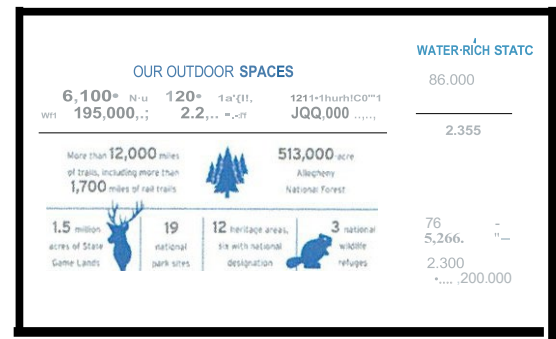
This program review serves as a valuable opportunity for the institution to evaluate the program's achievements and address areas for growth, especially in the face of challenges such as the ongoing pandemic, enrollment decline, and evolving job requirements. Acknowledging these factors, the review becomes a pivotal moment to strategically chart the future direction of the program, ensuring its continued relevance, resilience, and effectiveness in preparing students for success in the dynamic field of park and recreation management.

INDUSTRY AND PROGRAM TRENDS

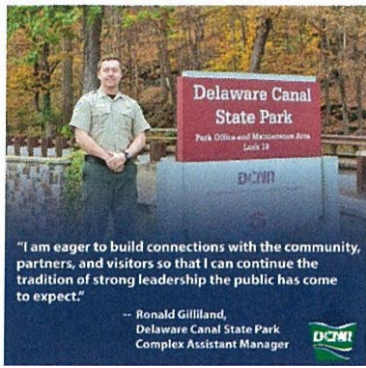
Based on 2022 data from the Pennsylvania Department of Conservation and Natural Resources (DCNR) and the US Department of Commerce Bureau of Economic Analysis, outdoor recreation contributes \$17 billion to Pennsylvania's economy, supporting 164,000 jobs and generating \$8 billion in wages. The state boasts the sixth-largest outdoor recreation economy in the nation.

Sources: <https://www.dcnr.pa.gov/Recreation/DirectorOutdoorRec/Pages/default.aspx>

The DCNR graphic underscores the extensive outdoor recreation resources within the Commonwealth of Pennsylvania, encompassing local, county, regional, state, and federal assets. In terms of participation, an impressive 93% of Pennsylvania residents engage in outdoor recreation, with 90% expressing agreement that outdoor activities constitute an essential aspect of their lives. This high level of engagement emphasizes the significance of outdoor recreation in the lives of residents across the state.



The program has established a strong network with park and recreation agencies and professionals, providing essential guidance, support, and training. Partnerships include local entities like Cranberry Township Parks and Recreation, statewide organizations such as the Bureau of State Parks and Forestry, the PA Fish and Boat Commission, PA Game Commission, and federal agencies like the US Army Corps of Engineers. Additionally, business agencies like Wilderness Voyageurs contribute to experiential learning. BC3 PRM alumni frequently serve as points of contact and speakers, highlighting the program's impact on the industry and commitment to fostering connections.



Regarding student employment and professional impact, this program boasts an impressive record with 10 BC3 alumni currently serving as managers of facilities within Pennsylvania's 124 state parks. DCNR employs PRM graduates in various roles, including park rangers, park naturalists, and regional environmental education program coordinators. Graduates are also recruited by the PA Game Commission as Game Wardens and land maintenance workers. Notably, former BC3 PRM student, Wade Vagias, has achieved the position of National Park Service Superintendent at [Craters of the Moon National Monument and Preserve in Idaho](#). Many other alumni have found roles with agencies

like the US Fish and Wildlife Service, US Army Corps of Engineers, as well as adventure-based organizations and non-profits such as the YMCA. This diverse range of professional placements showcases the program's effectiveness in preparing graduates for impactful careers across different sectors of the field.

The park and recreation profession has seen significant growth in user engagement, driven by the pandemic-induced surge in outdoor activities. This increased demand has led to a heightened need for qualified professionals, with Commonwealth and federal agencies actively recruiting PRM students for various positions. Simultaneously, the industry is facing a retirement bubble, resulting in more vacancies than can be currently filled.

As per the [Pennsylvania Recreation and Parks Society](#) organization, there are currently 13 universities offering park and recreation-related majors, distinguishing BC3 as the sole provider of a two-year AAS Park and Recreation Management program in the Commonwealth. This unique offering sets BC3's program apart from other PA community colleges. The closest transfer program within the region is Slippery Rock University's (SRU) Park and Resource Management program, with which BC3 has established a two-plus-two articulation agreement. Through this partnership, PRM students can seamlessly transfer all credits directly to SRU, expediting the completion of their Bachelor of Science degree in just two additional years. This collaborative arrangement enhances the accessibility and flexibility of educational pathways for our students.

ENROLLMENT/RETENTION/GRADUATION

From 2018 to 2022, demographic data reveals insights into the composition of the program cohorts. In the 307A program, which enrolled 127 students during this period, gender distribution was fairly balanced, with 54% male and 46% female. The age range spanned from 18 to 64 years old, with a notable concentration (90%) of students aged 29 or younger. Regarding ethnicity, the majority (98%) identified as White, with a small percentage (2%) was comprised of Asian and two or more races. Similarly, the 307C program saw enrollment of 49 students, with a predominance of males (71%) compared to females (29%). The age range for this cohort was between 18 and 49, with a significant proportion (94%) falling under the age of 29. In terms of ethnicity, 94% identified as White, while 6% identified as Hispanic/Latino and two or more races. It is worth noting that the racial statistics for the 307C program do not sum up to 100%, suggesting that some students may not have reported their race.

Combining both programs, the gender distribution across the entire cohort indicates a slight male majority, with 59% male and 41% female.

The charts below offer a snapshot of enrollment, retention, and graduation rates for both PRM programs. Peak enrollment occurred during academic year 2019-2020, while subsequent declines can be attributed to the multifaceted impact of the pandemic, overall declining enrollment and demographic trends at the college, cost considerations, shifts in employment accessibility (such as higher wages, reduced emphasis on degree requirements, and increased employer willingness to provide direct training). These factors collectively contribute to the evolving landscape that influences student enrollment patterns in the PRM program.

Park and Recreation Management - General Option (307A)			Park and Recreation Management - Park Law Enforcement Option (307C)		
ENROLLMENT					
Enrollment	Full-time	Part-time	Enrollment	Full-time	Part-time
2018-2019	15	11	2018-2019	6	4
2019-2020	22	6	2019-2020	10	5
2020-2021	12	13	2020-2021	5	2
2021-2022	13	11	2021-2022	4	8
2022-2023	13	11	2022-2023	3	2

Upon enrollment in the program, the data underscores an exceptionally high retention rate, surpassing institutional averages. Likewise, the graduate rates for PRM consistently outperform institutional averages, with the 307A program exhibiting higher degrees conferred compared to the 307C program. This discrepancy can be attributed to diminished interest in law enforcement careers, challenges some students face in meeting the entrance-level fitness requirements, academy costs, and substantial time requirements. Notably, a significant number of students who initially enrolled in the 307C program opt to transition into the 307A program to ensure the completion of their degree. This adaptability in program choice reflects the dynamic career preferences and evolving needs of our students.

RETENTION RATE	

Retention	College	307A	Retention	College	307C
2019-2020	40.7%	33.3%	2019-2020	40.7%	100.0%
2020-2021	40.0%	77.8%	2020-2021	40.0%	33.3%
2021-2022	34.3%	66.7%	2021-2022	34.3%	100.0%
2022-2023	42.0%	100.0%	2022-2023	42.0%	50.0%
2023-2024	39.6%	83.3%	2023-2024	39.6%	100.0%

Most PRM students who transfer opt for Slippery Rock University. However, two recent graduates chose a different route by relocating to Missoula, Montana. They are currently enrolled in the Parks, Recreation, and Tourism Management B.S. degree program at the University of Montana.

TWO-YEAR GRADUATION RATE

New to BC3 Cohort Two-Year Graduation in Same Program
Park and Recreation Management - General Option (307A)

New to BC3 Cohort Two-Year Graduation in Same Program
Park and Recreation Management - Park Law Enforcement Option (307C)

Graduation	College	307A	Graduation	College	307C
2018-2019	10.2%	40.0%	2018-2019	10.2%	0.0%
2019-2020	11.4%	11.1%	2019-2020	11.4%	25.0%
2020-2021	11.7%	33.3%	2020-2021	11.7%	33.3%
2021-2022	8.9%	66.7%	2021-2022	8.9%	0.0%
2022-2023	12.7%	0.0%	2022-2023	12.7%	0.0%

DEGREES CONFERRED

Degrees Conferred - Park and Recreation Management General Option (307A)

Degrees Conferred - Park and Recreation Management Park Law Enforcement Option (307C)

Degrees	307A	Degrees	307C
2018-2019	8	2018-2019	1
2019-2020	9	2019-2020	1
2020-2021	12	2020-2021	2
2021-2022	11	2021-2022	0
2022-2023	13	2022-2023	0

Recruitment efforts for the PRM program are consistently underway. Leveraging social media platforms such as Facebook and YouTube, the program shares announcements and showcases activities through digital media, including images and videos. The use of Reels and Shorts adds engaging content tailored for effective marketing. The PRM coordinator actively participates in all Open House and recruitment events organized by the institution, and he extends outreach by visiting Lenape Technical School for direct marketing to high school students. External recruitment is also facilitated through professionals in the field who recommend the program as a foundational education for potential students.

ASSESSMENT OF STUDENT LEARNING OUTCOMES AND COMPETENCIES

Intended Learning Outcome Competencies (ILOCs) undergo periodic assessment, driven by assignments from the Dean and the Office of Institutional Research and Planning. Collected data is compiled into a detailed report, which is then shared with both entities for thorough review. The Dean and PRM coordinator collaboratively examine the results, evaluating the effectiveness of outcomes and competencies. Adjustments are made, ranging from sustaining successful aspects to implementing improvements, fostering a continuous improvement process. This iterative approach ensures the program's ongoing excellence in delivering comprehensive learning experiences.

When crafting assignments, projects, and experiences for students, a meticulous approach is taken to map course objectives, program outcomes, and competencies at both the micro (course level) and macro (program level). With the PRM coordinator overseeing the majority of Park and Recreation Management (PKMT)/PHED courses, a panoramic view of the entire program is maintained, allowing for critical focus on specific courses or sequences. This approach enables the development of a progressive learning trajectory, known as a crawl, walk, run approach. For instance, leadership skills are initially introduced in the Recreation Leadership class, while lesson plan development and presentation skills are refined in the Interpretative Methods and Programming class. Activities are then facilitated in a gradual progression, starting from 3-5 minutes and advancing to 15 minutes, 1 hour, 4-8 hours, and ultimately two full days. Throughout this process, standardized assignment descriptions, assessment rubrics, feedback (both written and verbal), and personal assessments are systematically employed to ensure that PRM graduates are equipped to enter the workplace as competent professionals with solid entry-level skills and knowledge.

The following learning outcome and competencies listed below are from the last program review.

The student/graduate will be able to:

1. Successfully develop an effective, multi-faceted education program.
 - a. Measurements: Evaluated in the Interpretative Methods and Programming class. Assessment criteria include the creation of comprehensive lesson plans, development of engaging PowerPoints, and proficient presentation of educational programs.
2. Develop, design and implement an outdoor adventure program.
 - a. Measurements: Evaluated in the Outdoor Adventure Program Management class. Evaluation criteria encompass the research of a specific topic or product, formulation of a detailed lesson plan, and adept presentation to peers. Students collaborate as a team to plan, develop, implement, and lead a two-day outdoor pursuits experience, providing a comprehensive assessment of their ability to manage and execute outdoor programs.
3. Obtain professional certifications applicable to the parks and recreation discipline.

- a. Certification Opportunities - In the PRM Curriculum, students can pursue professional certifications contingent upon meeting specific requirements. Certification delivery methods include face-to-face, online, or hybrid formats (a combination of face-to-face and online), and academy training (full or part-time).
 - b. Delivery Sources - The PRM coordinator instructs numerous certification courses. Collaborations with professional partners, such as DCNR Bureau of State Parks and Bureau of Forestry, contribute to certification opportunities. Online resources from entities like Federal Emergency Management Agency (FEMA), National Wildfire Coordinating Group (NWCG), Municipal Police Officers' Education and Training Commission (MPOETC) for ACT 120 Academy Training, and Leave No Trace are utilized to broaden certification options.
 - c. Certifications by PRM course
 - i. Forestry
 - 1. S-130 Firefighter Training
 - 2. S- 190 Introduction to Wildland Fire Behavior
 - ii. Park Safety and Visitor Services
 - 1. Water Rescue for the First Responder - NFPA 1670 Awareness Level
 - 2. Water Rescue and Emergency Response - NFPA 1670 Operations Level
 - 3. Advanced Line Systems Rescue - NPFA 1670 Technician Level
 - 4. Ice Rescue and Emergency Response - NFPA 1670 Technician Level
 - 5. ICS 100 Introduction to the Incident Command System
 - iii. Interpretive Methods and Programming
 - 1. Project learning Tree
 - iv. Wildlife Management
 - 1. Project Wild
 - v. First Aid and Safety-American Red Cross
 - 1. Emergency Medical Responder
 - 2. CPR for the Professional Rescuer
 - 3. Administering Emergency Oxygen
 - 4. Bloodborne Pathogens
 - vi. Outdoor Adventure Program Management
 - 1. Leave No Trace
 - vii. Park and Recreation Management-Park and Law Enforcement Option
 - 1. ACT 120
4. Demonstrate the ability to organize, motivate, resolve conflicts and lead others.
- a. Leadership Development: In the Recreation Leadership class, students initiate their leadership skills journey by facilitating a team-building exercise.
 - b. Park and Recreation Administration requires students to develop and lead a substantial four to eight-hour recreation program, enhancing their organizational and motivational skills.
 - c. The Outdoor Adventure and Program Management class offers an extensive two-day overnight field experience, providing students with a platform to practice and refine leadership abilities in a challenging outdoor setting.
 - d. The Park Safety and Visitor Services class focuses on safety and risk-based rescue skills, requiring collaborative teamwork to execute complex rope boat lowering techniques and conduct direct contact rescues, showcasing the students' ability to lead in emergency situations.

The assessment of student outcomes and competencies is a meticulous process within the program, ensuring both clarity and standardization. For instance, a structured project, titled *Outdoor Adventure Program Development Project*, serves as a comprehensive evaluation tool, with students receiving explicit instructions and utilizing an assignment template designed for uniformity. The assessment employs a detailed rubric aligned with the assignment criteria. Upon submission, students receive feedback from the instructor, combining numerical scores with descriptive insights. The apex of this assessment approach is the implementation of a two-day overnight field experience, where students take charge of all aspects. Throughout this practical application, the instructor provides guidance, ensures safety, and conducts a thorough in-class After Action Review (AAR) to connect the assessment outcomes with the identified program objectives. This comprehensive process not only evaluates student performance but also reinforces the alignment between theoretical learning and practical application. See Addendum for details regarding this project.

CURRICULUM

The PRM curriculum establishes a strong foundation through courses like Introduction to Parks and Recreation and Recreation Leadership, offering students a comprehensive understanding of the profession and fostering confidence and personal professional skill growth. Both programs share the majority of PRM courses, with only a minor option for course selection between Park and Recreation Administration and Wildlife Management in the 307C option. Notably, the 307C option includes a mandatory completion of the Municipal Police Officers' Basic Training (ACT 120), requiring over 900 hours at an academy of the student's choosing.

Each semester, the course syllabi serve as a guide for developing content, inviting guest speakers, organizing field experiences, and creating assignments and projects. The syllabi are foundational for course design, and their continuous revision is informed by enrollment numbers, professional trends, and best practices. Any proposed changes to a course adhere to the established academic process for course and program revisions at the institution. This program review will entail a thorough assessment of all PRM courses to ensure their currency, seamless transferability to four-year partners, and alignment with general education requirements. Specific courses are aligned with identified Intended Learning Outcome Competencies (ILOCs), and adjustments to the curriculum are made based on the measured outcomes of these ILOCs.

Intended Learning Outcome Competencies (ILOCs) are assessed periodically, with assignments from the Dean and the Office of Institutional Research and Planning. The collected data is carefully measured, and based on the results, adjustments are made to fine-tune learning activities, projects, or certification requirements if necessary. For the majority of ILOCs, the measured data points consistently meet or exceed expectations. Areas identified for improvement involve efforts to enhance certification standards in water rescue, first aid, and meeting minimum fitness requirements for ACT 120. The instructor has established benchmarks, provided requirement information, and recommended ways for students to work towards meeting the minimum level of competence. The program coordinator acknowledges that some students may not meet the requirements for certification for a variety of reasons.

The PRM curriculum begins with foundational content in the first semester, offering a comprehensive overview of the profession and potential career paths. Here, students develop personal and leadership skills while engaging in lab-based coursework to apply theoretical knowledge practically. As the program progresses over the next three semesters, emphasis shifts towards hands-on learning and developing advanced skill sets. Through a scaffolded approach-building upon baseline knowledge-the curriculum aims to prepare students for entry-level positions in park and recreation management by gradually increasing the complexity of tasks and challenges.

TEACHING/ ADVISING/FACULTY LEADERSHIP

The faculty qualification process aligns with hiring practices set by BC3 Human Resources. Since 1984, the program has been led by the same full-time faculty member serving as the program coordinator. With an M.S. in Park and Recreation Administration, the program coordinator, Chris Calhoun, brings extensive professional experience from the Department of Conservation and Natural Resources, National Park Service, and PA Fish and Boat Commission. The coordinator holds multiple professional instructor-level certifications, reinforcing the training aspects integral to the program. Two part-time faculty teach within the PRM program. Beth Donahue holds a Master of Science degree in Biology/Chemistry from Angelo State University and teaches the Wildlife Management class. Her extensive experience includes roles as a Park Ranger at Lyndon B. Johnson National Historic Park and Assistant to the Superintendent at Big Cypress National Preserve. John Soderberg, from the City of Pittsburgh EMS, supports water rescue training in Park Safety and Visitor Services. His background as a paramedic and public safety dive rescue trainer, along with multiple certifications including PFBC water rescue instructor trainer and PA Helicopter Aquatic Rescue Team, enriches the program with invaluable expertise.

The curriculum integrates theory-based knowledge with assignments and projects directly applicable to the profession. All PRM courses adopt a face-to-face teaching approach while utilizing the Blackboard Ultra learning management system for enhanced structure and uniformity. Lecture resources are provided for each covered content, ensuring a comprehensive understanding. Clear and concise directions are given for assignments and projects, with assessment rubrics serving as distinct markers for measuring achievement. The instructor employs these rubrics for consistent grading and delivers detailed descriptive feedback. The instructor reviews student information provided by the Office of Access and Disability Resources each semester, making accommodations as needed. Emphasizing practicality, all classes incorporate hands-on learning experiences, with many offering specific professional-level certifications upon successful completion of requirements.

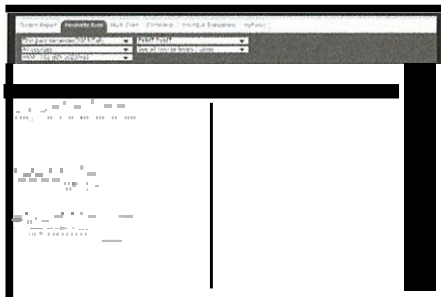
In a notable accomplishment, the PRM coordinator, a recognized subject matter expert in water rescue and boat safety education, traveled to Australia to provide training. During this visit, he met with key agencies, including New South Wales State Emergency Services, Fire and Rescue New South Wales, and the New South Wales Police Force Aviation Command.



Closer to home, within the Commonwealth of PA, he played a pivotal role in revising five water rescue training curriculum models for the PA Fish and Boat Commission. These revised curricula serve as the standards for water rescue training in Pennsylvania. This international and statewide impact underscores the coordinator's expertise and contributions to advancing water safety practices.

The institution actively supports PRM faculty by providing essential resources, including state-of-the-art equipment and supplies for effective training. Faculty are afforded dedicated time to engage in professional-level training opportunities, ensuring continuous development. Additionally, a high-quality learning management system is in place, offering a streamlined platform for delivering all content to PRM students. This comprehensive support structure reinforces the commitment to facilitating optimal teaching and learning experiences within the PRM program.

The hiring of PRM instructors, both full-time and part-time, adheres strictly to the institution's established guidelines and procedures. Recognizing the importance of seamless transitions, the current PRM coordinator is proactively developing a transitional plan. This plan is designed to facilitate the smooth handover of responsibilities to a new coordinator upon the current coordinator's retirement, ensuring continuity and the effective functioning of the PRM program.



Example SAFE Summary- PKMT 102 F2023

The PRM program utilizes Student Assessment of Faculty Effectiveness (SAFE) as tools to evaluate instructor performance in the classroom, allowing for comparisons to the division and institution as a whole. All SAFE summary reports are readily available for review, providing transparency in the evaluation process. Instructors actively leverage this data to identify strengths and, notably, areas for improvement.

Over the years, the data consistently reflects a high level of approval for all assessed course components, showcasing the ongoing effectiveness of the PRM instructors in delivering quality education.

Based on SAFE reviews, program improvements include clearer assessment guidelines with matching rubrics, a detailed Blackboard Ultra calendar for due dates and events, and enhanced audio quality for virtual sessions. In addition to reviewing all comments, the instructor conducts an end-of-semester feedback session with the entire class for continuous improvement.

In March 2020, the pandemic prompted a swift transition to virtual teaching. Utilizing GoToMeeting for synchronous classes and PowerPoint presentations with video and voiceovers for asynchronous learning, the faculty adapted to the digital shift. The program returned to face-to-face format in fall

2020 but continued to use and enhance digital teaching tools. Blackboard Ultra remains central as a digital support resource for PRM students, providing access to resources, lectures, assignments, and tests.

The PRM coordinator advises all program majors. During the advising process, the instructor allocates time in class to provide students with the curriculum planner and a worksheet for planning their entire program until graduation. This approach allows for highlighting specific course sequences, addressing questions, and promoting early registration. The success of this advising strategy is evident in the positive retention rates observed in the PRM program.

The PRM coordinator exhibits strong professional leadership locally, within the Commonwealth, nationally, and internationally. Serving as the President of the Faculty Organization for the past two years, he contributes to initiatives like the BC3 @ LindenPointe/ PSU Shenango Colocation Feasibility Study and serves as a faculty mentor. In the community, he volunteers as a water rescue technician with Butler County Water Rescue Team 300 and recently stepped down after over 10 years of service with the PA Helicopter Aquatic Rescue Team. Internationally, he served as the President of the Higgins and Langley Board of Directors and is part of the leadership team of the International Association of Water Rescue Professionals. Managing multiple social media platforms, he actively promotes water rescue, boating safety, and education.

FACILITIES, RESOURCES AND SUPPORT

The PRM program offers extensive hands-on training opportunities for students, requiring substantial equipment and supplies. These assets are housed in the organized PRM storage area/garage within the Business and Health Professions building on BC3's main campus. This space enables systematic organization, inspection, repair, and cleaning of equipment. The range of equipment spans various activities, including water-based (canoeing/kayaking/water rescue), backpacking (packs/tents/pads/cooking), forestry (wildland fire PPE/tools/GPS/compasses), first aid (AED/BLS kits/oxygen/backboards/splinting/wound care), communication resources (radio comms), and a limited number of laptops for classroom use during projects. The program is equipped with an industrial washer and dryer for cleaning PPE. Additionally, two trailers (an 8-pack canoe trailer and cargo trailer) enhance mobility. The PRM coordinator's dedicated efforts have steadily improved the cache over the years. The Heaton Family Learning Commons, adjacent to the PRM classroom offers additional resources, and students can utilize computer rooms for projects, assignments, or online tests. The classroom (BH-18S) accommodates 25 students and is equipped with essential digital technology for both face-to-face and virtual learning, including a computer, projection unit, remote camera, microphone, and speaker system.

Pre-COVID, the program relied on institutional funding supplemented by the Perkins grant program, which was sufficient. However, with the decrease in campus enrollment and budget cuts, institutional funding alone is no longer sustainable without Perkins. The PRM coordinator has implemented cost-cutting measures, delaying purchases and keeping expenses to a bare minimum. Despite these efforts, the program faces financial strain, exacerbated by the increased costs of various items. Currently, Perkins requests play a crucial role in maintaining equipment. The coordinator is in the process of replacing canoes from the 1990s, with the original cost at approximately \$600. The first replacement canoe this year cost \$2000. The expense of a single dry suit for water rescue has nearly doubled in the

past few years. Additionally, there is a need to replace the washer and dryer, and the canoe trailer requires repainting. The financial challenges are particularly evident in the program's efforts to modernize and maintain essential equipment.

SUMMARY, RECOMMENDATION AND SUGGESTIONS

As the PRM program approaches nearly 60 years of providing state-of-the-art education and training to meet the evolving needs of the profession, a crucial crossroad in terms of direction and leadership is imminent. Since 1984, Chris Calhoun has led the PRM program and is considering retirement before the next program review, emphasizing the importance of a smooth transition to the next PRM coordinator. To facilitate this transition, the following key areas will be addressed:

1. **Advisory Board Meeting:** Convene an advisory board meeting with PRM professionals and external university educators to comprehensively review the current programs. Solicit their insights and recommendations for potential revisions and improvements.
2. **Curriculum Analysis:** Assess strategies to increase enrollment in the 307C curriculum or explore the possibility of merging it into a unified 307A option. Evaluate the program structure to enhance its appeal to a broader audience.
3. **Marketing Enhancement:** Identify new and innovative ways to market the PRM program, aiming to boost enrollment. Explore targeted approaches that resonate with potential students and align with industry trends.
4. **Asset Replacement Plan:** Establish a strategic plan to replace older assets that require updating. Prioritize the replacement of equipment, ensuring the program remains equipped with state-of-the-art resources.

Addressing these areas will not only ensure a smooth transition in leadership but also position the PRM program for continued success and relevance in the dynamic landscape of park and recreation management education.

ADDENDUM: Assignment Example - Outdoor Adventure Program Development Project

Design an outdoor adventure for 12 participants scheduled for April 22-23, 2024, on a Monday and Tuesday. Your task is to craft an engaging and practical experience that combines exploration and team-building. Focus on creating a memorable and straightforward expedition for fellow participants to enjoy.

Assignment Format:

- Create a title page listing group member with a photo or graphic.
- Download the project template from Blackboard.
- Submit the project digitally and in a binder.
 - Word (doc) format and PDF.
- Use tabs to identify key document sections.
- Include a table of contents with page numbers.
- Maintain a consistent format (style, font type and size).
- Ensure grammatical correctness through thorough proofreading.

Program Title: Develop a unique and creative title that captures participants' attention.

Program Overview: Provide a concise paragraph overview of the activity and the type of adventure participants will experience.

Objectives: Develop five measurable objectives reflecting key program components.

Target Population: General public. Participants must be at least 18 years old. Identify fitness and skill requirements.

Leadership: Assign specific roles to team members and provide concise one-paragraph descriptions outlining their duties and responsibilities.

- Program Manager
- Safety and Medical Officer
- Meal and LNT Coordinator
- Transportation and Trail Guide
- Equipment Outfitter
- Trip Assessment, Marketing, and Social Media Coordinator
- Interpretation

Location and Route Overview: Oil Creek State Park - overnight

- Provide an overview of the area, including historic, natural, and unique features, as well as the size and details of the hiking or water trail.

Driving Directions and Maps: Trailer-friendly driving directions. Include maps for travel, trail, emergency access, and helicopter landing zones.

Trail Maps with GPS Locations: Include GPS locations for emergency access and evacuation. Identify hospitals on a map with driving directions and emergency contacts.

Itinerary/Trip Logistics: Specify program plan task assignments, meeting dates, notes, and attendance. Detail pre-trip and trip-time logistics, including outfitting, equipment check, food, permits, vans, campsite registration, staging, and programming of GPS units and Talkabout radios.

Budget: Determine the total costs of running the program.

Equipment and Supplies: Provide checklists for personal, group, safety and rescue, cooking, communication and navigation, backpacking, and boating gear. Include a sign-out sheet.

Meal Plan: Develop a menu for at least two group meals. Consider dietary, allergy, and religious considerations. Follow health and food safety guidelines.

LNT Plan: Complete the online Leave No Trace (LNT) course prior to the trip. Identify and incorporate LNT principles.

Risk Management and Safety Plan: Identify hazards and mitigation measures. Address transportation, campsite and stove safety, terrain and environmental concerns, health and sanitation, water treatment, food safety, injuries, illness, missing persons, vehicle accidents, media, and other potential risks. Utilize PRM risk management forms.

Medical Plan: Complete the Medical Plan Form and 9 Line Medical Incident Report.

Communication Plan: Specify communication tools, including radio, phone, whistle, and hand signals.

Marketing: Develop a flyer and a social media marketing video to promote the program.

Evaluation: Develop a rubric evaluation tool for participants and leaders. Include six rubric questions with scoring criteria descriptions. Provide 2-3 open-ended questions regarding program activities, safety, and leadership. Compile data into a final summary report.

Costs: Divide all costs associated with the project evenly among group members (e.g., food, transportation, campsite and boat rental fees, paper, tabs, binders, printing).

Assign the following leadership roles for the project

1. Program Manager
2. Safety and Medical Officer
3. Meals and LNT Coordinator
4. Transportation and Trail Guide
5. Equipment Outfitter
6. Trip Assessment, Marketing, and Social Media Coordinator
7. Interpretative Guides

Rubric Example - Outdoor Adventure Program Development Project

Criteria	Excellent	Proficient	Developing	Below Expectations
Program Title 2 points	2 - 2 points Creative and dynamic- Provides immediate understanding of the program	1.5 - 1.5 points Clear and logical	0.5 - 1 points Acceptable	0 - 0.5 points Does not relate to the program
Program Overview 3 points	3 - 3 points Well written - Creative and concise program plan overview	2 - 2 points Complete and acceptable detail	1- 1 points Contains minimal content that somewhat reflects the program plan	0 - 0.5 points Poorly written or missing - Does not relate to plan content
Objectives 4 points	4 - 4 points Assessments are well written and measurable	3 - 3 points Assessments are clear and measurable	2 - 2 points Assessments are weak and some are measurable	0 - 1 points Assessments are vague and not measurable
Leadership 5 points	5 - 5 points Anticipated and logical - Leadership positions assigned with specific detailed duties and responsibilities identified	4 - 4 points Acceptable - Leadership positions assigned but specific duties and responsibilities are brief and need additional detail.	3 - 3 points Inadequate - Some leadership positions not assigned - Specific duties and responsibilities are not identified or vague	0 - 2 points Insufficient or missing
Location and Route Overview 16 points	13 - 16 points Well written, concise and summarizes historic, natural and unique features - Specific locations identified - Directions include: maps, aerial photos, and written directions - Accurate maps and GPS	9 - 12 points Adequate detail on the historic, natural and unique features of the area - Adequate directions provided - Some additional information needed - Most locations and GPS waypoints are	5 - 8 points Limited content with missing details and errors - Only written directions provided to the site - GPS data contains multiple errors - Errors could cause the group to get off course or lost	0 - 4 points Poorly written with multiple content errors and missing data - Confusing - Could get lost by following directions - Would be easier to just ask for directions along the way - No GPS data provided

	waypoints identified	correct with a few minor data errors		
Itinerary and Trip Logistics 16 points	13 - 16 points Well thought out with flexibility built into plan	9 - 12 points Appropriate given the activities and logistics needed to facilitate the program	5 - 8 points Amount of activities difficult to adequately cover in allotted time - May have too much downtime	0 - 4 points No time frame provided - Underestimation or overestimation of time
Budget 5 points	5 - 5 points Easy to follow and understand - Covers all expenses - Makes a profit of 40%	4 - 4 points Acceptable - Minor errors - Missing an expense(s)	3 - 3 points Budget is confusing - Contains errors which could lead to not covering all expenses	0 - 2 points Contains major errors - Budget does not cover total program costs
Equipment and Supplies 10 points	13 - 16 points Easy to follow list(s) - Amounts of each item indicated - Check off's provided	9-12 points Acceptable - Missing a few items	5 - 8 points List provided would give some guidance - Some key items are missing	0 - 4 points Lists provided would give little to no guidance for someone else to follow - Critical items missing
Meal Plan 14 points	13 - 14 points Creative menu - Dietary considerations addressed - Food safety and cooking identified - Detailed recipes provided - Accurate costs - Appropriate amounts for group	9 - 12 points Average menu - Dietary considerations addressed - Some food safety and cooking guidelines provided - Basic recipes - Accurate costs - Appropriate amounts for group	5 - 8 points Creative menu - dietary considerations not addressed - Potential food safety concerns - Weak cooking guidelines and recipes - Accurate costs - Food may not be enough to feed all	0 - 4 points Poor food menu - significant safety concerns - Participants would eat better if they brought their own food!
LNT 7 points	6 - 7 points Include the Seven LNT Principles and relates to the program -All members completed the online course	4 - 5 points Include the Seven LNT Principles - Identified how some relate to the program - 1 member did not	2 - 3 points Brief details of the Seven LNT Principles - Did not relate how they are implemented in the program - 2	0 - 1 points Missing - Minimal details provided

		complete the online course	member did not complete the online course	
Risk Management and Safety Plan 20 points	16 - 20 points Very detailed - Would give team leaders a comprehensive understanding of what they may encounter and measures to mitigate and handle specific emergencies	11 - 15 points Acceptable detail - Content could be followed, but additional research and content needs to be added for ease of understanding. Mitigation measure provided but need more detail.	6 -10 points Some hazards identified, but obvious hazards not listed - Team could be "surprised" by a known hazard that was not identified - Content provided is somewhat confusing and contains errors - Response time could be compromised	0 - 5 points Limited or no identification of hazards and risks - Murphy could easily cause problems or create havoc due to lack of risks and hazards identified - Content provided would provide little to no guidance for a leaders to handle an emergency - Decisions made by the individual in the field with no guidance from an SOG
Medical Plan 4 points	4 - 4 points Specific resources and locations identified - Content easily followed by leader to handle emergency	3 - 3 points Acceptable - Content provided includes most emergency resources, but some data is missing - Minor errors found	2 - 2 points Emergency contacts provided had substantial errors and missing details	1- 1 points Confusing - Weak - Team would be on their own to figure out how to access medical resources and evacuate an injured member
Communication Plan 4 points	4 - 4 points Logical sequence of material and approp. detail provided for each form of communication	3 - 3 points Content could be followed, but additional detail needed to improve understanding and use or communication technique(s) - Minor errors found	2 - 2 points Content provided is somewhat confusing and contains errors - Errors in communication could occur during the program	0 - 1 points Content provided would provide little to no guidance for leaders and participants to communicate during the program
Marketing	9 - 10 points	7 - 8 points	5 - 6 points	0 - 4 points

10 points	Dynamic and creative - Would easily connected well with target audience and create interest and excitement	Good - Provides program details and highlights the activities and creates interest	Average - Basic template used - Little of the advertisement would connect with the audience	Missing or poor quality - May keep people from signing up due to the message or impression advertisement sends
Evaluation Tool 4 points	4 - 4 points Meticulous, creative, and concise - Data would provide excellent after action review information for future trip planning	3 - 3 points Complete but additional content would provide greater detail for future program planning purposes	2 - 2 points Unorganized - Missing objective content components - Would only provide minimal planning data for the future	0 - 1 points Missing or contains an inadequate amount of content detail to be useful - Problems would continue to occur in the future

BC3 Program Review Progress Update (Identified Improvement Recommendation/Goal)		Program: Park and Recreation Management 307A&C	
The program review process identified areas of potential improvement. Faculty developed recommendations or goals for program enhancement. This template provides an opportunity to evaluate the actions taken since the completion of the <u>program</u> review.		Date: 4/10/2024	
Identified Improvement Goal	To improve retention and graduation rates for 307C, the program coordinator will revise promotional curricular material to better inform applicants to the program of the program requirements prior to enrollment in the curriculum.		
Key Action Steps Taken	<ul style="list-style-type: none"> The program coordinator developed a Facebook page titled "BC3 Park and Recreation Management Program" to disseminate information about program requirements and opportunities The program coordinator participated in Accepted Students Night and Open House events as a way to boost interest and enrollment in the programs and to answer questions of prospective students. Through Perkins grant funding, the program coordinator obtained a drone camera to capture action videos and images to be shared on social media and to be printed and displayed on BC3's Main campus 	Date:2016	
		Date: Ongoing: 2016 - current	
		Date: 2019	
Additional Support Requested/Received			
Barriers Encountered			
Results of Actions Taken	Through the use of social media, the PRM program coordinator is able to share information, activities, and experiences related to the program to a much wider audience. Prospective students and their families are able to see photos and watch videos of student experiences and are able to interact with the program coordinator. Having a continuous presence at Open House and Accepted Students Night events has allowed the program coordinator to engage further with prospective students and answer more individualized questions about the program. The purchase of the drone camera has provided the program coordinator with the opportunity to market the program in a more dynamic and captivating way.		

Planned Actions/Comments/Timeline

- Identify new and innovative ways to market the PRM program, aiming to boost enrollment.
- Explore targeted approaches that resonate with potential students and align with industry trends.

BC3 Program Review Progress Update (Identified Improvement Recommendation/Goal)		Program: Park and Recreation Management 307A&C	
The program review process identified areas of potential improvement. Faculty developed recommendations or goals for program enhancement. This template provides an opportunity to evaluate the actions taken since the completion of the program review.		Date: 4/10/2024	
Identified Improvement Goal	To create a more global set of learning competencies, the program coordinator will revise program outcomes (ILOCs) for fall 2016.		
Key Action Steps Taken	<ul style="list-style-type: none"> • Program ILOCs were updated in 2016. 	Date: Fall 2016	
		Date: Click or tap to enter a date.	
		Date: Click or tap to enter a date.	
Additional Support Requested/Received			
Barriers Encountered			
Results of Actions Taken	<ul style="list-style-type: none"> • The program ILOCs are better aligned to appropriate courses within each program where the skills are taught and assessed. 		
Planned Actions/Comments/Timeline	<ul style="list-style-type: none"> • Continue with the academic program assessment timeline as planned. • Convene an advisory board meeting with PRM professionals and external university educators to comprehensively review the current program curriculum. Solicit their insights and recommendations for potential revisions and improvements. 		

BC3 Program Review Progress Update (Identified Improvement Recommendation/Goal)		Program: Park and Recreation Management 307A&C	
The program review process identified areas of potential improvement. Faculty developed recommendations or goals for program enhancement. This template provides an opportunity to evaluate the actions taken since the completion of the program review.		Date: 4/10/2024	
Identified Improvement Goal	In order to improve student success in the PKMT 110 First Aid and Safety course, the program coordinator will review and revise curriculum.		
Key Action Steps Taken	<ul style="list-style-type: none"> The program coordinator revised curriculum for several core courses to include more hands-on experiences, as well as updated learning objectives that reflect current practices in the field. 	Date: 2016-2018	
		Date: Click or tap to enter a date.	
		Date: Click or tap to enter a date.	
Additional Support Requested/Received			
Barriers Encountered			
Results of Actions Taken	<ul style="list-style-type: none"> The program coordinator found that curriculum revisions that expanded beyond the PKMT 110 First Aid and Safety course were needed and acted accordingly. Program curriculum better reflects current practices in the field. 		
Planned Actions/Comments/Timeline	<ul style="list-style-type: none"> Assess strategies to increase enrollment in the 307C curriculum or explore the possibility of merging it into a unified 307A option. Evaluate the program structure to enhance its appeal to a broader audience. 		

<p>BC3 Program Review Progress Update (Checklist Evaluation) The program review process included a checklist to evaluate the five identified critical program areas. Please identify each category that was listed as "Needs improvement" in the program review report.</p>	<p>Program: Park and Recreation Management 307A&C Date: 4/10/2024</p>
<p>Identified Area</p>	<p>N/A</p>
<p>Key Action Steps Taken</p>	
<p>Results of Actions Taken</p>	
<p>Comments/Future Actions</p>	