ABSTRACT

DAY, TRICIA MARIE. Assessing the Environmental Orientation: A Course-based Process. (Under the direction of Candace Goode Vick.)

The purpose of this study was to develop a course-based learning environment assessment process to assist higher education faculty in the design or redesign of courses to provide a quality learning experience. Kolb’s (1984) Experiential Learning Theory and Fry’s (1978) Environmental Orientation Considerations provided the framework for this model. As a course development model, Kolb’s (1984) Experiential Learning Theory has utility in ensuring that all learning modes are adequately and appropriately addressed by the considerations within a unit of analysis, in this case, course content objectives.

As a result of this study, a Learning Environment Orientation (LEO) Assessment Process was established that could be employed by instructors to improve the learning environment of their course. The process was established as follows:

1. Identify an existing course to be revised using Kolb’s (1984) Experiential Learning Cycle.
2. Identify the content objectives for the selected course.
3. Gather all written materials for the course experiences including lecture notes, discussion questions and assignments.
4. Map all documented experiences to the appropriate course content objective.
5. Apply the Learning Environment Orientation (LEO) assessment instrument to each course experience.

6. Create an experience profile for each course experience. Then develop a Learning Environment Profile by compiling the results from all the individual experiences by content objective to identify the environmental orientation of the content objective, using the purpose of the activity as the indicator for each objective.

7. Based on the results from the assessment, recommend adjustments to course experiences to reflect all learning modes included in Kolb’s (1984) Experiential Learning Cycle.

A major component of this study dealt with the creation and refinement of a reliable instrument to measure the environmental orientation of class experiences. The Learning Environment Orientation (LEO) Assessment Instrument was successfully created. To effectively assess a course’s environmental orientation, the instrument must be applied as part of the Learning Environment Orientation Assessment Process.
ASSESSING THE ENVIRONMENTAL ORIENTATION: A COURSE-BASED PROCESS

by:

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A dissertation submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy

PARKS, RECREATION AND TOURISM MANAGEMENT

Raleigh

2005

Approved by:

_______________________________ ___________________ ____________
Chair of Advisory Committee
BIOGRAPHY

Tricia Marie Day was born on August 10, 1972 to Dan and Connie Day. She grew up in Columbus, Indiana and attended public school at Richards Elementary School, Central Middle School and Columbus East High School. For college, she moved to Tennessee and began her academic endeavors at Tennessee Technological University in Cookeville, Tennessee, continued her pursuit at Motlow State Community College in Tullahoma, Tennessee and finally ended up at Middle Tennessee State University in Murfreesboro, Tennessee where she graduated in 1995 with a Bachelor of Science in Recreation and Leisure Studies. While in school, she completed two internships; she spent the summer of 1994 in Bahrain with Navy MWR and the summer of 1995 with Peoria Community Services in Peoria, Arizona.

She began her professional career with Cummins Employee Recreation Association at CERAland Park in Columbus, Indiana as the Program and Special Event Coordinator. From there, she moved to the Social Center Manager with Munster Parks and Recreation in Munster, Indiana. She sought and found a director’s position with Greenfield Parks and Recreation in Greenfield, Tennessee. To continue her academic pursuits, she accepted a position as a Recreation Programmer with McMinnville Parks and Recreation in McMinnville, Tennessee and began working on her Master’s of Science back at Middle Tennessee State University in Murfreesboro, Tennessee. She accepted a graduate assistantship to finish the last semester of her graduate work and began her teaching career. She graduated with a Master of Science in Health,
Physical Education and Recreation with an emphasis in Recreation and Leisure in 2000 from Middle Tennessee State University in Murfreesboro, Tennessee.

She moved to Raleigh, North Carolina to begin her doctoral work at North Carolina State University. She began as a graduate assistant with Recreation Resources Service but quickly found her niche teaching and has been teaching PRT 150, Orientation to Parks, Recreation and Tourism Management and PRT 152, Introduction to Parks, Recreation and Tourism Management during her tenure in graduate school. In the fall semester of 2005, she joined the faculty at Lindsey Wilson College in Columbia, Kentucky to establish an academic recreation curriculum and coordinate the undergraduate recreation program.
ACKNOWLEDGEMENTS

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I am most grateful to Janice Alexander, Cnm. who finally prescribed a medicine to reduce my headaches. There was no way I could have made progress on this dissertation if I kept having such severe migraines.

Graduate School is a communal process. I am grateful to the people I met and friends I have made while I have been here. Holly Bosley, you became a friend in such an amazing way. You challenged me to become a better student and scholar. We started out as office mates and now we are friends. I am appreciative for the opportunity I have had to get to know you! You are an inspiration. Sam Trogdon, thanks for helping me keep life fun and in perspective. Barb Sulik, I am sure my sense of fashion has been forever affected by you and you never know I may just be a trend-setter one day. It is doubtful but it could happen! Mark Ivy, you came before me and paved the way. I could not have made it through my first year without your support and encouragement; it was a rough transition for me. A special thanks to my friend and colleague, David Carter, who opened his classroom up for me to examine and was truly interested in improving student learning. Both personally and professionally, your insight and counsel has proved to be invaluable.

Thanks to the faculty and staff with the PRTM Department and RRS. You have all made this an experience I will never forget. Special thanks to Felicia Mangum. You have brought an energy and enthusiasm to the fourth floor of Biltmore that it so desperately needed. Thanks for bringing yummy snacks and feeding me too. To my raters, Annette Moore, Larry Gustke and Mike Naber,
thanks for agreeing to participate and providing valuable feedback about the process.

Thanks to my friends and family at Raleigh Vineyard; you have kept me centered and loved me. Special thanks to the Raleigh Vineyard kids, your laughter and enthusiasm kept me going on more than one occasion. Thanks to my friend Keri Jackowski; you have taught me what it means to be a good friend. I hope to carry that with me forever. Thank you for the countless hours you have spent talking to me and praying for me. Thanks to my friend Karen Orthner; you have taught me what it means to love other people. This has been a true gift.

And finally to my students, you have had to endure me learning how to teach. I know I am not finished learning yet. Thank you for your feedback and patience.
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Chapter 1

Introduction

For most students, the first day of school is an event that brings up many emotions: happiness to see old friends again, excitement for what a new year brings, fear of starting something new and sadness that summer has ended. For first-time teachers, the emotions run the same gamut: shock that someone would bestow such responsibility on them, excitement for a new year of school, fear of not knowing all the answers, horror at the thought of walking into class on the first day as the person in charge, and sadness that summer has ended.

As a first time teacher, my initial question was, what will I teach? That answer came rather quickly for I did not struggle with the content of my courses. For the first few years of teaching, I knew what I wanted to teach but struggled with how to convey that information to students. Teaching multiple sections of the same class offered me an opportunity to observe the mystery of classes, identical in content and evaluation, but reacting differently to the same material and experiences. This mystery can be explained at least in part by understanding the process of learning. So, how in the world do you teach someone something?

This dissertation is a culmination of my own experiences and frustrations trying to learn to teach and knowing there was help out there, somewhere. It is the pursuit of comprehending the learning process and becoming a better teacher. Being a better teacher has less to do with end-of-semester evaluations
and awards and more to do with the transformations within an individual student produced by the learning process.

Faculty in higher education have had a renewed focus on student learning (Astin, 1993). Much of that interest has been generated by accrediting bodies, such as Southern Association of Colleges and Schools (SACS) and legislative bodies requiring institutions of higher education to assess student learning. Faculty have been challenged to articulate what they want their students to be able to know and do upon graduation and how to help students achieve success.

When assessment data indicate students have not met faculty expectations, many faculty members are overwhelmed by what and how to change. As academic professionals, most receive training in a specific field of study and not in how to teach. As a result of this new focus on undergraduate education, faculty are required to shift to the process of learning. The use of learning theory is a key to informing the teaching and learning process. Learning theory merits attention because it can provide profound insight into the learning process and can assist instructors in designing productive learning environments for students.

Many factors contribute to the overall learning environment, which incorporates “the conditions and context for learning” (Smith, Neilsworth, & Greer, 1978, p. 10). The primary dimensions of the learning environment are as follows: physical environment, instructional arrangements, social situation, evaluative instruments and practices, and supportive services (Smith et al.). Each dimension is elaborately involved in weaving together the fabric of a
student’s experience in a higher education setting. Specifically examining instructional arrangement includes the consideration of several perspectives: the curriculum, the instructional materials, and the method of instruction (Smith et al.). Experiential learning theory deals directly with this dimension of a learning environment. Course design becomes a critical factor when experiential learning theory is used as the framework with which to view the learning environment (Kolb, 1984).

Experiential learning theory includes two basic dimensions of conceptualizing learning: what is being taught and how it is being taught. In typical learning situations, the content is explicit in terms of discipline-specific outcomes, but attention to how the content is presented is often neglected (Kolb, 1984). Examining learning as a multidimensional process allows for consideration of factors other than those specific to content.

Faculty need to specifically consider their design of learning experiences (Spence, 2001). “If educators relied upon models of how individuals learn, they would be better able to enhance their students’ ability to learn” (Sims & Sims, 1995, p. 1). The instructor is responsible for planning the formal educational experience. “A teacher has the primary responsibility and authority for appropriately orchestrating the instructional environment” (Smith et al., 1978, p. 51). Effective instructional strategies go beyond the curriculum and instructional material to incorporate learning strategies that explicitly provide for the variability of learning among students.
In the same learning situations, students are affected differently (Joyce & Weil, 2000). The variability and the individuality of learning experience can be explained by understanding how learners take in and process information. This variability is a major consideration for adopting and utilizing a variety of methods in course development.

The effectiveness of traditional instructional methods comes into question when issues of accountability and quality are raised. Traditional instructional methods are ideal only for a limited number of students, leaving the majority of students at a disadvantage (Kolb, 1984). Appropriate variations to traditional methods (e.g., lectures) must be integrated (Barr & Tagg, 1995).

Experiential learning is one variation on the traditional instructional methods. One well known and widely utilized model of experiential learning comes from David Kolb (1984). Unlike other theories, Kolb’s work is grounded in solid theory and epistemological tradition (Holman, Pavlica, & Thorpe, 1997). Kolb designed an experiential learning cycle comprised of four learning modes: concrete experience, reflective observation, abstract conceptualization and abstract experimentation in two dimensions: a grasping dimension and a processing dimension. The grasping dimension describes how a student takes in information, either as a concrete experience or as an abstract concept. The processing dimension describes how information is processed once it has been taken in, either by actively experimenting with the information or reflectively observing. These four learning modes are represented in these two dimensions. Students will naturally have preferences in each dimension, but regardless of a
student's preferences, it is the sequential combination of all four learning modes that produces the most effective learning environment (Kolb, 1984). Effective learning indicates a quality educational experience. Kolb’s model allows learning environments to be more effective and is, therefore, worth considering.

*Purpose Statement*

The purpose of this study was to develop a course-based learning environment assessment process to assist higher education faculty in the design or redesign of courses to provide a quality learning experience. Kolb’s (1984) Experiential Learning Theory and Fry’s (1978) Environmental Orientation Considerations provided the framework for this model. The primary objective of this study was:

To develop a learning environment orientation assessment process based on accommodating Kolb’s (1984) four learning modes that faculty could use to design or assess a course. Park and Recreation Finance and Administration, PRT 454, was used to illustrate the process. The course profile and recommendations were specific to the course and used for illustrative purposes.

*Limitations*

This study only evaluated the written documents provided by the instructor from PRT 454. Significant documentation from lesson plans and assignments was needed to complete the assessment. The assessment process did not take into consideration the instructor/student interactions. Some of the learning environment indicators could have been present but not documented and
therefore are not accounted for in the analysis and profile. Because this process focused on how students are taught and not what students are taught, it does not evaluate course content, just delivery. The process provided no mechanism for evaluating if course objectives were being met.

The assessment process relied on the results from independent raters applying the Learning Environment Orientation (LEO) Assessment Instrument to the course material. While the instrument was deemed reliable, this study provided no means of validation beyond face validity.
Chapter 2

Review of the Literature

History of Higher Education

Pedagogical practices at modern universities have expanded to meet the demands of student diversity and the economy. In his pivotal work, *Scholarship Reconsidered: Priorities of the Professoriate*, Earnest Boyer (1990) reviewed the history of higher education. Following World War II, the GI Bill had a major impact on access to higher education. The movement of higher education from an elite privilege to a mass entitlement was an important shift in access to educational opportunities. As access to higher education expanded, the system needed to adapt to meet the needs of the diverse student populations. This adaptation expanded the mission of universities and higher education. The complex proposition of managing the *quantity* of students as well as the ensuing change in the *quality* of students followed the shift in access.

To keep pace with the expanding mission of higher education, the academy expanded to incorporate the community college system. Community colleges offered more immediate access to higher education and encouraged the expansion of access beyond social and economic classes to include non-traditional students such as part-time and older students. Addressing students’ learning needs, given the diversity in the quality and the quantity of students, has demanded that higher education take into account the individual needs of students as well as the practical concerns for delivering instruction in mass quantity by faculty.
Learning Theory as a Framework

Learning theory extends to more than just describing an environment; learning theory can be used as a framework to ensure a balanced approach to learning. “The learning process is not identical for all human beings” (Kolb, 1984, p. 62). For learning environments to be sensitive and responsive to all types of learning, the factors that influence the educational process must be identified and managed. One such factor is the design of a course. Course design can be improved by understanding how students learn (Russell & Rothschadl, 1992). Understanding how students learn goes beyond knowing what content students need to learn and focuses on the process of how students learn. “Instructors need to design courses to enable students to increase their ability to learn” (Russell & Rothschadl, p. 43).

Kolb’s Experiential Learning Cycle

The roots of experiential learning go back to the early twentieth century to Dewey, Piaget and Lewin (Kolb, 1984; Smith, 2001). Building specifically on Lewin’s work, Kolb designed an experiential learning cycle comprised of two dimensions: grasping and processing (Figure 1).
Learning Cycle Dimensions

The grasping dimension describes how a student takes in information, either as a concrete experience or as an abstract concept. The processing dimension describes how information is processed once it has been taken in, either by actively experimenting with the information or reflectively observing. The sequential engagement of all abilities creates a self-perpetuating spiral of learning. This spiral is the sequence that creates deep learning. “Deep learning, learning for real comprehension comes through a sequence of experience, reflection, abstraction, and active testing” (Zull, 2002, p. 13).

For the grasping dimension, any specific event is a concrete experience. The purpose of a concrete experience is to take “into account the emotional
impact an experience generates. Feelings, values and opinions are acknowledged as part of the process” (Rainey & Kolb, 1995, p. 134). Relating an experience to previous knowledge and generating new ideas is abstract conceptualization. In this stage, the learner is looking to find the right or best answer (Sims & Sims, 1995). Learners are expected to memorize and recall information. The recollection of this information is then judged against rigid criteria for a single right answer (Rainey & Kolb).

For the processing dimension, reflective observation is where learners make meaning of an experience. Profound insight is often gained through this reflection. The learner’s main goal is to “understand something: to be able to identify relationships between concepts, to be able to define problems for investigation, to be able to collect relevant information, to be able to research a question, and the like” (Rainey & Kolb, 1995, p. 134). In this learning environment, experiences are considered from multiple perspectives, personal experience, expert opinions and the literature as well as multiple methods of experience such as listening, observing, writing, discussing, and acting (Rainey & Kolb). The process is emphasized more than the result of finding a single solution. The value of the process comes from considering multiple perspectives and solutions. Learners are left to define success for themselves. There are no objective criteria against which to evaluate success (Sims, 1995). The focus is on how a learner interprets and makes meaning of a situation or experience. The final phase of the experiential learning cycle is active experimentation. As the name of this phase suggests, students are encouraged to apply what they
have learned to solve “real-world” problems (Sims). In this stage, the focus is on doing. It is essential to the learning process to complete the task (Sims). Tasks are typically interrelated and require comprehensive understanding of concepts. Success is situational and based on specific task criteria.

Kolb and Fry (1975) further conceptualized the learning environment by identifying the area of complexity associated with each stage of learning. They recognized that a concrete experience is affectively complex by taking into account the emotional impact an experience generates. Abstract conceptualization is primarily a cognitive process. Reflective observation is perceptually complex, thinking about an experience from multiple perspectives. Active experimentation is behaviorally complex, involving trying out new ideas.

**Classroom Activities**

As Kolb (1984) suggests, each stage in the cycle has appropriate classroom activities (Figure 2).

<table>
<thead>
<tr>
<th>Stage</th>
<th>Classroom application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>laboratory observations, primary text reading, simulations and games, fieldwork, trigger films, readings, problem sets and examples</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>logs, journals, discussions, brainstorming, thought questions and rhetorical questions</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>lectures, papers, model building, projects and analogies</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>simulations, case studies, laboratory, fieldwork, projects and homework</td>
</tr>
</tbody>
</table>
Environmental Orientation

“When experiential learning theory is used to view the learner and instructional environment... useful relationships begin to emerge concerning the design of learning situations” (Kolb, 1984, p. 200). The environmental orientation of a learning experience can be identified by determining if the following five considerations established and controlled by the instructor are in alignment with a specific orientation: the purpose of the major activities, the primary source or use of information, the rules guiding learning behavior, the teacher's role, and the provision for feedback. “Any educational program, course design or classroom session can be viewed as having degrees of orientation towards each of the four learning modes” (Kolb, 1984, p. 197).

The Structure of the Brain Supports the Learning Cycle

A fellow faculty member of Kolb found his work to be particularly interesting and wanted to explore Kolb’s ideas in his discipline of Biology. After exploring the biology of learning, Zull (2002) discovered the biological link between brain functioning and the learning cycle (Figure 3). There is a “natural relationship between brain structure and learning” (Zull, 2002, p. 13). The natural organization of the brain generates the learning cycle. It is the way people learn about the world. Each person is always having some type of concrete experience and relating that experience to what is already known, thinking of how to interpret and make use of the information and as it becomes part of a person’s experience, and it is drawn upon for use in future experiences. The dimensions
of the learning cycle mirror the physical location of where learning is processed in the brain (Figure 4).

Concrete experience comes through the sensory cortex, reflective observation involves the integrative cortex at the back, creating new abstract concepts occurs in the frontal integrative cortex, and active testing involves the motor brain. In other words, the learning cycle arises naturally from the structure of the brain (Zull, 2002, pp. 18-19).

Figure 3

Location of Brain Functions in Learning
Figure 4

Relationship of Brain Function Locations with the Experiential Learning Cycle

<table>
<thead>
<tr>
<th>Important Functions of Each Part of Cortex</th>
<th>Match with Each Stage of the Learning Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The sensory cortex</strong> receives first input from the outside world in form of vision, hearing, touch, position, smell and taste.</td>
<td>This matches with the common definition of concrete experience, with its reliance on direct physical information from the world.</td>
</tr>
<tr>
<td><strong>The back integrative cortex</strong> is engaged in memory formation and reassembly, language comprehension, developing spatial relationship, and identifying objects, faces, and motion. In short, it integrates sensory information to create images and meaning.</td>
<td>These functions match well with what happens during reflection, for example, remembering relevant information, daydreaming, and free associations, mentally rerunning experiences, and analyzing experiences.</td>
</tr>
<tr>
<td><strong>The frontal integrative cortex</strong> is responsible for short-term memory, problem solving, making decisions, assembling plans of action, assembling language, making judgments and evaluations, directing the action of the rest of the brain (including memory recall), and organizing actions and activities of the entire body.</td>
<td>This matches well with the generation of abstractions, which requires manipulation of images and language to create new (mental) arrangements, developing plans for future action, comparing and choosing options, directing recall of past experience, creating symbolic representations and replacing and manipulating items held in short-term memory.</td>
</tr>
<tr>
<td><strong>The motor cortex</strong> directly triggers all coordinated and voluntary muscle contractions by the body, producing movement. It carries out the plans and ideas originating from the frontal integrative cortex, including the actual production of language through speech and writing.</td>
<td>This matches with the necessity of action in completion of the learning cycle. Active testing of abstractions requires conversion of ideas into physical action, or movements of parts of the body. This includes intellectual activities such as writing, deriving relationships, doing experiments and talking in debate or conversation.</td>
</tr>
</tbody>
</table>

Zull, 2002, pp. 21-22

From this relationship, a question surfaces in relationship to facilitating learning. Can we use this information to help people learn? Perhaps a better question is, why would we *not* use this information to help people learn? With a biological explanation, the learning cycle moves from a theory to a fact. The
environmental structure of a learning experience is more than background for a learner. The structure of an experience becomes an agent of change for the learner. Learning is transformation for the learner. Kolb (1984) defined learning as “the process whereby knowledge is created through the transformation of experience” (p. 38). Experience and information are the raw materials for learning, but with reflection and experimentation, information and experience are converted to knowledge (Zull, 2002). This conversion to knowledge is called deep learning. Most instructors desire deep learning for their students.

Development of the Assessment Criteria

The utility of Kolb’s (1984) Experiential Learning Cycle is not fully actualized by a theoretical discussion of what learning should be. It is the operationalization of the four learning modes that has a direct impact on curriculum design and development. Kolb and Fry (1975) initially developed the Typology of Environments (Figure 5). It included indicators that specifically represented Kolb’s four learning modes. The Typology of Environments included four indicators for concrete experience, three indicators for reflective observation, four indicators for abstract conceptualization and three indicators for active experimentation.
1. Concrete Experiences are characterized by:
   a. Focus on here and now experiences
   b. Legitimization of expression of feelings and emotions
   c. Situations structured to allow ambiguity
   d. High degree of personalization

2. Reflective observations are characterized by:
   a. Opportunities to view subject matter from different perspectives
   b. Time to reflect and roles (e.g., listener, observer) which allow for reflection
   c. Complexity and multiplicity of observational frameworks

3. Abstract conceptualizations are conceptualized by:
   a. Emphasis on recall of concepts
   b. Thinking or acting governed by rules of logic and inference
   c. Situations structured to maximize certainty
   d. Authorities respected as caretakers of knowledge

4. Active experimentations are conceptualized by:
   a. Responsibility for setting own learning goals
   b. Opportunities for real risk taking
   c. Environmental responses contingent upon self-initiated action

Kolb and Fry (1975)

Fry (1978) subsequently expanded the Typology of Environments to identify five specific considerations to assess an environmental orientation. These five considerations are established and controlled by the instructor: the purpose of the major activities, the primary source or use of information, the rules guiding learning behavior, the teacher’s role, and the provision of feedback.

“Learning environments vary along dimensions that are primarily predetermined and independent of learner interaction in the setting” (Fry, p. 3). “These [five considerations] are useful cues, because to a great extent they are controlled by the instructor, faculty or administration, independent of the learner. Most decisions affecting these aspects of learning environments are made before learner-classroom interactions take place” (Kolb, 1984, pp. 197-198).
Within a learning environment, Fry (1978) described each of the environmental orientation indicators. The purpose outlines the major goals of an experience or assignment. The information source identifies the various uses and origins of the data utilized in an experience or for an assignment. The nature of the feedback describes how reactions from both the instructor and peers will be addressed. The rules of behavior recognize the learner’s role in an experience or actions for an assignment. Finally, the role of the teacher discriminates among the various functions an instructor can serve in the classroom. Fry (1978) went on to describe each of the four learning modes based on the five considerations established and controlled by the instructor (Figure 6).
### Figure 6
Description of Learning Environments

<table>
<thead>
<tr>
<th>Concrete Experience</th>
<th>Reflective Observation</th>
<th>Abstract Conceptualization</th>
<th>Active Experimentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td></td>
<td>Basic purpose is to</td>
</tr>
<tr>
<td></td>
<td>Basic purpose is to</td>
<td>Basic purpose is to</td>
<td>apply skills and</td>
</tr>
<tr>
<td></td>
<td>experience an</td>
<td>solve a problem, to</td>
<td>knowledge to practical</td>
</tr>
<tr>
<td></td>
<td>event through an</td>
<td>obtain a solution</td>
<td>problems such as one</td>
</tr>
<tr>
<td></td>
<td>activity and to be</td>
<td>through the use of</td>
<td>would experience as a</td>
</tr>
<tr>
<td></td>
<td>aware of one’s</td>
<td>theory and analytical</td>
<td>professional</td>
</tr>
<tr>
<td></td>
<td>feelings while going</td>
<td>skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>through it</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information Source</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information is here</td>
<td>Information is derived</td>
<td>Focus of information</td>
</tr>
<tr>
<td></td>
<td>and now, in the</td>
<td>from examining how</td>
<td>flow is on getting</td>
</tr>
<tr>
<td></td>
<td>form of personal</td>
<td>something occurs,</td>
<td>some task done,</td>
</tr>
<tr>
<td></td>
<td>feelings, values,</td>
<td>focusing on the process,</td>
<td>derived from previous</td>
</tr>
<tr>
<td></td>
<td>opinions, ideas, etc</td>
<td>reviewing past events, etc</td>
<td>work, plans critiques,</td>
</tr>
<tr>
<td><strong>Rules of Behavior</strong></td>
<td>Learners freely</td>
<td>Learners are</td>
<td>evaluations of</td>
</tr>
<tr>
<td></td>
<td>express personal</td>
<td>encouraged to observe,</td>
<td>progress, preparing</td>
</tr>
<tr>
<td></td>
<td>feelings, opinions</td>
<td>listen, write, think,</td>
<td>for a presentation,</td>
</tr>
<tr>
<td></td>
<td>and values</td>
<td>discuss, etc in</td>
<td>etc</td>
</tr>
<tr>
<td></td>
<td>concerning topic or</td>
<td>order to determine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>activity they are</td>
<td>meaning and relevance of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>engaged in</td>
<td>subject matter for</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Feedback is personalized,</td>
<td>Learner determines</td>
<td>Performance is</td>
</tr>
<tr>
<td></td>
<td>based on each</td>
<td>criteria for evaluation</td>
<td>evaluated against</td>
</tr>
<tr>
<td></td>
<td>individual’s own</td>
<td>and is left to determine</td>
<td>right or best answer</td>
</tr>
<tr>
<td></td>
<td>needs and learning</td>
<td>own criteria for</td>
<td>as judged by the body</td>
</tr>
<tr>
<td></td>
<td>goals</td>
<td>performance</td>
<td>of knowledge or the</td>
</tr>
<tr>
<td><strong>Nature of Feedback</strong></td>
<td>Teacher portrays a</td>
<td>Teacher is non-directive,</td>
<td>Teacher is the expert</td>
</tr>
<tr>
<td></td>
<td>model of the profession</td>
<td>model, reflective,</td>
<td>authority, interpreting</td>
</tr>
<tr>
<td></td>
<td>and colleague such that</td>
<td>and non-evaluative. He</td>
<td>the field of knowledge</td>
</tr>
<tr>
<td></td>
<td>learners learn by</td>
<td>teaches by helping the</td>
<td>or judging what is</td>
</tr>
<tr>
<td></td>
<td>his example and</td>
<td>learner to discover his</td>
<td>correct, competent,</td>
</tr>
<tr>
<td></td>
<td>through relating</td>
<td>own perspectives, insights,</td>
<td>acceptable performance.</td>
</tr>
<tr>
<td></td>
<td>(identifying) with him.</td>
<td>etc.</td>
<td>He may also be an</td>
</tr>
<tr>
<td><strong>Teacher Role</strong></td>
<td>Teacher portrays a</td>
<td>Teacher is the expert</td>
<td>enforcer of rigor,</td>
</tr>
<tr>
<td></td>
<td>model of the profession</td>
<td>authority, interpreting</td>
<td>methods, or rules</td>
</tr>
<tr>
<td></td>
<td>and colleague such that</td>
<td>the field of knowledge or</td>
<td>stipulated by the body</td>
</tr>
<tr>
<td></td>
<td>learners learn by</td>
<td>judging what is correct,</td>
<td>of knowledge of the</td>
</tr>
<tr>
<td></td>
<td>his example and</td>
<td>competent, acceptable</td>
<td>field he represents</td>
</tr>
<tr>
<td></td>
<td>through relating</td>
<td>performance. He may also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(identifying) with him.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Fry, 1978)
Traditional Application

A discussion of Kolb’s Experiential Learning Theory would be incomplete without mentioning the traditional applications of his ideas. The predominant use of this information in higher education has been in assessing the individual learning preferences of students using Kolb’s Learning Style Inventory (LSI) and using that information to define clusters of students, typically within a particular major.

Advocates of Using Learning Styles

The insight to use learning theory to enhance the learning process is not a new concept. In 1975, Kolb and Fry recognized that an understanding of the content does not necessarily translate into effective delivery. They documented learning theory’s utility in creating environments for learning. Kolb and Fry (1975) forecasted that “our efforts to understand and further develop learning theory will be fruitful if the results eventually affect the deliberate use of models [based on learning theory] to design and implement more effective learning situations” (p. 51). Recent studies are in agreement with Kolb and Fry’s perspective.

Moore, Riggins, and Sylvester (1986) encouraged examining classroom effectiveness beyond looking at the instructor as the presenter of knowledge to looking at how the student receives the information. The authors encouraged designing courses to meet the learning styles of all students, understanding that in any one course a variety of learning styles are present. Russell and Rothschild (1992) also discussed the implications for educators. Speaking about
students, they urged faculty to “be aware of the differences and create options for learning the same material in various ways” (p. 43).

Keri (2002) is also in favor of a variety of approaches to classroom instruction because of the variety of ways students learn. Keri discussed the need for diverse instructional styles to effectively direct learning experiences. Perry (1994) advocated for an understanding of learning styles as a tool for curriculum planning and design. “Knowledge of individual learning styles can form a productive basis for curriculum planning, implementation and evaluation” (Perry, 1994, p. 6).

Link Between Learning Theory and Learning Preferences

Kolb (1981) defined learning preference as a habitual way of responding to a learning environment. It is the combination of the two structural dimensions of Kolb’s model that offers the four basic preferences for learning: converging, diverging, assimilating, and accommodating (Figure 7). This combination of a person’s habitual way of responding to a learning environment on each dimension indicates his/her learning preference. Kolb’s learning preferences are directly derived from the experiential learning cycle.
Figure 7
Learning Preferences Based on Kolb's Experiential Learning Cycle

Learning Preferences

Seemingly random variation in learning preferences is often quite systematic and methodical. These learning preferences are comprised of one preference from the grasping dimension and one preference from the processing dimension. For example, a convergent learning preference represents abstract conceptualization from the grasping dimension and active experimentation from the processing dimension. A divergent preference is the opposite of the convergent in that it represents concrete experience from the grasping dimension and reflective observation from the processing dimension. The other two learning preferences are opposites as well. An accommodation preference
combines concrete experience and active experimentation. An assimilation preference combines abstract conceptualization and reflective observation. A learning preference is a habitual response among opposing preferences. People can respond to learning environments in ways other than their preferred response. It would be like a right-handed person writing with their left hand. It is possible, just not always most comfortable or efficient. This lack of comfort and efficiency for a particular preference warrants learning environments being designed to accommodate all learning preferences. In fact, it is the combination of all types of learning that produce the most effective learning. “The combination of all four of the elementary learning forms produces the highest level of learning, emphasizing and developing all four modes of the learning process” (Kolb, 1984, p. 66).

Strengths and Weaknesses of Learning Preferences

Considering learning preferences can be an asset for course design. Preference information should “…provide some guidance for restructuring the curriculum and methodology…” (Matthews, 1991-2, p. 29). In 1984, Kolb identified both the strengths and the weaknesses of each learning preference (Figure 8).
### Figure 8
Strengths and Weaknesses of Learning Preferences

<table>
<thead>
<tr>
<th>Learning Preference</th>
<th>Preferred Learning Modes</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convergent</td>
<td>abstract conceptualization and active experimentation</td>
<td>problem solving, decision making and the practical application of ideas</td>
<td>Premature decision making</td>
</tr>
<tr>
<td>Divergent</td>
<td>concrete experience and reflective observation</td>
<td>Imaginative ability and awareness of meaning and value</td>
<td>Indecisive, overwhelmed by choices</td>
</tr>
<tr>
<td>Assimilation</td>
<td>Abstract conceptualization and reflective observation</td>
<td>Inductive reasoning and ability to create theoretical models and assimilating integrated explanations</td>
<td>Impractical, not grounded</td>
</tr>
<tr>
<td>Accommodative</td>
<td>Concrete experience and active experimentation</td>
<td>Doing things and carrying out plans and tasks and getting involved in new experiences</td>
<td>Inefficient and focused on the activity for the sake of the activity</td>
</tr>
</tbody>
</table>

*Kolb’s Learning Style Inventory*

The original learning style inventory was comprised of nine sets of words to be ranked four to one, where four best depicts the participant’s learning style and one least depicts the participant’s learning style (Kolb, 1976). The column totals are then translated into numbers translated onto a graph which visually depicts a person’s learning style preference (Kolb, 1976). The LSI version 2 was developed by Kolb in 1981 and is conceptually similar to the original inventory, but the second inventory consisted of twelve partial sentences and four alternative endings for each sentence (Kolb, 1999). The participant must again rank the endings from four to one, four best describes the participant’s learning
style and one least describes the participant’s learning style (Smith & Kolb, 1985; Smith, 2001). The latest version, LSI version 3, was developed in 1999 (Kolb, 1999). Again, respondents are asked to complete twelve items but the items are now randomized. The participants are still given twelve partial sentences and four alternative endings for each sentence. The participant must again rank the endings from four to one, where four best describes the participant’s learning style and one least describes the participant’s learning style (Kolb, 1999).

The LSI version 3 has pros and cons. It is practical because it is brief and straightforward. It looks to predict behavior that is consistent with learning theory. Since a person can choose how to operate in a learning situation, the instrument is self-reported. The inventory seeks to describe the typical responses from an individual. It seeks to represent the “stable and enduring patterns of human individuality [that] arise from consistent patterns of transaction between the individual and his or her environment” (Kolb, 1984, p. 63). It often requires “one to resolve the opposing tensions between abstract-concrete and active-reflective orientations” (Kolb, 1984, p. 67). This forced choice is often disliked by respondents.

**Learning Styles Studies**

Assessing the learning styles of students in particular majors has value to explain the anecdotal observations of instructors. “There seem to be learning styles that are best suited for particular task demands” (Kolb & Fry, 1975, p. 52). Kanske, Brewster, and Fanjoy (2003) looked at learning styles of aviation students. The majority of their students (67.2%) were convergers or assimilators.
Loo (2002) compiled a meta-analysis of studies of business majors that utilized Kolb’s Learning Styles Inventory. Loo found a significantly higher proportion of assimilators and a significantly lower proportion of accommodators among business majors.

Raschick, Maypole, and Day (1998) looked at education majors. The predominant learning style was accommodators. Perry (1994) also looked at students in a teacher education program. He discovered teacher education students had differing learning styles but had a slight preference for abstract experimentation. Zakrajsek, Johnson, and Walker (1984) compared learning styles of physical education and dance majors. Their results indicated no significant difference between majors or genders.

**Learning Style Studies in Parks and Recreation**

Moore et al. (1986) conducted the original work in parks and recreation using Kolb’s learning style inventory. They found park and recreation majors to be predominantly accommodators (50%, \( n=15 \)). The other categories of divergers (\( n=6 \)), convergers (\( n=5 \)) and assimilators (\( n=5 \)) were fairly equal.

The second study in parks and recreation using Kolb’s learning style inventory was conducted by Russell and Rothscheidl (1992). Again, this study found the majority of park and recreation students were accommodators. While this study did ask students their area of concentration, the total number (\( N=50 \)) was too small to examine for significant differences between concentrations.

With the information known regarding experiential learning theory, the researcher wanted to know, were learning environments designed to support and
encourage movement through Kolb’s (1984) Experiential Learning Cycle? Thus the purpose of this research was expressed and articulated.
Chapter 3

METHODOLOGY

Purpose of the Study

The purpose of this study was to develop a course-based learning environment assessment process to assist higher education faculty in the design or redesign of courses to provide a quality learning experience. Kolb’s (1984) Experiential Learning Theory and Fry’s (1978) Environmental Orientation Considerations provided the framework for this model. The primary objective of this study was:

To develop a learning environment orientation assessment process based on accommodating Kolb’s (1984) four learning modes that faculty could use to assess or design a course. Park and Recreation Finance and Administration, PRT 454, was used to illustrate the process. The course profile and recommendations were specific to the course used for illustrative purposes.

Content Analysis

Different types of research questions demand different approaches to studying and answering them. Content analysis is a systematic technique for evaluating and interpreting content. Content analysis is not a method for data collection but rather a tool for data analysis (Henderson, 1991). It is a “research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” and, “as a technique, content analysis involves specialized procedures” (Krippendorff, 2004, p. 18). This
method applies a measurement tool to pre-determined units of analysis (Manning & Cullum-Swan, 1994). Content analysis looks for the presence of words or concepts within text. The nature of content analysis involves the rearticulating of text and is often referred to as interpretive (Krippendorff, 2004).

Content analysis begins with a theory or rationale that “indicates this particular message content is important to study” (Neuendorf, 2002, p. 50). Learning theory merits attention because it can provide insight into the learning process and can assist instructors in creating productive learning environments for students. The way a learning environment is conceptualized identifies the many factors that impact the learning environment such as culture, intelligence, learning disabilities, life stage, cognitive development, attitude, motivation, satisfaction, institution, peer group influence, familial situation, student involvement, and self-esteem. While most of those impacts deal directly with the student’s perspective and what a student brings to the classroom, a portion of this puzzle deals with the faculty member. It matters how the faculty member designs and conceptualizes a course, particularly with respect to student learning outcomes.

**Historical Uses of Content Analysis**

The earliest examination of text dates back to the late 1600’s in theological studies. The church was often concerned about the content of non-religious publications, particularly newspapers. The methods of analyzing the newspaper content, however, were extremely primitive and often less than scientific. As concern was rising over the literal or metaphorical interpretation of
text in the church and theological studies, examination efforts were focused almost exclusively on newspaper content (Krippendorff, 2004).

In early to mid-twentieth century America, interest in newspaper content had a significant impact on politics. “Major political challenges to democracy were linked to the new mass media” (Krippendorff, 2004, p. 6). The interest in newspaper content was particularly important following the stock market crash of 1929 and the period surrounding World War II. Following the War, psychologists became interested in measuring attitudes and images. This shift marked the transition from quantitative analysis of newspapers to content analysis. As social scientists asked different kinds of questions and sought an understanding of more elaborate phenomena than they had in the past, they began to seek more sophisticated techniques to analyze ideas and concepts within texts. Thus, the methods and uses of content analysis expanded and blended in with other inquiry traditions and became part of other research methods.

Contemporary Examples

As society evolves and social issues change, so do the ways scientists investigate and describe social phenomena. Content analysis is one such way of investigating and describing such events. The utility of the computer has made more contemporary uses of content analysis practical. The availability of text in a digital format has reduced the time and cost of analyzing large quantities of data and increased the accuracy and complexity of analysis (Krippendorff, 2004). The prevalence of television in modern society offered researchers a new medium to study. The visual images added an additional dimension that could be
examined. In recent years, the content of television has been examined particularly for messages of violence much like the newspaper content was examined for political messages in early twentieth century America (Neuendorf, 2002).

**Narrative Content Analysis**

Narrative analysis, a specific form of content analysis, can be interpreted from the “top-down” or “bottom-up.” Top-down approaches are deductive and start with specific criteria and compare the units to criteria, while bottom-up approaches are inductive and use the units to create the structure and criteria (Neuendorf, 2002). The deductive framework (i.e., top-down approach) lends itself to a more quantitative orientation, and the inductive framework (i.e., bottom-up approach) lends itself to a more qualitative orientation.

For content analysis, it is important to understand the perspective from which content will be examined. There are two basic perspectives: latent and manifest. The latent use of language is deeper and useful for identifying the ideas or concepts represented by the words. Latent use and interpretation is more appropriate for bottom-up approaches. In contrast, the manifest use of language is more superficial and lends itself to words or symbols that have apparent significance by their mere presence or absence. Manifest use and interpretation is more appropriate for top-down approaches (Neuendorf, 2002).

**Research Method**

Top down, narrative content analysis of PRT 454 was used to develop the learning environment assessment model. This technique was selected for three
primary reasons. First, content analysis provided an unobtrusive method of examining the five considerations of learning environments established and controlled by the instructor. Second, the data used in the analysis were not created or contrived for this study. The data were naturally occurring in the form of the course materials used to teach PRT 454 from the Fall of 2004. Lastly, the assessment criteria necessary for top-down analysis existed and were developed by combining Kolb’s (1984) four learning modes with Fry’s (1978) five considerations for assessing a learning environment and applied to each of the seven course content objectives. The following steps were used to conduct the top-down, narrative analysis of PRT 454:

1. Obtaining a course description
2. Defining the unit of analysis
3. Establishing the assessment criteria
4. Developing the analysis plan (Crowley & Delfico, 1996).

*The Course Description*

For this study, a senior-level park and recreation class was selected, Parks and Recreation Finance and Administration, PRT 454. The study was limited to one course due to the extensive nature of the investigation of the course content. In the Parks, Recreation and Tourism curriculum (PRT) at North Carolina State University, there are several courses all students take regardless of their concentration. These classes comprise the core curriculum in PRT. The course selected was one of the core PRT courses. It met on a weekly basis and had specific content to be covered. Additionally, this course was chosen
because of the instructor’s seasoned status as an adjunct faculty member, his willingness to participate, his openness to suggestions regarding his teaching techniques, and the detailed historical course data provided for the study. The data detailed the content and experiences from the Fall 2004 semester.

Participation on behalf of the instructor was voluntary.

**Defining the Units of Analysis**

The course content objectives for PRT 454 provided the organizational structure for compiling the learning units of analysis for this study. Course assignments, discussions, lectures and in-class activities help students achieve the course objectives. Seven course objectives were obtained from the Fall 2004, PRT 454 syllabus (Figure 9).

![Figure 9](PRT 454 Course Objectives)

Students will be able to:
1. Develop personal budgets and identify both revenue opportunities and cash flow leaks.
2. Explain the historical perspective to financing in the parks, recreation and tourism management field and relate it to contemporary times.
3. Apply various techniques of fiscal management as related to this field.
4. Design and evaluate “real life” budgetary and financial situations that will be practiced in both the classroom and through homework assignments.
5. Interpret and explain the process of developing and administering budgets, principles of accounting, auditing and cost analysis.
6. Identify and distinguish the values and utilization of various sources of revenue applicable to the parks, recreation and tourism management field.
7. Formulate and apply solutions to management problems and issues relating to financing parks, recreation and tourism services

To define the content objectives by learning experiences, all the course materials were obtained from the instructor. Because much of the course information was received in handwritten form, the lectures and discussions were
transcribed by the researcher. Once transcribed, the material was divided into specific experiences and each experience was labeled as lecture, discussion or assignment. To facilitate efficient assessment, the researcher condensed the lectures during transcription to include only major topical headings and outlined examples and illustrations used in this course. Including the detailed course content would not have enhanced the rater’s evaluation of the learning environment. The experiences were numbered 1 through 32, but there was no number 6 because there was no documentation of that experience from the instructor, so there were a total of 31 experiences.

After transcription and labeling, each experience was then mapped to a specific content objective. After organizing the material according to the content objectives, the instructor was invited to review the accuracy of mapping of course experiences to content objectives and to suggest modifications. No modifications were indicated.

Often with content analysis, the volume of material to be examined is large and unmanageable and researchers opt to sample the content for efficiency (Krippendorf, 2004). For this study, all the course material was available and the volume was manageable; therefore, it was not necessary to sample the content. A detailed listing of the course experiences associated with each content objective was assembled (see Appendix A).

**Establishing the Assessment Criteria**

Fry’s (1978) considerations and Kolb’s (1984) learning modes provided the framework for the assessment variables. The five specific considerations Fry
outlined that were established and controlled by the instructor are: purpose of the activity, source of information, role of the student, role of the teacher and provision of feedback (Fry, 1978; Kolb & Fry, 1975). Kolb’s (1984) Experiential Learning Cycle consisted of four learning modes: concrete experience, reflective observation, abstract conceptualization and active experimentation. The assessment criteria were developed from additional research (Rainey & Kolb, 1995, p. 136) that provided a description of each of Fry’s considerations within each of Kolb’s four learning modes. These assessment criteria are summarized in Figure 10.

**Figure 10**

Learning Environment Orientation Indicators
(Fry, 1978; Kolb, 1984)

<table>
<thead>
<tr>
<th>Instructional Consideration</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the Student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Develop personal awareness and insight</td>
<td>“here and now” concrete experience</td>
<td>Free expression of feelings, values, and opinions</td>
<td>Role model and colleague</td>
<td>Personalized and immediate from teachers and peers</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Appreciate and understand how and why things relate</td>
<td>Multiple data sources viewed in different ways</td>
<td>Emphasis on process and inquiry</td>
<td>Process facilitator</td>
<td>Non-evaluative suggestions rather than critiques</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Acquire and master knowledge and skills</td>
<td>“there and then” abstract concepts and facts</td>
<td>Adherence to prescribed objective criteria</td>
<td>Interpreter of a field of knowledge</td>
<td>Evaluation of correct or incorrect learner output</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Actively apply learning to real life situations</td>
<td>Activities directed toward requirements of task completion</td>
<td>Minimal rules in support of learner autonomy</td>
<td>Coach and advisor</td>
<td>Learner judges own performance based on established standards</td>
</tr>
</tbody>
</table>
Developing the Analysis Plan

Once the units of analysis were identified and the evaluation criteria were developed, the next step was to develop the analysis plan. The analysis plan consisted of the following steps:

1. The researcher selected and trained the raters.
2. The researcher piloted the Learning Environment Orientation (LEO) Assessment Instrument using the trained raters.
3. The raters applied the assessment criteria operationalized in the LEO Assessment Instrument to the PRT 454 course material.
4. The researcher compiled the results from the LEO using a scoring rubric for each experience.
5. The researcher constructed a course profile by assembling the scoring rubrics for all experiences mapped to each course objective.

Selecting the Raters

To develop a reliable instrument, it was desirable for multiple raters to apply the evaluation criteria and get consistent results among raters (Neuendorf, 2002). For this study, four raters were asked to participate. The raters consisted of two Park, Recreation and Tourism Management (PRTM) faculty members and two PRTM Ph.D. students. Participation was voluntary.

The researcher selected the raters based on the following criteria:

1. Teaching experience
2. Interest in improving student learning
3. Availability to participate in the study
Substantial teaching and course development experience was sought from the two faculty members. The faculty raters were selected because of their veteran teaching status. Both faculty members have taught for over 15 years and designed or redesigned numerous courses and course experiences. The Ph.D. students were selected because they had independently taught courses and had some experience in course development, although neither had experience designing an entire course. All raters were selected because of their interest in improving student learning and their ability to participate in the study.

**Training the Raters**

In an effort to train the raters on Kolb’s Experiential Learning Theory and the application of the LEO assessment instrument, extensive training was provided (see Appendix B). The initial training was planned for two hours and conducted with the raters prior to the distribution of the pilot assessment packet. The training consisted of an overview of the project, a comprehensive and detailed explanation of Kolb’s Experiential Learning Cycle, and instructions on how to complete the LEO. Raters were then given an opportunity to ask questions about the instrument and theory.

**Learning Environment Orientation (LEO) Development**

Once the raters were selected and trained on Kolb’s Experiential Learning Cycle, they were asked to assist in further developing the criteria included in the LEO Assessment Instrument. The evolution of the LEO began with the researcher taking Fry’s (1978) original criteria and forming each indicator into a question without changing the original verbiage of the indicator. The questions
were created to allow the raters to indicate the presence or absence of an environmental orientation indicator. When presented with Fry’s original criteria modified into question form (Figure 11), the raters had substantial suggestions for enhancements of the specific indicators. Much of the training time was spent discussing the indicators and allowing for clarification in the wording of the questions. The changes to Fry’s original criteria consisted of eliminating ambiguous language, gender bias and multiple questions within a single criterion. The raters agreed that the resulting LEO criteria eliminated gender bias, and were more direct and explicit for a single criterion (see Appendix C). The raters also suggested including a brief explanation of the basic information on Kolb’s Experiential Learning Theory and written instructions on how to complete the LEO with the instrument (see Appendix D).
### Fry’s (1978) Learning Environment Description As Questions

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Purpose of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Is the basic purpose of the assignment or experience to experience an event through an activity and to be aware of one’s feelings while going through it?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Is the basic purpose of the assignment or experience to understand something, to know how and why things relate to each other?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is the basic purpose of the assignment or experience to solve a problem, to obtain a solution through the use of theory and analytical skills?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is the basic purpose of the assignment or experience to apply skills and knowledge to practical problems such as one would experience as a professional?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Is the information here and now, in the form of personal feelings, values, opinions, ideas, etc?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Is the information derived from examining how something occurs, focusing on the process, reviewing past events, etc?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is the source of information abstract or there and then, derived form readings, lecture inputs, compiled data, etc?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is the focus of information flow on getting some task done, derived from previous work, plans critiques, evaluations of progress, preparing for a presentation, etc?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Role of the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Are learners freely expressing personal feelings, opinions and values concerning topic or activity they are engaged in?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Are learners encouraged to observe, listen, write, think, discuss, etc in order to determine meaning and relevance of subject matter for themselves?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Are activities and communications governed by rules of inference, methods, terms, etc often subject to learners’ memory recall?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Can learners make their own decisions about the use of their time? Do their choices and actions at one point in time influence what occurs next?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Role of the Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Does the teacher portray a model of the profession and colleague such that learners learn by his example and through relating (identifying) with him?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Is the teacher non-directive, reflective and non-evaluative. He teaches by helping the learner to discover his own perspectives, insights, etc?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is the teacher the expert authority, interpreting the field of knowledge or judging what is correct, competent, acceptable performance. He may also be an enforcer of rigor, methods, or rules stipulated by the body of knowledge s/he represents?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is the teacher a consultant or coach available at the learner’s request to advise or impart his knowledge of the field s/he represents?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Is feedback personalized, based on each individual’s own needs and learning goals?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Does the learner determine criteria for evaluation and left to determine his/her own criteria for performance?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is performance evaluated against right or best answer as judged by the body of knowledge or the teacher’s expert opinion?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is output evaluated against criteria of practicality, feasibility, sellability, etc?</td>
</tr>
</tbody>
</table>

Modified by Day, 2005
Pilot Assessment

Upon completion of the initial training, a pilot test was given to the raters to assess inter-rater reliability and to identify whether more training was necessary. The raters were given an instruction packet and seven identical experiences from another course, and were then asked to apply the assessment criteria to the course material using the LEO (See Appendix E). The packet of information included written instructions on completing the LEO as well as the criteria themselves. The raters were asked to complete the pilot test and return it to the researcher within one week.

Inter-rater Reliability

When developing an instrument, the results should be consistent regardless of who is using or applying the instrument. Inter-rater reliability measures the consistency between raters; the higher the reliability score, the more reliable the instrument. For categorical data, the reliability score is calculated as a proportion of agreement (Trochim, 2005). Typically a level of .75-.80 or above is considered an acceptable level of agreement for reliable ratings. In general, any value below .75 is considered unreliable (Krippendorff, 2004). In this research, inter-rater reliability became an issue when multiple raters were asked to apply the same criteria to course material. Therefore, steps were taken to calculate and improve the inter-rater reliability scores for the Learning Environment Orientation (LEO) Assessment Instrument.

Once the assessment results from the pilot study were compiled and compared, inter-rater reliability among the four raters was calculated to be .45,
an unreliable rating (Krippendorff, 2004). Further comparison between the raters
detected greater reliability between raters when they were paired together. The
two faculty members had the highest reliability on the pilot assessment, .76, and
the Ph.D. students had .63. Because the pilot assessment had low inter-rater
reliability scores, additional training was given to the raters in preparation for the
final analysis in an effort to improve inter-rater reliability.

Due to the lack of inter-rater reliability on the pilot assessment, an
additional one-hour training was conducted with the raters to further discuss
Kolb’s Experiential Learning Cycle. Additional opportunities were given for the
raters to ask questions regarding Kolb’s Experiential Learning Theory as well as
questions specific to the Learning Environment Orientation (LEO) Assessment
Instrument.

**Further Learning Environment Orientation (LEO) Development**

Following the pilot study and additional training, the raters were again
given the opportunity to provide feedback on the LEO. They were asked by the
researcher to identify any criteria that were still unclear or ambiguous in the LEO.
A few additional criteria were modified for clarity to form the final criteria in the
LEO. (See Figure 12.)
### Learning Environment Orientation (LEO) Assessment Instrument

<table>
<thead>
<tr>
<th>Source of information</th>
<th>Purpose of activity</th>
<th>Role of the Student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CE</strong></td>
<td>Is the basic purpose of the assignment or experience to be aware of one’s feelings while going through an event?</td>
<td>Are learners freely expressing personal feelings, opinions and values concerning topic or activity in which they are engaged?</td>
<td>Does the teacher lead by example?</td>
<td>Is feedback personalized, based on each individual’s own needs and learning goals?</td>
</tr>
<tr>
<td><strong>RO</strong></td>
<td>Is the basic purpose of the assignment or experience to appreciate how and why things relate?</td>
<td>Are learners encouraged to observe, listen, write, think and discuss in order to determine meaning and relevance of subject matter for themselves?</td>
<td>Does the teacher help the learner discover his or her personal perspectives and insights?</td>
<td>Does the learner determine criteria for performance and evaluation?</td>
</tr>
<tr>
<td><strong>AC</strong></td>
<td>Is the basic purpose of the assignment or experience to obtain a specific solution through the use of theory or analytical skills?</td>
<td>Does this activity or experience require learners to find the right or best answer?</td>
<td>Is the teacher judging what is correct, competent or acceptable performance based on a field of knowledge?</td>
<td>Is performance evaluated against right or best answer as judged by the body of knowledge or the teacher’s expert opinion?</td>
</tr>
<tr>
<td><strong>AE</strong></td>
<td>Is the basic purpose of the assignment or experience to actively apply learning to real life situations?</td>
<td>Are learners required to apply previous knowledge to complete this task?</td>
<td>Is the teacher available at the learner’s request to advise or impart his knowledge of the field s/he represents?</td>
<td>Can the output be used to solve real world situations?</td>
</tr>
</tbody>
</table>

### Application of the Assessment Criteria

Following the pilot, the raters were given a packet of materials including instructions on completing the LEO, numbered experiences from PRT 454, and the LEO Assessment Instrument. For the PRT 454 assessment, the thirty-one experiences associated with PRT 454 that could be documented were divided in half for efficiency with five experiences (16%) overlapping to establish inter-rater...
reliability. (See Appendix F). Krippendorff (2004) indicates 10% overlap is sufficient to calculate inter-rater reliability.

The experiences were identified as lectures, discussions or assignments. The researcher identified the experiences that overlapped by including at least one example of each type of experience for PRT 454. Once the overlapping experiences were identified, the remaining experiences were alternated between each pair of raters with equal numbers of each type of experience. Each half was to be analyzed by one faculty member and one Ph.D. student and recorded on a LEO assessment instrument. Because the LEO was applied at the experience level, the raters were given the experiences without information on the course content objectives in an effort to prevent rater bias. Bias could have been an issue with the raters because of their experience with the assessment indicators. If they were given the experiences with the content objective information, the results indicated on the LEO they may have indicated what the results should have been rather than assessing the information provided to them by the instructor. The five experiences that overlapped provided the data to calculate the inter-rater reliability score for the final analysis.

Due to time constraints, one Ph.D. student dropped out of the study. The researcher decided not to attempt replacing the rater because of the substantial time it would have taken to train another rater and the lack of availability of Ph.D. students who met the initial criteria for raters. With content analysis, there should be two or more raters on any given project (Holsti, 1969). The number of raters depends on the volume of information as well as the raters’ level of involvement.
with a project. For this project the volume of information was manageable and, beyond the extensive training they received, the rater involvement was low. Because of the paired analysis, the other Ph.D. student was also dropped from the study. The final analysis was conducted by the two faculty members with an inter-rater reliability of .81, which is considered a reliable instrument (Krippendorff, 2004).

The raters were asked by the researcher to apply the LEO criteria to the course experiences. To conserve paper and reduce clutter, multiple experiences were recorded on a single piece of paper. See Figure 13 for the instrument used for assessment.
## LEO Assessment Instrument for PRT 454 Raters

<table>
<thead>
<tr>
<th>Purpose of Activity</th>
<th>Course Experience Number (Identified by the Course Mapping)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the basic purpose of the assignment or experience to be aware of one’s feelings while going through an event?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the basic purpose of the assignment or experience to appreciate how and why things relate?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the basic purpose of the assignment or experience to obtain a specific solution through the use of theory or analytical skills?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the basic purpose of the assignment or experience to actively apply learning to real life situations?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of information</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the information in the form of personal feelings, values, opinions and ideas?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the information derived from examining how something occurs, focusing on the process and reviewing past personal events?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the source of information derived from readings or lectures?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Does task completion depend on information derived from previous work, plan critiques, evaluations of progress or preparing for a presentation?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Student</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are learners freely expressing personal feelings, opinions and values concerning topic or activity in which they are engaged?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Are learners encouraged to observe, listen, write, think and discuss in order to determine meaning and relevance of subject matter for themselves?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Does this activity or experience require learners to find the right or best answer?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Are learners required to apply previous knowledge (course content) to complete this task?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Teacher</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the teacher lead by example?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Does the teacher help the learner discover his or her personal perspectives and insights?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the teacher judging what is correct, competent or acceptable performance based on a field of knowledge?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is the teacher available at the learner’s request to advise or impart his knowledge of the field s/he represents?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provision of Feedback</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is feedback personalized, based on each individual’s own needs and learning goals?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Does the learner determine criteria for performance and evaluation?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Is performance evaluated against right or best answer as judged by the body of knowledge or the teacher’s expert opinion?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Can the output be used to solve real world situations?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
**Compiling the Results for Each Experience**

An environmental assessment scoring rubric for each learning experience was compiled by the researcher by transferring the scores from the LEO to a LEO Experience Profile (EP) (See Figure 14). The EP indicated if the criteria from the LEO were observed or not. If a criterion was observed, an “X” was indicated. If the criterion was not observed, the indicator was left blank.

![Figure 14](image)

**LEO Experience Profile**

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the Student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Experimentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Constructing a Learning Environment Profile (LEP)**

Once all experiences were assessed and EPs were created, the researcher constructed a Learning Environment Profile (LEP) for each content objective using the data from the EPs. A LEP was created for each content objective by compiling the LEO EPs from all experiences within each content objective into a single profile. The profile provided a visual picture of the learning modes of the experiences within each content objective. The researcher then interpreted the findings to identify the course objectives that did not complete Kolb’s Experiential Learning Cycle and that should be modified by the instructor to comply with the learning theory.
CHAPTER 4

Results

The Purpose of This Study

The purpose of this study was to develop a course-based learning environment assessment process to assist higher education faculty in the design or redesign of courses to provide a quality learning experience. Kolb’s Experiential Learning Theory (1984) and Fry’s (1978) Environmental Orientation Considerations provided the framework for this model. This chapter details the results from applying the Learning Environment Orientation (LEO) Assessment Process to a specific course, PRT 454.

Process

As a result of this study, a Learning Environment Orientation (LEO) Assessment Process was established that could be employed by instructors to improve the learning environment in their courses. The process was established as follows:

1. Identify an existing course to be revised using Kolb's (1984) Experiential Learning Cycle.
2. Identify the content objectives for the selected course.
3. Gather all written materials for the course experiences including lecture notes, discussion questions and assignments.
4. Map all documented experiences to the appropriate course content objective.
5. Apply the Learning Environment Orientation (LEO) assessment instrument to each course experience.

6. Create an experience profile for each course experience. Then develop a Learning Environment Profile by compiling the results from all the individual experiences by content objective to identify the environmental orientation of the content objective, using the purpose of the activity as the indicator for each objective.

7. Based on the results from the assessment, recommend adjustments to course experiences to reflect all learning modes included in Kolb’s (1984) Experiential Learning Cycle.

Instrument Development

In order to identify the environmental orientation of a course, an instrument was developed by the researcher to ascertain the environmental orientation of individual learning experiences. The Learning Environment Orientation (LEO) Assessment Instrument was used to evaluate learning experiences and to identify the environmental orientation of a course. It had an inter-rater reliability of .81. The LEO assessment instrument was developed by adapting Fry’s (1978) environmental orientation indicators to the four learning modes identified in Kolb’s (1984) Experiential Learning Cycle. The LEO was applied to course material from PRT 454 to assess the environmental orientation of the course objectives.
Environmental Orientation Profile

The objective of this study was to apply the learning environment orientation assessment process to PRT 454 and develop a course profile specific to the course. The LEO was used to create an environmental orientation profile for each experience in PRT 454. Overall, there were 31 experiences identified with PRT 454 from the materials provided by the instructor. Of those 31 experiences, 22 were lectures, three were discussions and six were assignments.

Of the 22 lectures, the same environmental orientation pattern was observed by the raters in eleven of the lectures (experiences 5, 9, 11, 13, 16, 18, 20, 22, 24, 25 & 27). Experience 5 was a class lecture on personal financial planning. The lecture notes available for assessment by the raters included the specific topics to be discussed during the class period. Experience 9 was a class lecture directed towards management styles. The lecture notes available for assessment by the raters included the major themes to be addressed in class and discussion questions. Experience 11 was a lecture dealing with financial management issues for the different types of organizations. The lecture notes available for assessment by the raters included the three types of organizations and the challenges and opportunities specific to each type of organization with a discussion question. Experience 13 was a lecture on competition and cooperation in the different types of organizations. The lecture notes available for assessment by the raters included only the types of organizations. Experience 16 was a lecture on cost values. The lecture notes available for
assessment by the raters included the major topical areas to be presented in class. Experience 18 was a lecture on capital improvement projects. The lecture notes available for assessment by the raters included the specific topical areas to be presented in class. Experience 20 was a lecture on accounting methods. The lecture notes available for assessment by the raters included the specific topical areas to be presented in class. Experience 22 was a lecture on budget planning and funding. The lecture notes available for assessment by the raters included presenting the four specific types of funds and the major topical areas to be presented in class. Experience 24 was a lecture on financial issues regarding partnerships and collaborations. The lecture notes available for assessment by the raters included the major topical areas with examples to be presented in class. Experience 25 was a lecture on the financial issues regarding sponsorships and donations. The lecture notes available for assessment by the raters included the major topical areas with examples to be presented in class. Experience 27 was a lecture on pricing. The lecture notes available for assessment by the raters included the specific topical areas with examples and a discussion question. The profile of these lectures was as follows: the purpose of the activity was reflective observation, the source of information was abstract conceptualization, the role of the student was not indicated, the role of the teacher was active experimentation, and provision of feedback was not indicated (see Table 1). The raters did not find the orientation of these lectures to correspond with the orientation outlined by Kolb (1984). According to Kolb, the
correct environmental orientation for a lecture is abstract conceptualization for all five considerations.

Table 1

Experiences 5, 9, 11, 13, 16, 18, 20, 22, 24, 25 and 27

<table>
<thead>
<tr>
<th>Considerations Learning Modes</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Observation</td>
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<td></td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
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<tr>
<td>Active Experimentation</td>
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</table>

Two additional patterns were identified within the lectures. Included in the first pattern were Experiences 10 and 12. Experience 10 was a lecture on leisure service organizations. The lecture notes available for assessment by the raters included the specific topical areas with examples to be presented in class. Experience 12 was a lecture on financial marketing issues. The lecture notes available for assessment by the raters included the specific topical areas with examples to be presented in class. For experiences 10 and 12, the purpose of activity, role of the teacher, and provision of feedback were not identified. The source of information and role of the student were observed in the abstract conceptualization learning mode (see Table 2). The findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.
The final pattern observed within the lectures was in experiences 21, 23 and 26 (see Table 3). Experience 21 was a lecture on budgets and budgeting. The lecture notes available for assessment by the raters included the specific topical areas to be presented in class. Experience 23 was a lecture on sources of income and taxes. The lecture notes available for assessment by the raters included the specific topical areas to be presented in class. Experience 26 was a lecture on pricing goods and services. The lecture notes available for assessment by the raters included the specific topical areas to be presented in class. The purpose of activity, role of the student, role of the teacher and provision of feedback were not observed by the raters. The source of information was observed in the abstract conceptualization learning mode. The finding in the abstract conceptualization learning mode is consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.
Table 3
Experiences 21, 23 and 26

<table>
<thead>
<tr>
<th>Considerations Learning Modes</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Observation</td>
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<tr>
<td>Abstract Conceptualization</td>
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<td></td>
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<tr>
<td>Active Experimentation</td>
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</tr>
</tbody>
</table>

For the remaining six lectures, no patterns were observed. Experience 3 was a lecture on payroll deductions. The lecture notes available for assessment by the raters included the specific topical areas to be presented in class. For experience 3, the purpose of the activity was observed in the reflective observation learning mode. The source of information was observed in the abstract conceptualization learning mode. The role of the student was not observed. The role of the teacher was observed in the active experimentation learning mode. The provision of feedback was observed in both the abstract conceptualization and the active experimentation learning modes (see Table 4). Only the findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.
Experience 4 was a lecture on personal credit card debt. The lecture notes available for assessment by the raters included the specific topical areas with many examples to be presented in class. For Experience 4, the purpose of the activity was observed in the reflective observation and active experimentation learning modes. The source of information was observed in the concrete experience, reflective observation and abstract conceptualization learning modes. The role of the student was observed in the concrete experience and reflective observation learning modes. The role of the teacher was observed in the concrete experience learning mode. The provision of feedback was observed in both the abstract conceptualization and the active experimentation learning modes (see Table 5). Only the findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.
Experience 8 was a lecture on budget history. The lecture notes available for assessment by the raters included the specific topical areas and examples to be presented in class. For experience 8, the purpose of the activity was not observed by the raters. The source of information was observed in the abstract conceptualization learning mode. The role of the student was observed in the abstract conceptualization learning mode. The role of the teacher was observed in the concrete experience learning mode. The provision of feedback was not observed (see Table 6). Only the findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.
Experience 14 was a lecture on economic principles. The lecture notes available for assessment by the raters included the specific topical areas and examples to be presented in class. For experience 14, the purpose of the activity was observed in the reflective observation and active experimentation learning modes. The source of information was observed in the abstract conceptualization learning mode. The role of the student was observed in the reflective observation learning mode. The role of the teacher and the provision of feedback were observed in both the abstract conceptualization and active experimentation learning modes (see Table 7). Only the findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.
Experience 14 was a lecture on supply, demand and inflation. The lecture notes available for assessment by the raters included the specific topical areas with many examples to be presented in class. For experience 15, the purpose of the activity, role of the student and provision of feedback were not observed by the raters. The source of information and the role of the teacher were observed in the abstract conceptualization learning mode (see Table 8). Only the findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.

Experience 17 was a lecture on the financial chain of command. The lecture notes available for assessment by the raters included the specific topical
areas to be presented in class. For experience 17, the purpose of the activity was observed in the reflective observation learning mode. The source of information and role of the teacher were observed in the abstract conceptualization learning mode. The role of the student and provision of feedback were not observed (see Table 9). Only the findings in the abstract conceptualization learning mode are consistent with Kolb’s (1984) identification of a lecture as abstract conceptualization.

Table 9

<table>
<thead>
<tr>
<th>Considerations Learning Modes</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reflective Observation</td>
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<tr>
<td>Abstract Conceptualization</td>
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</tr>
<tr>
<td>Active Experimentation</td>
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</tr>
</tbody>
</table>

For PRT 454, there were three class experiences (1, 2 & 7) labeled as discussions. Experience 1 was a discussion on money. The notes available for assessment by the raters included the questions to be discussed in class. For experience 1, the purpose of the activity, source of information and role of the student were observed in the concrete experience and reflective observation learning modes. The role of the teacher and the provision of feedback were observed in the reflective observation and active experimentation learning modes. The provision of feedback was also identified in the concrete experience learning mode (see Table 10). Only the findings in the reflective observation
learning mode are consistent with Kolb’s (1984) identification of a discussion as reflective observation.

Table 10

<table>
<thead>
<tr>
<th>Experience 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Considerations Learning Modes</strong></td>
</tr>
<tr>
<td>Concrete Experience</td>
</tr>
<tr>
<td>Reflective Observation</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
</tr>
<tr>
<td>Active Experimentation</td>
</tr>
</tbody>
</table>

Experience 2 was a discussion on needs and wants. The notes available for assessment by the raters included the questions to be discussed and examples to be presented in class. For experience 2, the purpose of the activity, source of information and role of the student were observed in the concrete experience and reflective observation learning modes. The role of the teacher was not observed. The provision of feedback was observed in the concrete experience and active experimentation learning modes (see Table 11). Only the findings in the reflective observation learning mode are consistent with Kolb’s (1984) identification of a discussion as reflective observation.
Table 11

Experience 2

<table>
<thead>
<tr>
<th>Considerations Learning Modes</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Observation</td>
<td></td>
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</tr>
<tr>
<td>Abstract Conceptualization</td>
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</tr>
<tr>
<td>Active Experimentation</td>
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</tbody>
</table>

Experience 7 was a discussion on recent trends in the Park and Recreation field that impact budgets. The notes available for assessment by the raters included the questions to be discussed and trends to be presented in class. For experience 7, the purpose of the activity was observed in the reflective observation and abstract conceptualization learning modes. The source of information was observed in the abstract conceptualization and active experimentation learning modes. The role of the student was observed in all four learning modes. The role of the teacher and the provision of feedback were observed in the abstract conceptualization and active experimentation learning modes (see Table 12). Only the findings in the reflective observation learning mode are consistent with Kolb’s (1984) identification of a discussion as reflective observation.
The remaining six class experiences (19, 28, 29, 30, 31, & 32) were assignments. Experience 19 was a group assignment to develop a budget. The assignment instructions available for assessment by the raters included directions on completing the assignment as well as content and explanations to be included in group’s artifact. For experience 19, the purpose of the activity was observed in the reflective observation, abstract conceptualization and active experimentation learning modes. The source of information and role of the student were observed in all four learning modes: concrete experience, reflective observation, abstract conceptualization and active experimentation. The role of the teacher was observed in the abstract conceptualization learning mode. The provision of feedback was not observed (see Table 13). Only the findings in the active experimentation learning mode are consistent with Kolb’s (1984) identification of assignments as active experimentation.
Experience 28 was an in-class writing assignment on sponsorship. The assignment instructions available for assessment by the raters included a scenario describing the task at hand, directions on completing the assignment as well as content and explanations to be included in the final artifact. For experience 28, the purpose of the activity was observed in the reflective observation, abstract conceptualization and active experimentation learning modes. The source of information and role of the student were observed in the reflective observation and active experimentation learning modes. The role of the teacher was observed in the reflective observation learning mode. The provision of feedback was observed in the reflective observation and active experimentation learning modes (see Table 14). Only the findings in the active experimentation learning mode are consistent with Kolb’s (1984) identification of assignments as active experimentation.
Experience 29 was an in-class writing assignment on collaboration. The assignment instructions available for assessment by the raters included a scenario describing the task at hand, and the expected content and explanations to be included in the final artifact. For experience 29, the purpose of the activity was observed in the reflective observation, abstract conceptualization and active experimentation learning modes. The source of information was observed in the concrete experience and active experimentation learning modes. The role of the student was observed in the reflective observation and active experimentation learning modes. The role of the teacher was observed in the reflective observation learning mode. The provision of feedback was observed in the reflective observation and active experimentation learning modes (see Table 15). Only the findings in the active experimentation learning mode are consistent with Kolb’s (1984) identification of assignments as active experimentation.
Experience 30 was a major component of the course. The assignment was to create a business plan. The assignment instructions available for assessment by the raters included detailed instructions on what was to be included in the plan and directions on completing the project. For experience 30, the purpose of the activity was observed in the reflective observation, abstract conceptualization and active experimentation learning modes. The source of information and the role of the student were observed in all four learning modes: concrete experience, reflective observation, abstract conceptualization and active experimentation. The role of the teacher was observed in the reflective observation, abstract conceptualization and active experimentation learning modes. The provision of feedback was observed in the concrete experience, abstract conceptualization and active experimentation learning modes (see Table 16). Only the findings in the active experimentation learning mode are consistent with Kolb’s (1984) identification of assignments as active experimentation.
Table 16

Experience 30

<table>
<thead>
<tr>
<th>Considerations Learning Modes</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Observation</td>
<td></td>
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</tr>
<tr>
<td>Abstract Conceptualization</td>
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<td></td>
</tr>
<tr>
<td>Active Experimentation</td>
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</tbody>
</table>

Experience 31 was a comprehensive final assessment to apply the principles discussed during the semester. The assignment instructions available for assessment by the raters included a specific scenario with detailed instructions on what was to be included in the plan. For experience 31, the purpose of the activity was observed in the reflective observation, abstract conceptualization and active experimentation learning modes. The source of information, the role of the student and the provision of feedback were observed in the active experimentation learning mode. The role of the teacher was not observed (see Table 17). Only the findings in the active experimentation learning mode are consistent with Kolb’s (1984) identification of assignments as active experimentation.
Experience 31 was a written report on an aspect of finance relating to the PRT field. The assignment instructions available for assessment by the raters included specific detailed instructions on how it was to be formatted and the criteria for grading. Additionally, there were vague instructions on how to choose a topic. For experience 32, the purpose of the activity was observed in the reflective observation learning mode. The source of information and the provision of feedback were observed in the abstract conceptualization learning mode. The role of the student was observed in the active experimentation learning mode. The role of the teacher was observed in the abstract conceptualization and active experimentation learning modes (see Table 18). Only the findings in the active experimentation learning mode are consistent with Kolb’s (1984) identification of assignments as active experimentation.
Table 18

Experience 32

<table>
<thead>
<tr>
<th>Considerations Learning Modes</th>
<th>Purpose of Activity</th>
<th>Source of Information</th>
<th>Role of the student</th>
<th>Role of the Teacher</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Observation</td>
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<tr>
<td>Abstract Conceptualization</td>
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<tr>
<td>Active Experimentation</td>
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</tr>
</tbody>
</table>

Profile for Each Content Objective

Once the environmental orientation profiles were completed for each experience, the environmental orientation profile for each content objective was then compiled by the researcher. The consideration used to determine the overall learning mode of the experience was the purpose of the activity.

Objective #1: Students will be able to develop personal budgets and identify both revenue opportunities and cash flow leaks. The experiences in this objective consisted of two discussions and three lectures. For experiences 1 through 5, the purpose of the activity was indicated in three learning modes, concrete experience, reflective observation and active experimentation.

Objective #2: Students will be able to explain the historical perspective to financing in the parks, recreation and tourism management field and relate it to contemporary times. One discussion and two lectures comprised experiences 7 through 9 in this objective. For one of the lectures, no purpose was identified. For the other two experiences, the purpose of the activity was indicated in two learning modes, reflective observation and active experimentation.
Objective #3: *Students will be able to apply various techniques of fiscal management as related to this field.* The experiences in this objective consisted of nine lectures, experiences 10-18. For three experiences, no purpose was identified. For the remaining six experiences, the purpose of the activity indicated two learning modes, reflective observation and active experimentation.

Objective #4: *Students will be able to design and evaluate “real life” budgetary and financial situations that will be practiced in both the classroom and through homework assignments.* This objective involved experience 19, a homework assignment. The purpose of the activity indicated three learning modes for this objective, reflective observation, abstract conceptualization and active experimentation.

Objective #5: *Students will be able to interpret and explain the process of developing and administering budgets, principles of accounting, auditing and cost analysis.* This objective involved three lectures, experiences 20-22. For one experience, no purpose was identified. The purpose of the activity indicated only one learning mode for this objective, reflective observation.

Objective #6: *Students will be able to identify and distinguish the values and utilization of various sources of revenue applicable to the parks, recreation and tourism management field.* This objective consisted of five lectures and one assignment, experiences 23-28. For two experiences, no purpose was identified. The purpose of the activity indicated three learning modes for this objective, reflective observation, abstract conceptualization and active experimentation.
Objective #7: *Students will be able to formulate and apply solutions to management problems and issues relating to financing parks, recreation and tourism services.* This objective was made up of experiences 29-32, all homework assignments. The purpose of the activity indicated three learning modes for this objective, reflective observation, abstract conceptualization and active experimentation.

Figure 15 provides a visual representation of the learning environments for the content objectives as determined by the raters. To complete Kolb’s (1984) Experiential Learning Cycle, each content objective must include experiences in each of the four learning modes. None of the content objectives included experiences in all four learning modes.
Figure 15

Environmental Orientation of Course Based on Purpose of the Activity

Concrete Experience
Objective #1

Active Experimentation
Objective #4, 6, 7

Reflective Observation
Objectives # 1, 2, 3, 4, 5, 6, 7 (All)

Abstract Conceptualization
Objectives # 1, 2, 3, 4, 6, 7
Chapter 5

Conclusions and Implications

The Process

The purpose of this study was to develop a course-based learning environment assessment process to assist higher education faculty in the design or redesign of courses to provide a quality learning experience. Using Kolb’s (1984) Experiential Learning Theory and Fry’s (1978) Environmental Orientation Considerations as the framework, an assessment process was developed and tested on PRT 454. The process was effective in providing insight into the learning environment of PRT 454.

Raters were able to identify the environmental orientation for each course experience using the LEO and the researcher then compiled the experiences by objective and determined which of Kolb’s four learning modes the objective met. Based on those results, suggestions were made to improve the learning environment for PRT 454 to conform with Kolb’s Experimental Learning Theory. This process was developed to assess the design of course content not the quality of the content. Additional investigation needs to be conducted to determine if course objectives are being met with respect to content.

During the course of this study, it became apparent that while this assessment process provided valuable information about the learning environment of PRT 454, the process presented two major challenges. The first challenge related to course documentation. This study was limited to evaluating the written documents from the course as provided by the instructor. While the
written documentation provided for PRT 454 was considerable and well beyond what a typical faculty member would have for a course, the raters had difficulty identifying some of the environmental orientation indicators using only the written material provided. The role of the teacher, the role of the student and the provision of feedback were the three most frequently not observed indicators. Using the current process, there was no way of determining if some of the indicators are present in an experience but not documented in the written material. Rather than require additional written documentation that could make the process more cumbersome and time consuming for the faculty member, combining in-class observations with the assessment of the written material could provide a more accurate and comprehensive environmental orientation profile for a course.

The second challenge revolved around using Kolb’s Experiential Learning Theory in combination with Fry’s Environmental Orientation Indicators to assess an existing course that had not been designed based on Kolb’s Learning Theory. While the raters could assess PRT 454 experiences using the LEO and the results of the assessment indicated which learning modes were being met by the course objectives, it proved difficult to retro-fit a learning theory to a course that was not designed based on that learning theory. While the process was applied to an existing course and yielded valuable information to assist a faculty member on improving the learning environment of the course, it appears the process would be more useful as a course development tool. As a course development tool, the instructor would need a thorough grasp of Kolb’s Experiential Learning
Theory and a comprehensive understanding of how to design learning experiences to accommodate all four learning modes. The faculty member could then use the assessment process to insure that each content objective had learning experiences in all four of Kolb’s learning modes.

Limitations

This study was limited to evaluating the written documents from a course. It did not take into consideration the interactions between the instructor and the students. Some of the environmental orientation indicators could have been present but not documented and were therefore, not accounted for in the analysis and profile. It was often difficult to assess the roles of the teacher and the student on paper. Perhaps those environmental factors are better observed in person rather than via written course material. In-class observations may provide a more accurate and comprehensive environmental orientation profile.

The Instrument

A major aspect of this study dealt was the creation and refinement of an instrument to measure the environmental orientation of class experiences. The Learning Environment Orientation (LEO) Assessment Instrument was developed and the inter-rater reliability was .81. However, when the results of the study were analyzed, the researcher found inconsistencies between the actual assessment of the course activities and Kolb’s classification of classroom activities within his learning cycle. For example, based on Kolb’s classification the researcher expected the raters to identify the environmental orientation of the PRT 454 lectures as abstract conceptualization on all five dimensions if evidence
needed to assess each dimension was present in the written material provided to
the raters. For the majority of the lectures assessed, the raters identified aspects
of the lectures that were not components of the abstract conceptualization
environmental orientation. None of the class experiences were aligned on all 5
environmental orientation considerations. There were three possible
explanations for these inconsistencies.

The first explanation dealt with the validity of the LEO instrument itself. Did the LEO measure what it was intended to measure? Validity was important because it “provided compelling reasons for taking the results of scientific research seriously (Krippendorff, 2004, p. 313). Content analysis typically relies on both face validity as well as content validity (Holsti, 1969). Face validity is typically accepted if the study makes sense at first glance and does not contradict the prevailing understanding of a concept (Krippendorff, 2004). “Content validity is usually established through the informed judgment of the investigator” (Holsti, 1969, p. 143). After a careful review of the literature, the Learning Environment Orientation (LEO) Assessment Instrument appeared to have both face and content validity. However, additional research needs to be conducted to establish if the individual environmental indicator statements actually define the five major indicators within each learning mode.

Secondly, the level of training and understanding of Kolb’s (1984) Experiential Learning Cycle may have contributed to the inconsistent results. While the raters received training prior to using the LEO, none of the raters were familiar with Kolb’s learning theory prior to the study. Their lack of in-depth
understanding of Kolb’s theory and environmental indicators may have led to the inconsistent assessment by the raters. In this study, the more training the raters received, the more consistent their answers were with each other. The training should be lengthened and more emphasis should be placed on understanding the environmental indicators as a way to improve the assessment process.

Finally, the design of the course was a third possible explanation for the inconsistent results. PRT 454 was not designed based on Kolb’s Learning Theory and the instructor did not structure the learning environment for each activity to reflect the indicators on the LEO. The researcher identified the purpose of each activity as the primary consideration in the design of course experiences. The additional environmental orientation considerations should have lined up with the purpose of the activity. The raters could not rate aspects of the course that did not appear in the course materials. In addition, type of course material supplied by the instructor may have also encouraged raters to guess or assume environmental orientations for some indicators. Had the instructor designed the experiences for the classes based on Kolb’s theory, the raters may have received course material for each activity that outlined how the five environmental indicators were to be met. Using the LEO to assess the class that was designed based on Kolb’s Learning Theory would help determine whether the LEO is a valid and reliable instrument. Further research needs to be conducted to discover why these inconsistencies occurred and to further validate the LEO assessment instrument.
Observations on Kolb’s Experiential Learning Cycle

Kolb’s (1984) Experiential Learning Theory includes two dimensions, grasping and processing. The grasping dimension is how learners take in information, and the processing dimension is how learners make sense of the information. Of the two dimensions, only the processing dimension allows for explicit evidence of learning. Most experiences associated with the grasping dimension cannot be evaluated or graded. For example, much of course consisted of lectures that are classified on the grasping dimension, the purpose of a lecture is to convey concepts and there is no method to evaluate learning in a lecture without the inclusion of a processing dimension activity to get feedback from the student. There was no evidence in the written material provided for PRT 454 that indicated that processing activities were coupled with the lectures to allow students to process the lecture material presented.

According to Kolb (1984), the learning cycle can be started at any point and runs clockwise. However, the researcher disagrees. The cycle needs to start in a grasping dimension followed by a processing dimension. Content areas should pair an experience from the grasping dimension immediately followed by an experience on the processing dimension to allow the student to both grasp and process a portion of content. It would be difficult to begin in the processing dimension. How can content be processed before it would be grasped?

In the case of PRT 454, even if the existing learning experiences were in alignment with the correct purposes of the activities, they would still not have offered experiences in all four learning modes. Based on the written material
provided by the instructor, no concrete experiences were planned. There were three reflective observation experiences, 22 lectures in abstract conceptualization and six experiences in active experimentation (see Figure 16).

Figure 16
Environmental Orientation of Experiences Based on the Purpose of the Activity

The assignments and discussions tended to include multiple learning modes. For assignments and discussions, reflective observation was always indicated as one of the purposes of the activity. For the discussions, it is appropriate that the purpose of the assignment be reflective observation. The comprehensive nature of the assignments made it difficult to assign each one to a specific learning mode, but typically assignments fell onto the processing dimension as active experimentation.
Variety of Experiences

Within each content objective, a variety of learning activities should be adopted to provide an opportunity for students to have experiences in all four learning modes: concrete experience, reflective observation, abstract conceptualization and active experimentation. For example, in PRT 454, Content Objective 3 was comprised of nine experiences, all lectures. A lecture is an activity that demonstrates abstract conceptualization. To continue in Kolb’s (1984) Experiential Learning Cycle, it would be appropriate for a lecture to be followed by an experience in the active experimentation learning mode. In this case, a lecture could be coupled with a case study example. This provides an experience on both the grasping and processing dimensions. A concrete experiences such as an outside reading assignment would then be appropriate followed by a reflective observation experience such as a written response to a reflective question on the reading or a class discussion. The sequential engagement in all four learning modes completes the learning cycle. If appropriate, the content objective can cycle through the learning cycle multiple times.

Additionally, the assignments lacked the intentional provision of feedback. A major enhancement for this course would be to provide a clear mechanism for feedback that is aligned with the stated purpose of the experience. This issue could be quickly remedied by adding the peer review process to the assignment and/or creating an assignment-specific grading rubric.
Learning Style Connection

As discussed in Chapter 2, there is a connection between learning modes and learning styles. Each learning style is created by a preference on both the processing dimension and the grasping dimension. Although comprehensive learning comes from the engaging in all learning modes, students have a preferred learning mode on each dimension.

Just as students have learning preferences, so do faculty. Faculty typically teach in their preferred modes of learning. In a previous study exploring PRT students’ learning styles, Moore, Riggins and Sylvester (1986) also examined faculty learning styles. The primary learning style of PRT faculty was in the assimilator quadrant, which is the south-east quadrant of the Experiential Learning Cycle indicating a preference for abstract conceptualization on the grasping dimension and a preference of reflective observation on the processing dimension. The assessment of PRT 454 also indicated most of the experiences were in this south-east quadrant as well. Moore et al. as well as Russell and Rothschild (1992) examined PRT students and found the primary learning style of students to be accommodators in the north-west quadrant with a preference for concrete experiences and active experimentation.

While evaluating the individual learning styles of students in PRT 454 was beyond the scope of this project, the researcher assumes that the learning styles of PRT 454 students are consistent with the findings of other parks and recreation students. Therefore, in a typical PRT classroom, the instructor’s learning style may be the direct opposite of the student’s, thereby, creating a
recipe for potential misunderstanding and miscommunication. For PRT 454, the instructor did not provide any learning experiences that accommodated the preferred learning style of the majority of the students in the class nor were there experiences in all four learning modes to promote deep learning. Learning environments can be designed to include all preferences but it requires intentional planning by the instructor. After the assessment results were shared with the instructor of PRT 454, the instruction immediately began redesigning the course to provide a more balance learning environment for the students.

*Future Utility of this Model and Theory*

The Experiential Learning Cycle does not happen by chance; it takes deliberate and intentional planning of the learning environment to complete the cycle. Instructors should utilize the learning environment orientation indicators to design a course based on Kolb’s (1984) Experiential Learning Theory. It would then be more appropriate to evaluate the course using the LEO. Observations on how the lesson plans are being delivered should be documented. Additionally, evaluating student and faculty reactions could provide further insight into the learning environment.
Use for Future Teaching

If an instructor was considering this process to design a course based on Kolb’s (1984) Experiential Learning Theory, the researcher would suggest the following approach.

1. Identify of course objectives.

2. Create of a matrix of course objectives and learning modes, as illustrated in Table 19.

3. Design experiences for each objective that correspond to each of the learning modes. Depending on the volume of content, Kolb’s (1984) Experiential Learning Cycle may be completed multiple times within each objective and thus, there may be more than one experience in a learning mode for each objective.

Table 19

<table>
<thead>
<tr>
<th>Objective</th>
<th>Concrete Experience</th>
<th>Reflective Observation</th>
<th>Abstract Conceptualization</th>
<th>Active Experimentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Reading</td>
<td>Discussion</td>
<td>Lecture</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Film Clip</td>
<td>Reflection questions</td>
<td>Research Paper</td>
<td>Homework Assignment</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Game</td>
<td>Journaling experiences</td>
<td>Group Project</td>
<td>Simulation</td>
</tr>
</tbody>
</table>

Additionally, the handout shown in Figure 17 was developed by the researcher as a tool to assist instructors in designing learning environments that accommodate Kolb’s (1984) Experiential Learning Cycle by addressing the environmental orientation considerations outlined in the LEO. Each learning mode has specific associated classroom experiences, and each environmental orientation consideration has a specific role in each learning mode.
### Grasping Dimension: Concrete Experience

<table>
<thead>
<tr>
<th>Classroom Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>laboratory observations, primary text reading, simulations and games, fieldwork, trigger films, readings, problem sets and examples</td>
</tr>
</tbody>
</table>

#### Environmental Orientation Indicators

<table>
<thead>
<tr>
<th>Purpose of activity</th>
<th>The basic purpose of the assignment or experience is to be aware of one’s feelings while going through an event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of information</td>
<td>The information is in the form of personal feelings, values, opinions and ideas.</td>
</tr>
<tr>
<td>Role of the Student</td>
<td>Learners are freely expressing personal feelings, opinions and values concerning topic or activity in which they are engaged</td>
</tr>
<tr>
<td>Role of the Teacher</td>
<td>The teacher leads by example.</td>
</tr>
<tr>
<td>Provision of Feedback</td>
<td>The feedback is personalized, based on each individual’s own needs and learning goals.</td>
</tr>
</tbody>
</table>

### Processing Dimension: Reflective Observation

<table>
<thead>
<tr>
<th>Classroom Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>logs, journals, discussions, brainstorming, thought questions and rhetorical questions</td>
</tr>
</tbody>
</table>

#### Environmental Orientation Indicators

<table>
<thead>
<tr>
<th>Purpose of activity</th>
<th>The basic purpose of the assignment or experience is to appreciate how and why things relate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of information</td>
<td>The information is derived from examining how something occurs, focusing on the process and reviewing past personal events.</td>
</tr>
<tr>
<td>Role of the Student</td>
<td>Learners are encouraged to observe, listen, write, think and discuss in order to determine meaning and relevance of subject matter for themselves.</td>
</tr>
<tr>
<td>Role of the Teacher</td>
<td>The teacher helps the learner discover his or her personal perspectives and insights.</td>
</tr>
<tr>
<td>Provision of Feedback</td>
<td>The learner determines criteria for performance and evaluation.</td>
</tr>
</tbody>
</table>
### Grasping Dimension: Abstract Conceptualization

<table>
<thead>
<tr>
<th>Classroom Experiences</th>
<th>The learner relates an experience back to previous knowledge and the building of new ideas. The focus is on finding the right or best answer and often requires memorization and recall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>lectures, papers, model building, projects and analogies</td>
<td></td>
</tr>
</tbody>
</table>

#### Environmental Orientation Indicators

<table>
<thead>
<tr>
<th>Purpose of activity</th>
<th>The basic purpose of the assignment or experience is to obtain a specific solution through the use of theory or analytical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of information</td>
<td>The source of information is derived from readings or lectures.</td>
</tr>
<tr>
<td>Role of the Student</td>
<td>This activity or experience requires learners to find the right or best answer.</td>
</tr>
<tr>
<td>Role of the Teacher</td>
<td>The teacher judges what is correct, competent or acceptable performance based on a field of knowledge.</td>
</tr>
<tr>
<td>Provision of Feedback</td>
<td>Performance is evaluated against right or best answer as judged by the body of knowledge or the teacher's expert opinion.</td>
</tr>
</tbody>
</table>

### Processing Dimension: Active Experimentation

<table>
<thead>
<tr>
<th>Classroom Experiences</th>
<th>The learner tries out new ideas to apply what has been learned. Task completion is essential and requires a comprehensive understanding of previous concepts. Success is situational and specific to the task at hand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>simulations, case studies, laboratory, fieldwork, projects and homework</td>
<td></td>
</tr>
</tbody>
</table>

#### Environmental Orientation Indicators

<table>
<thead>
<tr>
<th>Purpose of activity</th>
<th>The basic purpose of the assignment or experience is to actively apply learning to real life situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of information</td>
<td>Learners are required to apply previous knowledge to complete this task.</td>
</tr>
<tr>
<td>Role of the Student</td>
<td>Task completion depends on information derived from previous work, plan critiques, evaluations of progress or preparing for a presentation.</td>
</tr>
<tr>
<td>Role of the Teacher</td>
<td>The teacher is available at the learner's request to advise or impart his knowledge of the field s/he represents.</td>
</tr>
<tr>
<td>Provision of Feedback</td>
<td>The output can be used to solve real world situations.</td>
</tr>
</tbody>
</table>
Conclusion

The application of this process was intentional and limited. The process was designed as a self-diagnostic tool to improve instructional design and ultimately student learning. This process is not recommended for peer review or faculty evaluation because the Kolb framework used in this assessment is just one example of learning theory and how it can be applied to a classroom setting. Because Kolb’s Experiential Learning Theory is a prescriptive theory, rather than an evaluative theory, it should not be used as a standard against which a course’s design should be measured. There are other learning theories in addition to Kolb that an instructor could use to design a course. The goal of this study was to use a learning theory to develop a course.
References


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Appendix A.

PRT 454 Experiences Mapped to Specific Content Objectives

Objective #1 (experiences 1-5)
Students will be able to develop personal budgets and identify both revenue opportunities and cash flow leaks.

1
Class Discussion Questions
- What does money mean to you?
- What are your short-term financial goals?
- Where do you want to be in 5, 10, 20 years, financially?
- How do you plan to accomplish these goals?
- When do you want to retire?
- Do you have a plan to get there?

2
Class Discussion Questions
- What are needs?
- What are wants?
- How do you distinguish between the two?
- What are your needs and wants?
- Have the students give examples
- Explain the significance of each
- Have to satisfy needs before wants

3
Class Lecture
Payroll Deductions
- Federal Tax
- State Tax
- Social Security
- Medicare
- Retirement
- 401K
- Life insurance
- Health insurance
- Dental insurance
- Long term care insurance
- Parking
- United Way
4
Class Lecture
Credit Card Debt
• Average person over $9000 in credit card debt and are only paying the minimum. 75% of the people with credit cards do not pay off their balance each month
• One of the biggest financial pitfalls a college student can find themselves in. The allure of “free” money with large credit lines.
• Story of Son
• Average college student has a $2500 credit card balance
• $2000 at 19% interest at 40 month interest charges $1994 and it will take you 8 years to pay it off if the balance does not increase.
• Ex-girlfriend story
• How many of you have more than one card? Why/
• Solution? Pay in cash

5
Class Lecture
Keys to successful personal financial planning
• Plan ahead
• Do not overspend
• Do not buy with consumer credit 90 days same as cash
• Do not delay in saving for retirement
• Do not buy maintenance warranties
• Do not make decisions based on emotions
• Make sure you have the right insurance coverage
• Do not live your life focusing too much on money
• CHANGE YOUR BEHAVIOR
• Do not spend more than you make
• Pay yourself first
• Do your homework before you make a major purchase
  o Explain car purchase
• Explain a few ways to save money and get good deals
• Everything is open for negotiation. ASK!

6
Omit
Objective #2 (experiences 7-9)
Students will be able to explain the historical perspective to financing in the parks, recreation and tourism management field and relate it to contemporary times.

7
Class Discussion
Ask how has the P&R field changed over the past 25 years?
Refer to Crompton’s table page 4
What caused this shift?
History leading to the shift
More services with less taxes
More accountability

8
Class Lecture
Early tax revolutions
Program cuts
Grant programs terminated
NPS budget example

9
Class Lecture
Park manager as an entrepreneur
How do you shift a traditionalist into a modern styled manager?
What must take place for success?
Objective #3 (experiences 10-18)
Students will be able to apply various techniques of fiscal management as related to this field.

10
Class Lecture
Leisure Service Organizations
   Public, Private, Non-profit, Commercial
   Examples of each
Public
   Social Expectations
   Market Management
   Measurement of Success
Private
   Profit Generated
   Customer Services
   Pricing Strategies
   Increasing Market Share

11
Class Lecture
Opportunities and Challenges for Financial Management
Public Agencies
   Advantages
   Challenges
   Public Involvement
Private, Non-Profits
   Volunteer
      Examples
   Funding
Advantages
   501(C)3 – IRS status
Challenges
Measuring Success
Future Outlook
Commercial
   Examples
   Social Role
Do they contribute to the economic vitality of the community?
Examples Pro Sports Arena, WRAL Economic Impact Analysis
12
Class Lecture
Market Management Techniques
  Goal
Hurricanes ticket prices example
Gate Fees vs Other Services
  Compare the price of a beer at ESA / Walnut Creek
Commercial Sector vs Public, Non-Profit in terms of price flexibility
How to measure success
Opportunities and Challenges
Keys to successful management

13
Class Lecture
  Competition and Cooperation
    Public, Private, Non-profit, Commercial

14
Class Lecture
  Economic Principles
  Supply and Demand
    Gas price example
    Is there price gouging?
  What should we do as a public policy to handle the economic situation?
    Is there really a problem?
    How is PRTM impacted?

15
Class Lecture
  Stock v/s supply
    Supply curve for BB players
    Summer help on Cape Cod
    Compare and contrast Disney World, Home Depot and Lowes
  Demand
    SUVs vs compact cars
    Local market conditions
      Hurricanes ticket example
      NC State Football ticket example
  Inflation
    Historical perspective of inflation
    Interest rates
      Federal Reserve
      Why does the rate fluctuate so frequently?
16
Class Lecture
Future values
Present values
Depreciation

17
Class Lecture
Organizational Management and Leadership
CFO/CEO/COO
Financial Chain of Command
Key positions
Public, private, non-profit, commercial
Discuss financial decision makers vs financial administration
Organizational Chart
   Explain lines of authority and relationships

18
Class Lecture
Capital Improvement Projects
   Public, private, non-profit, commercial
CIP Process
Inventory
Needs Analysis
Strategic Plan
Cost Analysis
Capital Costs
Re-payment options
Objective #4 (experience 19)
Design and evaluate “real life” budgetary and financial situations that will be practiced in both the classroom and through homework assignments.

19 - Assignment

Organize yourself with the group you did the previous in class assignment with. You will be using the same problem scenario that you solved before. Use the notes you took for the other assignment and develop a budget based around the following questions.

1. Identify ALL of the line item you will need in order to build a budget based upon the previous scenario. Use the hand outs from class as a guide.
2. Determine the number of staff members you will need to accomplish the work based upon the scenario.
3. Determine what their benefits package will be and associated costs.
4. Calculate the costs of their fringe benefits, etc…
5. Determine how many if any part time employees you will have. What will their rate of pay be per hour, how many hours a week/month/year will you need them.
6. Determine uniform costs for all employees if you will require a uniform.
7. Look carefully at your scenario and determine how much revenue you expect to generate either for the season, the year, the program, or the event. Where will the revenue come from? Identify all possible sources.
8. Compare your revenue stream with the overall costs of your scenario. Which is greater? Are you generating a profit or are you losing money?
9. If you are losing money, where will you get the extra revenue to cover the costs you have projected in your budget?
10. Who has to approve your budget?
11. Who will monitor the monthly expenses? And how will this be done?
12. Identify ways to save money or reduce expenses in your budget.
13. Identify ways that politics will have an influence on your budget.
14. Your budget has just been cut 10%, identify what areas in your budget your will cut in order to make up the turn back required of you.

The results of this work will need to be typed up, organized in a spread sheet, and presented in a clear and organized fashion. I will leave the division of labor up to each group to decide what is fair and just. My expectations are that each member will contribute their fair share as decided upon by the group.
Objective #5 (experiences 20-22)
Students will be able to interpret and explain the process of developing and administering budgets, principles of accounting, auditing and cost analysis.

20
Class Lecture
Accounting
   GAAP
Stock, Flow, Balance Sheets
   Current and fixed
   Assets, liabilities and equity
Income statement
Internal Control
Petty Cash
Reporting

21
Class Lecture
What is a budget?
   Budget Preparation
Operational
Capital
   Examples
Budget cycle
   Allocated, encumbered, expended
Budget presentation format
   Inventory codes

22
Class Lecture
Funds
   Taxes
   4 types of funds
   Internal Services funds
   Fiduciary Funds

Budget Prep activities
Budget Planning
Objective #6 (experiences 23-28)
Students will be able to identify and distinguish the values and utilization of various sources of revenue applicable to the parks, recreation and tourism management field.

23
Class Lecture
Income sources
Compulsory, Gratuitous, Earned, Investment, Contractual Receipts,
Prop 13 impact
Taxes
Property tax
Sales tax
Income tax
Corporate
Tax Exemption
Tax Abatement
Tax Base / Rate

24
Class Lecture
Partnerships and Collaborations
Examples
Revenue Structure Plan
Public, commercial, non-profit
System gone haywire example

25
Class Lecture
Sponsorships and Donations
Examples
Trend in P&R
Reasons
Critiques
Examples
Benefits
G 105 Example
Cadillac Example
Ross Perot
Pricing

Uses of pricing
Government, non-profits, for-profits - Perspectives

Market Analysis
Establishes Value
Influence/Promote Behavior
Appropriateness and Feasibility of Pricing
  Merit Services
  Private Services

Efficiency/Bulk Pricing
Disney World/Epcot Center Example

Prices
  Monetary
  Opportunity
  Psychological
  Effort

Cost Calculations
  Unit Pricing
  Fixed, variable costs
  Subsidies

Other Considerations
  Willingness to pay
    Hurricanes Ticket price reduction example
  Going rate

Why different prices?
  Customer characteristics
  Product level
  Distribution
  Sensitivity to changes
    Gas price question: do higher prices make you drive less?
  Nature of the economy
  Area of the country
In-Class Writing Assignment
“Effective Sponsorship”

After graduation you were hired for your ideal position in a highly desirable company (or organization). Because of your skill and understanding of administration and finance, it is your primary responsibility to keep your organization economically solvent. You are expected to explore every opportunity at your disposal.

Over the past two years revenues for your organization have begun to dwindle. Faced with this economic pressure, the organization has attempted to cut costs without any significant impacts to the bottom line. Fortunately, your organization provides a highly marketable product or service. Based on this situation, it seems appropriate to explore sponsorship opportunities. After some initial research, your organization has compiled a short list of companies that have expressed interest in sponsorship opportunities.

Your boss has scheduled meetings with each of these companies for the upcoming week and wants to appear prepared and well informed on the concept of the sponsorship exchange. You are expected to write a brief, yet comprehensive, memo for your boss that will achieve this task.

Your assignment:

Select and identify your organization

Identify and explain two (2) positive impacts of sponsorship for your organization

Identify and explain two (2) positive impacts for the sponsoring agency

Explain one (1) problem or negative outcome that could result from entering into a sponsorship agreement

Please construct this assignment in memo format (as best you can remember). The most important part of this assignment is to clearly define the nature of the reciprocal relationship that exists through sponsorship through an examination of the benefits provided to each participating organization.
Objective #7 (experiences 29-32)
Students will be able to formulate and apply solutions to management problems and issues relating to financing parks, recreation and tourism services.

In-class writing assignment

You have recently been hired as a manager for the organization of your dream. You have been assigned a special project by your supervisor that will require the coordination of people from several other divisions within the agency. Part of your assignment will also be writing departments goals but first you have to develop a budget for this project. Senior management has anticipated that this project be probably cost around $250,000.00. You and your team get together and estimate the project to cost $312,568.00. After discussing this dilemma with your supervisor, you have been told to find a way to make this project work regardless of what it takes.

For this in-class writing assignment, I want you to describe to me the steps you will take to develop this budget, describe the type of budget it is, the timeframe it will be applicable for, and finally describe in detail how you are going to solve the problem of being over budget.

This is an analytical exercise. I am not concerned with numbers but I am concerned with how you will solve this problem. You may use any class notes you have as well as the reading from the course pack.
BUSINESS PLAN

BUSINESS PLAN DEVELOPMENT

The spirit of entrepreneurship is what drives the private-membership and commercial sectors. Many units of government sector are also asking their program units to write business plans. Creativity, innovativeness, and timeliness are all key factors to the environment of supply and demand in a capitalistic society. It has been determined that the sale of leisure-related products and services have had great impact on the American economy. Create a business, service or product, which would contribute positively to the economic impact of leisure. Your corporation will consist of at least five professional staff with major decision-making authority. Develop a detailed, well-designed business plan to place your entity into the marketplace. Your plan should include:

I. EXECUTIVE SUMMARY
Describe the business, product or service

II. STATEMENT OF RECOGNITION
Name your entity and design a logo

III. AGENCY DATA
1. Historical information
2. Community Needs
3. Customer Base
4. Level of Competition

IV. INDUSTRY DATA
1. Forecast
2. Financial Operating Characteristics and Trends
3. Financing Options - obtaining start-up capital
4. Governing laws

V. MARKET DATA
Define your market
1. Market Strategies
2. Market Area
3. Market Segmentation
4. Customer Profile
5. Pricing Trends
6. Competitors (specific)
7. Sales Projections

VI. MANAGEMENT ANALYSIS
1. Project Mission Statement
2. Long Term Goals
3. Short Term Goals
4. Performance Indicators
5. Timeline for Implementation
6. Plan Assumptions
7. Red Flags
8. Opportunities
9. Strengths
10. Weaknesses
11. Risk Analysis
12. Action Steps

VII. MANAGEMENT PLAN
   1. Organizational structure (chart)
   2. Allocation of Human Resources

VIII. FINANCIAL ANALYSIS
   1. How to Keep Solvent

This is an individual assignment that each of you must complete. Late assignments will not be accepted and students will not be credited any points towards their end of semester grade.

Please feel free to be as creative as you want on the design, look, and feel of the assignment. You need to answer each section with a great deal of thought and deliberation. A professional look is expected. You may want to consider having your assignment completed in color and having it bound at a shop such as Kinko’s. The level of detail and the quality must be such that you can take this document and discuss your idea with a banker and expect to receive funding.

If you have any questions at all, please talk to me as soon as possible.
Final Writing Assignment

Your city has just recently been informed that the non-profit organization, North Carolina Amateur Sports has decided to move their entire spring sports venue to your city. Their desire is to be able to consolidate all of their competitive programs in one host city with the facilities and resources required of a weeklong event that attracts several hundred participants and their families.

Your parks and recreation agency although the largest in the region, does not have all of the facilities required to host the games and therefore must look to other agencies to be partners in this venture. The Chamber of Commerce and the Visitors Bureau are thrilled with the prospect of your city hosting this event, as the economic impact will be huge. Hundred of hotel/motel rooms will be occupied; restaurants will see many more out of town visitors, and area shopping centers will see an increase in sales as trailing family members visit the numerous malls.

The games are designed for participants in the age range of 12 to 25, both males and females. The following sports will be part of the “games”;

- Baseball
- Basketball 3 on 3
- Mountain biking
- Tennis
- Swimming – various events
- Triathlon
- 5 K run
- 10 K run
- Golf
- Flat water canoeing
- Flat water kayaking
- Track and field events

It is now December 2004. The “games” will be held in your city from June 10-15, 2006. You have eighteen months to plan for this event.

Your assignment

1. Identify all of the agencies and organization that have to be involved - by name.
2. Identify all the various facilities that are needed and elaborate how you will handle the logistics of hosting events across the region.
3. Identify significant and realistic corporate sponsors and determine whether their contributions will be cash, in-kind contributions, or services. Tell me
what you will say and do to get these corporations involved. What is the WIFM (what is in it for me)?

4. What other potential revenue streams can you think off besides corporate sponsorships?

5. Draw an organization chart showing the chain of command and relationships.

6. Describe the various personnel that will be needed to host this event for five days and tell me how many of these people are full time and how many are part time?

7. Describe ways you can “save” money in hosting this event?

8. And finally, describe why hosting this event is a tremendous opportunity for your community.
Investigative Report

As this is a class about Finance in the Parks, Recreation and Tourism Management field, your investigative report should focus in this subject area. I would recommend that you find a topic that will help you in your studies and in your future career.

Over the past seven weeks we have been learning in class a number of subject areas. We spent the first part of the semester learning about personal budgets, specifically where the money is spent as compared to how much you have for income. We talked about the importance of setting financial goals not only in your personal life but also how it relates in a business perspective. Discussions also took place identifying global issues (headline news) and how they relate to your ability to conduct your business at the local level.

Lectures were also delivered in the area of the historical perspective of taxes and various tax revolts nationwide. For example California had proposition 13 which effectively cut local property taxes 50% over night. Local governments had no choice but to reduce services and terminate numerous staff members. This had a profound impact on the economy in the state of California that had a ripple effect throughout all sectors of the economy.

An in class assignment had you contemplating what it means to be an “Entrepreneur” in your employment on a university campus

Requirements for the investigative report:

- Paper must be a minimum of ten full pages of written material. This does not include the cover page, table of content, etc.
- Report should have a cover page, table of content, main text, and finally a literature review page.
- The paper must be written using 12 point font, Times New Roman. Nothing else will be acceptable.
- Headers and footers will be 1.5 inches and side margins 1 inch.
- Pages should be numbered.
- If you are unsure of what to write about, please see me ASAP.
- All work cited should be done so using standard MLA methods.
- If you have any questions please see me ASAP.

Points will be subtracted for the following reasons:
1. Ten points will be subtracted for each page your paper is under ten pages.
2. Five points will be subtracted for not following MLA standards.
3. Five points will be subtracted for not having a cover page, table of content, and a literature review page.
4. Five points will be subtracted for not having your pages numbered.
5. Ten points will be subtracted for each day your paper is late.
6. Five points will be subtracted if the paper is not properly formatted.
Appendix B.

Rater Training

Learning Theory
- Helps explain the variability and individuality of learning experiences
- Worth examining because it provides profound insight into the learning process
- Assists instructors in creating productive learning environments

Kolb’s Experiential Learning Cycle
- Learning preferences not proficiencies
  - Not developmental stages, but they are sequential
- Two dimensions:
  - Grasping
  - Processing
- Both dimensions are critical to understanding the experience
Grasping Dimension

- How a student takes in information
  - Concrete Experience
  - Abstract Concept

Concrete Experience

- A specific experience taking into account the emotional impact an experience generates
- Feelings, values and opinions are acknowledged as part of the process
- Affectively Complex

Abstract Concept

- Relates the experience to previous knowledge and building new ideas
- Finding the right or best answer
- Memorization and recall
- Cognitively Complex

Processing Dimension

- How information is processed
  - Reflective Observation
  - Active Experimentation
Reflective Observation
- Considering the experience from multiple perspectives
- Profound insight through making meaning of an experience
- Process over a single solution
- Learners define success for themselves
- Perceptually Complex

Active Experimentation
- Try out new ideas, apply what they have learned
- Task completion is essential
- Requires a comprehensive understanding of concepts
- Success is situational and task specific
- Behaviorally Complex

Classroom Application

<table>
<thead>
<tr>
<th>Concrete Experience</th>
<th>Laboratory observations, primary text reading, simulations and games, fieldwork, trigger films, readings, problem sets and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Observation</td>
<td>Logs, journals, discussions, brainstorming, thought questions and rhetorical questions</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Lectures, papers, model building, projects and analogies</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Simulations, case studies, laboratory, fieldwork, projects and homework</td>
</tr>
</tbody>
</table>

Effective Learning
- “The combination of all four of the elementary learning forms produces the highest level of learning, emphasizing and developing all four modes of the learning process” (Kolb, 1984, p. 66).
How did I choose the raters?

- Teaching Experience
- Interest in improving student learning
- Availability to participate in the study

Raters

- More than one rater should apply the evaluation criteria to the course material (Neuendorf, 2002).
- Reliability or consistency between raters is a consideration.
- For categorical data, the reliability score will be calculated as a percentage of agreement (Trochim, 2005).

Learning Environment Profile

- The goal is to design a learning environment where all student learning preferences are accommodated.
Significance of the Findings

- Identified possible gaps in accommodating all learning preferences
- Identified specific assignments, activities and experiences that could be modified to insure all learning preferences were accommodated within each content objective

Assumption

- By following Kolb’s Learning Theory, an instructor creates a learning environment where all students learning preferences are accommodated.

Defining the Variables

- Five considerations established and controlled by the instructor
  - Purpose of the major activities
  - Primary source of information
  - Rules guiding behavior
  - Teacher’s role
  - Provision of feedback

Defining the Variables

- Four Learning Modes
  - Concrete Experience
  - Reflective Observation
  - Abstract Conceptualization
  - Active Experimentation
Development of the Learning Environment Assessment

- Fry's (1979) description of learning environments (matrix)
- Criteria was formed into questions
- Binary – manifest use of language (presence or absence)

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Purpose of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Is the basic purpose of the assignment or experience to apply skills and knowledge to practical problems such as one would experience as a professional?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Is the basic purpose of the assignment or experience to understand something, to know how and why things relate to each other?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is the basic purpose of the assignment or experience to solve a problem, to obtain a solution through the use of theory and analytical skills?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is the basic purpose of the assignment or experience to apply skills and knowledge to practical problems such as one would experience as a professional?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Is the information here and now, in the form of personal feelings, values, opinions, likes, etc?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Is the information derived from examining how something occurs, focusing on the process, reviewing past events, etc?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is the source of information abstract in there and then, derived from readings, lecture inputs, compiled data, etc?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is the focus of information real or getting some task done, derived from previous work, plans, critiques, evaluations of progress, preparing for a presentation, etc?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Role of the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Are learners freely expressing personal feelings, opinions and values concerning topic or activity they are engaged in?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Are learners encouraged to observe, listen, think, discuss, etc in order to determine meaning and relevance of subject matter for themselves?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Any structure and communications governed by rules of inference, methods, terms, etc often subject to learners/ memory recall?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Can learners make their own decisions about the use of their time? Do their choices and actions at one point in time influence what occurs next?</td>
</tr>
<tr>
<td>Learning Mode</td>
<td>Role of the Teacher</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Concrete Experience</td>
<td>Is the teacher a model of the profession and colleague such that learners learn by his example and through relating (identifying) with him?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Is the teacher non-directive, reflective and non-evaluative. He teaches by helping the learner to discover his own perspectives, insights, etc.</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is the teacher the expert authority, interpreting the field of knowledge or judging what is correct, competent, acceptable performance. S/He may also be an enforcer of procedures, methods, or rules stipulated by the body of knowledge s/he represents?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is the teacher a consultant or coach available at the learner’s request to advise or impart his knowledge of the field s/he represents?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Mode</th>
<th>Provision of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Is feedback personalized, based on each individual’s own needs and learning goals?</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Does the learner determine criteria for evaluation and shift to determining his/her own criteria for performance?</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Is performance evaluated against right or best answer as judged by the body of knowledge or the teacher’s expert opinion?</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Is output evaluated against criteria of practicality, feasibility, reliability, etc?</td>
</tr>
</tbody>
</table>

**Now Let’s Practice**

Thank You in advance for your willingness to participate and your time! I could not do this study without you!!
### Appendix C.

**Revision #1 LEO**

<table>
<thead>
<tr>
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Appendix D.

LEO Instruction Sheet

Learning Environment Orientation

For the reviewer:

Listed below are 20 questions used to assess a learning environment. This assessment looks for the presence or absence of the characteristic described by the question. Please indicate a characteristic presence by checking (□) the appropriate box. Please indicate a characteristic absence by leaving the box blank.

Please keep in mind you are only evaluating what is indicated in writing. Focus on the actual assignment or experience and not its course context. Assumptions cannot be made about the context of the experience or assignment, what should have come before it or what should come after it in the flow of a course.

The first column indicates the learning mode described by the variable.

CE= Concrete Experience  RO= Reflective Observation
AC= Abstract Conceptualization  AE= Active Experimentation

The list below briefly describes each of the learning modes.

Concrete Experience is a specific experience taking into account the emotional impact an experience generates. Feelings, values and opinions are acknowledged as part of the process.

Reflective Observation considers the experience from multiple perspectives. Profound insight is gained through making meaning of an experience. The focus is on the process rather than a single solution. Learners are left to define success for themselves.

Abstract Conceptualization relates an experience back to previous knowledge and the building of new ideas. The focus is on finding the right or best answer and often requires memorization and recall.

Active Experimentation tries out new ideas to apply what has been learned. Task completion is essential and requires a comprehensive understanding of previous concepts. Success is situational and specific to the task at hand.

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Appendix E.

Pilot Packet

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Pilot Test

1
Class Assignment

Find the following information for THREE professional associations

Name
Address
Website
Mission Statement
When was it founded?
# of members
Membership Dues –
Student Rate –
Major Publication –
Major Networking Opportunity Dates and Location –

Here are a few examples:

American Camping Association
www.aca-camps.org
International Ecotourism Society
www.ecotourism.org
International Festivals and Events Association
www.ifea.com
Employee Services Management Association
www.esmassn.org
National Intramural-Recreation Sports Association
www.nirsa.org
National Recreation and Park Association
www.nrpa.org
Resort and Commercial Recreation Association
www.r-c-r-a.org
North American Society for Sports Management
www.nassm.com
National Association of Collegiate Directors of Athletics
http://nacda.ocsn.com/cabma/nacda-cabma.html
Go to www.ncsu.edu
Click on “for students”
Find the answers to the following questions…

1. What are the hours for Carmichael Gym?

2. Where are the tutorial centers for writing and speaking?

3. Who is the director of the Women’s center and how can I contact her?

4. Where is the counseling center located and how can I make an appointment?

5. If I have a cold, what is the number I need to call to make an appointment with a doctor in student health services?

6. If I need to discuss a legal matter with someone, who can I contact on campus?

7. How can you place your textbook order online?

8. Where can you get a wolfline bus schedule online?

9. Where can I find out what movies are playing on campus? How much do they cost?

10. Who do you contact in the college of Natural Resources if you need tutoring? Where is her office located?
3
Class Assignment
Learning Styles

1. Go to http://www.engr.ncsu.edu/learningstyles/ilsweb.html

2. Fill in your name…

3. Answering the questions and this web site will help you assess your learning style…

4. Print out the results page and bring it to class…

On the back of your learning styles profile, reflect on this application of your learning style.

In a paragraph, reflect on your individual results. Discuss your consistency and balance across the scales as well as your individual scores.

For each scale, list two strategies that will help you be a better learner…

• Active/Reflective
• Sensing/Intuitive
• Visual/Verbal
• Sequential/Global
ACTIVE AND REFLECTIVE LEARNERS

- How active learners can help themselves.
- How reflective learners can help themselves.

SENSING AND INTUITIVE LEARNERS

- How sensing learners can help themselves.
- How intuitive learners can help themselves.

VISUAL AND VERBAL LEARNERS

- How visual learners can help themselves.
- How verbal learners can help themselves.

SEQUENTIAL AND GLOBAL LEARNERS

- How sequential learners can help themselves.
- How global learners can help themselves.
Class Discussion/Experience

Time Management - Life is all about the Big Rocks

“Time for a quiz.”

Pull out a large wide-mouthed jar and set it on the table

then produced several large rocks and carefully placed them, one by one, into the jar.

When the jar was packed to the top, ask, “Is this jar full?”

“Yes.” “Really?”

Reach under the table and pull out a bucket of gravel.

Then dump the gravel in and shake the jar, causing pieces of gravel to work themselves down into the spaces between the big rocks.

Then ask the group once more, “Is this jar full?”

“Probably not,” “Good!”

Reach under the table and bring out a bucket of sand.

Dump the sand in the jar and it will go into all the spaces left between the rocks and the gravel.

Once more, ask the question. “Is this jar full?”

“No!” “Good!”

Then grab a pitcher of water and begin to pour it in until the jar was filled to the brim.

Ask, “What do you think my point of this Illustration is?”

“The point is, no matter how full your schedule is, if you try really hard you can always fit some more things in.”

“No, that’s not my point. The Truth is: If you don’t put the big rocks in first, you will never get them in at all.”
Class Assignment
Learning Journal of Volunteer Experience

One journal for each service learning experience

Before the event

- What is the mission of this agency?
- Based on the event information provided, how does this event support the agency’s mission statement?
- Who is the target audience for this event?
- Why did you choose this particular volunteer experience?
- What are your expectations of this experience?

Immediately following the event

- What was your role as a volunteer at this event? Provide a detailed summary of daily activities and duties during your experience.
- Reflect on the experience including personal observations?
- What are your general impressions of the overall event?
- What type of instruction or training did you receive prior to this event?
- Did your training adequately prepare you to fulfill your assigned role at this event?
- Did your training include guidance and direction on interacting with participants?
- Did your training include specific directions on operating and functioning in your volunteer role?
- What were the professional standards of conduct expected of you at this event?

After the event

- Is this an agency you could see yourself working for full-time? What about part-time? Why or why not?
- How was the leadership group effective in preparing you for this event?
- What vital instructions or information was omitted from your training?
- Describe the audience and paid and unpaid staff in terms of primary and secondary characteristics of diversity. How might more diversity be encouraged if this event were to be held again?
- Reflect on your expectations from Step One. Are your expectations being met? How has your perspective changed from then until now?
- Would you recommend this agency to future PRT 150 students? Why or why not?
• Based on your experience, how was the leadership group effective in reaching their stated goals and objectives? What could be improved?
• What did you learn through this experience?
7
Class Assignment

In-Class Peer Review *(we will do this each time a journal is due)*
In groups of three, read your journals out loud to each other.
For the students you are listening to, answer the following questions:
• What general questions do you have?
• What kind of impression did their journal leave you with about their experience?
• What else would you like to know about their experience?
• What did you find particularly interesting?
• What suggestions do you have for improving the learning experience or the written journal?

After the students review your journals, provide me with written comments on the following questions. For full credit you must answer each question. Please turn over your journals and write these on the back page.
1. What were the group’s comments on your journal? Did they get an accurate impression of your experience? Did you convey the experience in an articulate manner?
2. What comments were particularly helpful?
3. What specifically are you going to change as a result of this peer review?
4. How was the peer review process helpful to your journaling assignment?

Then, take the groups suggestions and insight and change or correct your journal to turn in with your final.
Appendix F.

Final Assessment Packet

Learning Environment Orientation

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<tr>
<td>AC</td>
<td>Does this activity or experience require learners to find the right or best answer?</td>
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<tr>
<td>AE</td>
<td>Are learners required to apply previous knowledge (course content) to complete this task?</td>
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<tr>
<th>Role of the Teacher</th>
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<tbody>
<tr>
<td>CE</td>
<td>Does the teacher lead by example?</td>
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<td>RO</td>
<td>Does the teacher help the learner discover his or her personal perspectives and insights?</td>
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<td>AC</td>
<td>Is the teacher judging what is correct, competent or acceptable performance based on a field of knowledge?</td>
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<tr>
<td>AE</td>
<td>Is the teacher available at the learner’s request to advise or impart his knowledge of the field s/he represents?</td>
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<tr>
<th>Provision of Feedback</th>
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<tr>
<td>CE</td>
<td>Is feedback personalized, based on each individual’s own needs and learning goals?</td>
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<tr>
<td>RO</td>
<td>Does the learner determine criteria for performance and evaluation?</td>
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<tr>
<td>AC</td>
<td>Is performance evaluated against right or best answer as judged by the body of knowledge or the teacher’s expert opinion?</td>
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<tr>
<td>AE</td>
<td>Can the output be used to solve real world situations?</td>
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1
Class Discussion Questions
- What does money mean to you?
- What are your short-term financial goals?
- Where do you want to be in 5, 10, 20 years, financially?
- How do you plan to accomplish these goals?
- When do you want to retire?
- Do you have a plan to get there?

2
Class Discussion Questions
- What are needs?
- What are wants?
- How do you distinguish between the two?
- What are your needs and wants?
- Have the students give examples
- Explain the significance of each
- Have to satisfy needs before wants

3
Class Lecture
Payroll Deductions
- Federal Tax
- State Tax
- Social Security
- Medicare
- Retirement
- 401K
- Life insurance
- Health insurance
- Dental insurance
- Long term care insurance
- Parking
- United Way
4
Class Lecture
Credit Card Debt
• Average person over $9000 in credit card debt and are only paying the minimum. 75% of the people with credit cards do not pay off their balance each month
• One of the biggest financial pitfalls a college student can find themselves in. The allure of “free” money with large credit lines.
• Story of Son
• Average college student has a $2500 credit card balance
• $2000 at 19% interest at 40 month interest charges $1994 and it will take you 8 years to pay it off if the balance does not increase.
• Ex-girlfriend story
• How many of you have more than one card? Why/
• Solution? Pay in cash

5
Class Lecture
Keys to successful personal financial planning
• Plan ahead
• Do not overspend
• Do not buy with consumer credit 90 days same as cash
• Do not delay in saving for retirement
• Do not buy maintenance warranties
• Do not make decisions based on emotions
• Make sure you have the right insurance coverage
• Do not live your life focusing too much on money
• CHANGE YOUR BEHAVIOR
• Do not spend more than you make
• Pay yourself first
• Do your homework before you make a major purchase
  o Explain car purchase
• Explain a few ways to save money and get good deals
• Everything is open for negotiation. ASK!
7
Class Discussion
Ask how has the P&R field changed over the past 25 years?
Refer to Crompton’s table page 4
What caused this shift?
History leading to the shift
More services with less taxes
More accountability

8
Class Lecture
Early tax revolutions
Program cuts
Grant programs terminated
NPS budget example

9
Class Lecture
Park manager as an entrepreneur
How do you shift a traditionalist into a modern styled manager?
What must take place for success?

10
Class Lecture
Leisure Service Organizations
Public, Private, Non-profit, Commercial
Examples of each
Public
Social Expectations
Market Management
Measurement of Success
Private
Profit Generated
Customer Services
Pricing Strategies
Increasing Market Share
Class Lecture
Opportunities and Challenges for Financial Management
Public Agencies
  Advantages
  Challenges
  Public Involvement
Private, Non-Profits
  Volunteer
    Examples
  Funding
  Advantages
    501(C)3 – IRS status
Challenges
Measuring Success
Future Outlook
Commercial
  Examples
  Social Role
  Do they contribute to the economic vitality of the community?
  Examples Pro Sports Arena, WRAL Economic Impact Analysis

Class Lecture
Market Management Techniques
  Goal
  Hurricanes ticket prices example
Gate Fees vs Other Services
    Compare the price of a beer at ESA / Walnut Creek
Commercial Sector vs Public, Non-Profit in terms of price flexibility
How to measure success
Opportunities and Challenges
Keys to successful management

Class Lecture
Competition and Cooperation
  Public, Private, Non-profit, Commercial
Class Lecture
Economic Principles
Supply and Demand
  Gas price example
  Is there price gouging?
  What should we do as a public policy to handle the economic situation?
    Is there really a problem?
    How is PRTM impacted?

Class Lecture
Stock v/s supply
  Supply curve for BB players
  Summer help on Cape Cod
  Compare and contrast Disney World, Home Depot and Lowes
Demand
  SUVs vs compact cars
  Local market conditions
    Hurricanes ticket example
    NC State Football ticket example
Inflation
  Historical perspective of inflation
  Interest rates
    Federal Reserve
    Why does the rate fluctuate so frequently?

Class Lecture
Future values
Present values
Depreciation

Class Lecture
Organizational Management and Leadership
  CFO/CEO/COO
Financial Chain of Command
  Key positions
    Public, private, non-profit, commercial
Discuss financial decision makers vs financial administration
Organizational Chart
  Explain lines of authority and relationships
18
Class Lecture
   Capital Improvement Projects
      Public, private, non-profit, commercial
CIP Process
Inventory
Needs Analysis
Strategic Plan
Cost Analysis
Capital Costs
Re-payment options
19 - Assignment

Organize yourself with the group you did the previous in class assignment with. You will be using the same problem scenario that you solved before. Use the notes you took for the other assignment and develop a budget based around the following questions.

1. Identify ALL of the line item you will need in order to build a budget based upon the previous scenario. Use the hand outs from class as a guide.
2. Determine the number of staff members you will need to accomplish the work based upon the scenario.
3. Determine what their benefits package will be and associated costs.
4. Calculate the costs of their fringe benefits, etc…
5. Determine how many if any part time employees you will have. What will their rate of pay be per hour, how many hours a week/month/year will you need them.
6. Determine uniform costs for all employees if you will require a uniform.
7. Look carefully at your scenario and determine how much revenue you expect to generate either for the season, the year, the program, or the event. Where will the revenue come from? Identify all possible sources.
8. Compare your revenue stream with the overall costs of your scenario. Which is greater? Are you generating a profit or are you losing money?
9. If you are losing money, where will you get the extra revenue to cover the costs you have projected in your budget?
10. Who has to approve your budget?
11. Who will monitor the monthly expenses? And how will this be done?
12. Identify ways to save money or reduce expenses in your budget.
13. Identify ways that politics will have an influence on your budget.
14. Your budget has just been cut 10%, identify what areas in your budget your will cut in order to make up the turn back required of you.

The results of this work will need to be typed up, organized in a spread sheet, and presented in a clear and organized fashion. I will leave the division of labor up to each group to decide what is fair and just. My expectations are that each member will contribute their fair share as decided upon by the group.
Class Lecture

Accounting
- GAAP
- Stock, Flow, Balance Sheets
- Current and fixed
- Assets, liabilities and equity
- Income statement
- Internal Control
- Petty Cash
- Reporting

Class Lecture

What is a budget?
- Budget Preparation
- Operational
- Capital
  - Examples
- Budget cycle
  - Allocated, encumbered, expended
- Budget presentation format
  - Inventory codes

Class Lecture

Funds
- Taxes
  - 4 types of funds
  - Internal Services funds
  - Fiduciary Funds

Budget Prep activities
Budget Planning
Class Lecture

Income sources
- Compulsory, Gratuitous, Earned, Investment, Contractual Receipts,
- Prop 13 impact

Taxes
- Property tax
- Sales tax
- Income tax
- Corporate

Tax Exemption
Tax Abatement
Tax Base / Rate

Class Lecture

Partnerships and Collaborations
- Examples

Revenue Structure Plan
- Public, commercial, non-profit

System gone haywire example

Class Lecture

Sponsorships and Donations
- Examples

Trend in P&R
- Reasons

Critiques
- Examples

Benefits
- G 105 Example
- Cadillac Example
- Ross Perot

Class Lecture

Pricing
- Uses of pricing
- Government, non-profits, for-profits - Perspectives

Market Analysis
Establishes Value
Influence/Promote Behavior
 Appropriateness and Feasibility of Pricing
- Merit Services
- Private Services
Class Lecture
Efficiency/Bulk Pricing
Disney World/Epcot Center Example

Prices
- Monetary
- Opportunity
- Psychological
- Effort

Cost Calculations
- Unit Pricing
- Fixed, variable costs
- Subsidies

Other Considerations
- Willingness to pay
  - Hurricanes Ticket price reduction example
- Going rate

Why different prices?
- Customer characteristics
- Product level
- Distribution
- Sensitivity to changes
  - Gas price question: do higher prices make you drive less?
- Nature of the economy
- Area of the country
After graduation you were hired for your ideal position in a highly desirable company (or organization). Because of your skill and understanding of administration and finance, it is your primary responsibility to keep your organization economically solvent. You are expected to explore every opportunity at your disposal.

Over the past two years revenues for your organization have begun to dwindle. Faced with this economic pressure, the organization has attempted to cut costs without any significant impacts to the bottom line. Fortunately, your organization provides a highly marketable product or service. Based on this situation, it seems appropriate to explore sponsorship opportunities. After some initial research, your organization has compiled a short list of companies that have expressed interest in sponsorship opportunities.

Your boss has scheduled meetings with each of these companies for the upcoming week and wants to appear prepared and well informed on the concept of the sponsorship exchange. You are expected to write a brief, yet comprehensive, memo for your boss that will achieve this task.

Your assignment:

Select and identify your organization

Identify and explain two (2) positive impacts of sponsorship for your organization

Identify and explain two (2) positive impacts for the sponsoring agency

Explain one (1) problem or negative outcome that could result from entering into a sponsorship agreement

Please construct this assignment in memo format (as best you can remember). The most important part of this assignment is to clearly define the nature of the reciprocal relationship that exists through sponsorship through an examination of the benefits provided to each participating organization.
In-class writing assignment

You have recently been hired as a manager for the organization of your dream. You have been assigned a special project by your supervisor that will require the coordination of people from several other divisions within the agency. Part of your assignment will also be writing departments goals but first you have to develop a budget for this project. Senior management has anticipated that this project be probably cost around $250,000.00. You and your team get together and estimate the project to cost $312,568.00. After discussing this dilemma with your supervisor, you have been told to find a way to make this project work regardless of what it takes.

For this in-class writing assignment, I want you to describe to me the steps you will take to develop this budget, describe the type of budget it is, the timeframe it will be applicable for, and finally describe in detail how you are going to solve the problem of being over budget.

This is an analytical exercise. I am not concerned with numbers but I am concerned with how you will solve this problem. You may use any class notes you have as well as the reading from the course pack.
BUSINESS PLAN

BUSINESS PLAN DEVELOPMENT

The spirit of entrepreneurship is what drives the private-membership and commercial sectors. Many units of government sector are also asking their program units to write business plans. Creativity, innovativeness, and timeliness are all key factors to the environment of supply and demand in a capitalistic society. It has been determined that the sale of leisure-related products and services have had great impact on the American economy. Create a business, service or product, which would contribute positively to the economic impact of leisure. Your corporation will consist of at least five professional staff with major decision-making authority. Develop a detailed, well-designed business plan to place your entity into the marketplace. Your plan should include:

I. EXECUTIVE SUMMARY
Describe the business, product or service

II. STATEMENT OF RECOGNITION
Name your entity and design a logo

III. AGENCY DATA
1. Historical information
2. Community Needs
3. Customer Base
4. Level of Competition

IV. INDUSTRY DATA
1. Forecast
2. Financial Operating Characteristics and Trends
3. Financing Options - obtaining start-up capital
5. Governing laws

V. MARKET DATA
Define your market
1. Market Strategies
2. Market Area
3. Market Segmentation
4. Customer Profile
5. Pricing Trends
6. Competitors (specific)
7. Sales Projections

VI. MANAGEMENT ANALYSIS
1. Project Mission Statement
2. Long Term Goals
3. Short Term Goals
4. Performance Indicators
5. Timeline for Implementation
6. Plan Assumptions
7. Red Flags
8. Opportunities
9. Strengths
10. Weaknesses
11. Risk Analysis
12. Action Steps

VII. MANAGEMENT PLAN
1. Organizational structure (chart)
2. Allocation of Human Resources

VIII. FINANCIAL ANALYSIS
1. How to Keep Solvent

This is an individual assignment that each of you must complete. Late assignments will not be accepted and students will not be credited any points towards their end of semester grade.

Please feel free to be as creative as you want on the design, look, and feel of the assignment. You need to answer each section with a great deal of thought and deliberation. A professional look is expected. You may want to consider having your assignment completed in color and having it bound at a shop such as Kinko’s. The level of detail and the quality must be such that you can take this document and discuss your idea with a banker and expect to receive funding.

If you have any questions at all, please talk to me as soon as possible.
Final Writing Assignment

Your city has just recently been informed that the non-profit organization, North Carolina Amateur Sports has decided to move their entire spring sports venue to your city. Their desire is to be able to consolidate all of their competitive programs in one host city with the facilities and resources required of a weeklong event that attracts several hundred participants and their families.

Your parks and recreation agency although the largest in the region, does not have all of the facilities required to host the games and therefore must look to other agencies to be partners in this venture. The Chamber of Commerce and the Visitors Bureau are thrilled with the prospect of your city hosting this event, as the economic impact will be huge. Hundred of hotel/motel rooms will be occupied; restaurants will see many more out of town visitors, and area shopping centers will see an increase in sales as trailing family members visit the numerous malls.

The games are designed for participants in the age range of 12 to 25, both males and females. The following sports will be part of the “games”;

- Baseball
- Basketball 3 on 3
- Mountain biking
- Tennis
- Swimming – various events
- Triathlon
- 5 K run
- 10 K run
- Golf
- Flat water canoeing
- Flat water kayaking
- Track and field events

It is now December 2004. The “games” will be held in your city from June 10-15, 2006. You have eighteen months to plan for this event.

**Your assignment**

1. Identify all of the agencies and organization that have to be involved - by name.
2. Identify all the various facilities that are needed and elaborate how you will handle the logistics of hosting events across the region.
3. Identify significant and realistic corporate sponsors and determine whether their contributions will be cash, in-kind contributions, or services. Tell me
what you will say and do to get these corporations involved. What is the WIFM (what is in it for me)?
4. What other potential revenue streams can you think of besides corporate sponsorships?
5. Draw an organization chart showing the chain of command and relationships.
6. Describe the various personnel that will be needed to host this event for five days and tell me how many of these people are full time and how many are part time?
7. Describe ways you can “save” money in hosting this event?
8. And finally, describe why hosting this event is a tremendous opportunity for your community.
Investigative Report

As this is a class about Finance in the Parks, Recreation and Tourism Management field, your investigative report should focus in this subject area. I would recommend that you find a topic that will help you in your studies and in your future career.

Over the past seven weeks we have been learning in class a number of subject areas. We spent the first part of the semester learning about personal budgets, specifically where the money is spent as compared to how much you have for income. We talked about the importance of setting financial goals not only in your personal life but also how it relates in a business perspective. Discussions also took place identifying global issues (headline news) and how they relate to your ability to conduct your business at the local level.

Lectures were also delivered in the area of the historical perspective of taxes and various tax revolts nationwide. For example California had proposition 13 which effectively cut local property taxes 50% over night. Local governments had no choice but to reduce services and terminate numerous staff members. This had a profound impact on the economy in the state of California that had a ripple effect throughout all sectors of the economy.

An in class assignment had you contemplating what it means to be an “Entrepreneur” in your employment on a university campus

Requirements for the investigative report:

- Paper must be a minimum of ten full pages of written material. This does not include the cover page, table of content, etc.
- Report should have a cover page, table of content, main text, and finally a literature review page.
- The paper must be written using 12 point font, Times New Roman. Nothing else will be acceptable.
- Headers and footers will be 1.5 inches and side margins 1 inch.
- Pages should be numbered.
- If you are unsure of what to write about, please see me ASAP.
- All work cited should be done so using standard MLA methods.
- If you have any questions please see me ASAP.
Points will be subtracted for the following reasons:

1. Ten points will be subtracted for each page your paper is under ten pages.
2. Five points will be subtracted for not following MLA standards.
3. Five points will be subtracted for not having a cover page, table of content, and a literature review page.
4. Five points will be subtracted for not having your pages numbered.
5. Ten points will be subtracted for each day your paper is late.
6. Five points will be subtracted if the paper is not properly formatted.