To: Don Taylor, Director, Academic Planning and Quality

From: Dr. B. Dana Kivel

Date: June 14, 2011

This annual assessment report includes an update on our 2009-2010 Accreditation visit and an update on the curricular issues that needed to be addressed during the review. The report also includes an overview of our student assessments and the outcomes in the following areas:

1. Student academic performance vis-à-vis national accreditation standards – measured by our Exit Exam and Portfolio (Guidelines are included at the bottom of this document) which examines students’ abilities in the areas of:
   - Group work (A copy of the rubric is attached)
   - Written competencies (A copy of the rubric is attached)
   - Oral competencies (A copy of the rubric is attached)

2. Student academic performance between 2008-2010 on the National Council for Therapeutic Recreation Certification (NCTRC) Exam;

3. Assessment of student performance during their 400 hour recreation and park management and their 480 hour therapeutic recreation internships.

The overall results of this assessment indicate that students are successfully meeting national accreditation standards around areas of leadership and administration within their internships; the majority of our students who are taking the National Council for Therapeutic Recreation Certification are passing the exam; and based on external reviews of student portfolios, are students are well prepared to enter the profession, especially in the areas of written and oral communication competencies.

NRPA Accreditation Visit Update:

During the academic year, 2009-2010, we successfully completed our 10-year National Accreditation review. In terms of curricular changes, the accreditation review recommended the following:
5.01 There shall be a formal ongoing process of student involvement in those aspects of the academic unit that affects their professional preparation. Partially met.

**ACTION ITEM:** Students in RPTA 101 are given an exit exam to assess their knowledge base in the major prior to graduation and the instructor facilitates informal discussions about their experience in the major, the student major association and their overall educational experience at the institution. We will invite a student (undergraduate or graduate) to attend faculty meetings beginning in the Fall of 2010.

**Update:** Two students agreed to attend faculty meetings this past year. However, due to course and work conflicts, they were unable to attend more than one or two meetings. In the fall of 2011, we will identify two other students and support their attendance at our meetings.

5.04:01 Academic advising – Partially met.

**ACTION ITEM:** In addition to the Exit Exam, we will develop a tool (Evaluation of RPTA Majors) to evaluate the students’ experiences with regard to:

- Major advising
- The curriculum
- The student major’s association
- Career advising

5.04:02 Professional and career advising—Partially Met

**ACTION ITEM:** Students in RPTA 101 engage in conversations about career advising and engage in activities (e.g., resume writing, mock interviews, etc.). Pursuant to 5.04:01, we will add an evaluative component that includes questions about their experiences of career advising.

**Update:** Dr. Gray incorporated additional assignments related to career advising during the 2010-2011 academic year.

Dr. Gray will work with incoming chair, Dr. Greg Shaw, to develop a mechanism for evaluating the impact of these components on future students’ experiences of career advising while attending CSU Sacramento.

8.21 Understanding the principles and procedures of budgeting and financial management – Partially met

We have taken steps to improve this deficiency with a new approved course, Budget, Law and Finance to be added to the core of Spring 2011.

**Update:** We revised the degree requirements for students in recreation and park management concentration of the major to require this course and Dr. Erickson taught it this past spring of 2011 and it will continue to be offered each spring.
8.25 – Knowledge of the following principles and procedures of developing areas and facilities:

- 8.25:01 Assessment – Not Met
- 8.25:02 Planning – Not Met
- 8.25:03 Functional Design – Not Met
- 8.25:04 Evaluation – Not Met
- 8.25:05 Operation and maintenance – Not Met

**ACTION ITEM:** We offer a facilities course that does meet all of these standards, and when we can schedule it, students in the park and recreation management course do enroll in high numbers for the class. Students in the therapeutic recreation concentration focus on areas and facilities and standards 8.25:01-05 in some of their classes. The faculty will meet to determine the best course of action on this requirement (either moving more of the 8.25 series into an existing course or revamping the curriculum to require that students take the facilities course). We will make the change by the end of the fall of 2010.

**Update:** Dr. Greg Shaw, the instructor for the facilities course, (RPTA 154), developed a component to incorporate into RPTA 105 that covers areas 8.25:01-8.25:05 and has included a chapter from the NRPA management text to address these topical areas as well. These updates will be included in the fall, 2010 sections of RPTA 105.

**Overview of Department Assessments:**

In the past six years, the department has undergone many changes that directly and indirectly influence student learning outcomes. Systematically and methodically, we have spent the past five years growing the major and in the fall of 2010, we saw a 59% increase in the number of majors compared with the fall of 2007. Our FTE for the spring of 2011 was 360, the highest it had been in at least seven years.

To ensure that our curriculum is current and supportive of our strategic plan for growth, we use several assessment strategies. These include: an Exit Exam administered each semester, Portfolio assignment that includes external reviews by professionals in the field; and an assessment with internship agency site supervisors during the summer term. We chose the summer term because that’s when we have the most number of students out on internships.

**Exit Exam – (assessing National Accreditation Standards)**

Based on the need to more fully assess student learning outcomes, we began administering an exit exam and at the end of the spring semester, 2008. The purpose of the exam is to assess the degree to which students have developed professional competencies that relate directly to national accreditation standards, in particular the 8.0 series, a series of skills that focuses on our core curriculum – assessment, planning,
implementation and evaluation of recreation-based programs. These competencies describe professional skills for all Recreation, Park, and Tourism Administration majors (regardless of their concentration) and pertain directly to assessing learning outcomes in core courses.

Although our students will choose a concentration, every student must take a core group of classes that are composed of standards that reflect 39 distinct competencies that we are required to teach by our accreditation body, the National Recreation and Park Association’s Council on Accreditation. These competency areas include the following:

The Professional Competencies:

8.01-8.05 – Conceptual Foundations
8.06-8.10 – Leisure Services Profession
8.11-8.15 – Leisure Services Delivery System
8.16-8.19 – Programming Strategies
8.20-8.35 – Assessment, Planning Evaluation
8.36-8.38 – Legislative and Legal Aspects
8.39 – Field Work/Internships

All of these competency areas are incorporated into the following core classes:

- RPTA 001 – Orientation to Recreation, Parks and Tourism
- RPTA 30 – Recreation, Parks and Tourism in Contemporary Society
- RPTA 32 – Recreation Activity Leadership
- RPTA 42 – Recreation Use of Natural Resources
- RPTA 101 – Senior Seminar (Pre-Internship seminar)
- RPTA 105 – Management of Recreation, Parks and Tourism
- RPTA 106 – Inclusive and Therapeutic Recreation
- RPTA 109 – Computer Applications in Recreation, Parks and Tourism
- RPTA 110 – Research and Evaluation in Recreation, Parks and Tourism
- RPTA 136 – Program Planning for Recreation, Parks and Tourism
- RPTA 195 – Internships

Student learning outcomes are identified on all department syllabi, but for the courses listed above, the national competency which is met by a particular learning outcome is also identified.

For example, for RPTA 32, the student learning outcomes are identified below and the numbers in parentheses indicate the national competency which is met by this outcome. At the end of this semester, students will:

1. understand the conceptual foundations of play, recreation and leisure for all populations and settings (8.01, 8.07)

1 The matrix that is used for our national accreditation is attached – this matrix indicates the extent to which these competencies are included in our core courses.
2. understanding play, recreation and leisure from psychological, sociological and physiological perspectives (8.02)
3. understanding the social, political, economic significance of recreation, leisure and play and applying different styles and aspects of being a leader and follower relative to recreation, leisure and play over the lifespan (8.03, 8.04);
4. learn to lead in a variety of settings with different populations based on varying markers of identity (8.12, 8.13);
5. learn and apply role-playing, conflict resolution and problem-solving skills as these issues relate to leadership (8.01)
6. learn and apply techniques to evaluate programs (8.21);
7. learn and apply concepts of organizational behavior; accountability, interpersonal relationship and decision-making strategies (8.30);
8. learn how to conduct trainings and promote programs and services through marketing, public relations and promotions strategies (8.34);
9. learn about service learning and working with recreation-based agencies (8.08, 8.09, 8.10, 8.11, 8.40);
10. learn how to motivate individuals and understanding group dynamics across various groups and in various settings (8.12, 8.13, 8.15, 8.17, 8.18, 8.19, 8.20)
11. understand the importance of and the resources for professional development (8.34, 8.35); and
12. understand the concept and use of leisure resources to facilitate participant involvement (8.16, 8.18, 8.21, 8.23)

Students are assessed and evaluated in all of our courses to ensure their understanding of this material and to ensure compliance with our national standards. All students must complete these courses with a grade of C- or better. Students are constantly evaluated in their courses on these 39 competencies and are also evaluated on these competencies in the Exit Exam.

This past academic year, the largest number of students (n=60) took the exam and, overall, 70% scored 90% on the exam; 25% scored 80% and 5% scored 70%. No students scored below 70%.

Fall, 2010 (n=28)

Of the 28 students who took the exit exam, all of them passed. 71% scored 90%; 25% scored 80%; and 4% scored 70%. No students scored below 70%.

Spring, 2011 (n=32)

Of the 32 students who took the exam, all of them passed. 68% scored 90%; 25% scored 80%; and 7% scored 70%. No students scored below 70%.

Portfolio Assessment
The development of the Portfolio Assessment is an on-going process by its very nature, so we continued to revise the process within the department. Students are informed of the portfolio process initially in RPTA 001 and complete the portfolio in RPTA 101, at the end of the college career.

As noted in previous assessment reports, as part of RPTA101, students must complete the portfolio to get credit for the class. The portfolio process is used to measure general student learning outcomes in the following three competency areas: oral skills, written skills and group work. Students must demonstrate, through their course work, the extent to which they can write a formal paper (see attached rubric used for evaluation of student writing; rubrics are also used with oral and group work competencies); the extent to which they can give an oral presentation using PowerPoint; and the extent to which they can work as a team member to successfully complete a group project.

For the portfolio, students are also required to submit (1) a mission statement, (2) career goals & objectives, (3) assignments that reflect their competencies within the three areas mentioned above, (4) resume, and if applicable other assignments, letters of recommendation and other awards and scholarship information.

Sixty students (n=60) completed the portfolio process for graduation requirements in the 2010-2011.

Beginning in the fall of 2007, we asked members of our department Advisory Committee to review approximately five to 10 student portfolios. These reviews were informative. Reviewers were generally very positive regarding the portfolios reviewed. They noted the overall level of professionalism displayed in the preparation of the portfolios. Comments related to minor problems in the area of career planning, including professional goal setting and resumes, resulted in making visits to the CSUS Career Center a requirement for RPTA 101 and the portfolio. These changes were instituted in spring 2008 and while most changes to the assignment have resulted in stronger portfolios, there continues to be some concern around issues of professional goal-setting. In the 2010-2011 portfolios, reviewers noted that:

“The portfolios were well done overall. They looked professionally done; i.e., attractive binders, tabs separating sections, and well organized. The resumes looked very good, better than previous submissions. The written material was generally of good quality, with few errors and appropriate content. The projects were quite impressive; significant amount of high quality work. The PowerPoint presentations were well designed. Overall, the material in the portfolios was appropriate to the profession. Professional goals still needed work on some; might help to have them work with a mentor from the profession.”

Beginning in the fall of 2011, Dr. Gray will work with incoming chair, Dr. Greg Shaw, to identify professionals in the field who might be willing to work with students as a mentor and/or to participate in the RPTA 101 course to discuss strategies for developing professional goals.
Ongoing Assessment of Student Learning Outcomes as tied to national certification

Our department offers one degree, Recreation Administration, with two options: Recreation and Park Management and Therapeutic Recreation and is nationally accredited through the National Recreation and Park Association (NRPA) Council on Accreditation. Students can become certified in both options.

Certified Therapeutic Recreation Specialist (CTRS)

Although our individual concentrations are not accredited, students in therapeutic recreation who want to become eligible to sit for state and national certification must follow an educational plan that is inclusive of standards which are governed by the National Council on Therapeutic Recreation Certification (NCTRC). Thus, any curricular changes within the Therapeutic Recreation (TR) curriculum are typically in response to NCTRC standards. One such change that we implemented this past year involved changing the name of the curriculum from Therapeutic Recreation to Recreation Therapy. This change is in response to national trends in our field toward using a title that is more inclusive of a broad range of therapeutic modalities.

In the past few years, TR faculty has consolidated several courses to reduce overlap between classes and to strengthen the existing TR curriculum. Students in TR are eligible to sit for the National Council for Therapeutic Recreation Certification (NCTRC).

Between May, 2008 and October, 2010, 23 of our students took the NCTRC exam. Of that number, 14 (69.6%) have passed, which is above the national pass rate for this exam which was 66% (A copy of these results are attached). Our students excelled in terms of performing at or above the minimum acceptable competency level in the following areas:

Foundational Knowledge
Practice of TR/RT and
Organization of TR/RT

In terms of knowledge about the “advancement of the profession,” 52% of the students performed at or above the minimum acceptable competency level while 48% performed below the level of minimum competency. To improve our results in this area, an additional assignment will be added to RPTA 116 in the fall of 2011 which will cover professional issues and NCTRC standards.

Also, Arlene Krause (CTRS certified) will be attending the ATRA (American Therapeutic Recreation Association) conference this fall where she will be evaluating our curriculum to address any areas that should be modified².

² ATRA Educator's Pre-conference Session Description
Arlene Krause will work with Lisa Jorgensen, our TR coordinator, to continue to track and monitor student progress in the area of NCTRC examinations.

**Certification for Students in Recreation and Park Management:** Because the core of our undergraduate program is accredited through the National Recreation and Park Association (NRPA), our students can also sit for the following: “The Certified Park and Recreation Professional (CPRP) designation which is granted to individuals employed in the recreation, park resources and leisure services profession who meet high standards of performance. In order to achieve CPRP status, applicants must meet minimum qualifications and successfully complete the national examination. NRPA’s Certified Park and Recreation Professional (CPRP) certification is one of the most sought-after certifications in the park and recreation profession. According to Recreation Management magazine’s 2008 Salary Survey of more than 2000 individuals in the field, of those people who plan to seek new certifications, the most (40%) think they should become CPRPs.” Criteria for this certification include:

- Having just received, or are set to receive, a Bachelor’s degree from a program accredited by the Council on Accreditation (Students who have not yet graduated from an COA accredited program with a major in recreation, park resources, and leisure services but are in their final semester on campus may be able to qualify for exam status)

- Having a Bachelor’s degree from any institution in recreation, park resources, or leisure services; and also have no less than 1 year of full-time experience in the field

- Having a Bachelor’s degree in a major other than recreation, park resources, or leisure services; and also have no less than 3 years of full-time experience in the field

- Having a high school degree or equivalent, and have 5 years of full-time experience in the field

Students are informed about this option when they enroll in RPTA 001. To date, however, none of our majors have opted for that certification. Dr. Gray will work with incoming chair, Dr. Greg Shaw, to evaluate the benefits for students who take this certification and work toward supporting them to do so.

**Evaluation of Internship Experience vis-à-vis core competency standards**

*This pre-conference session will focus on current trends and issues within the field of recreation therapy that are directly impacting the delivery of both undergraduate and graduate education. Topics will include: accreditation standards, best practices in curriculum standards, and preparing students for certification and licensure. Educators will have the opportunity to dialogue about innovative teaching methods used both within the classroom as well as during the internship experience.*
A 10-12 unit culminating internship is required for students in this degree program. Students work at a recreation, parks and/or tourism agency (including hospitals, clinics, etc.). Each student intern is supervised by a faculty member in the department and an agency supervisor in the field. In the past few years, based on feedback from students and professionals in the field, we have tightened our internship processes to ensure a better educational experience for students and a better professional placement for our agency collaborators. Beginning in 2008, we moved from a system in which students were evaluated on a credit/no credit (pass/fail) basis to one in which students are now assigned letter grades in an effort to hold students more accountable for their work at the internship site. To better assess the extent to which students are prepared for their internships and knowledgeable about the competencies taught in our core curriculum, I developed a pilot survey and administered it during the summer of 2009 and we administered the assessment during the summer of 2010 as well.

2010 Assessment of Internship Agency Site Supervisors

Noted below is the script used to request feedback from the site supervisors:

“Our program, the Department of Recreation, Parks and Tourism Administration, is to be accredited by the National Recreation and Park Association (NRPA). Our campus has been accredited longer than any other CSU system program in parks and recreation in the State of California. Part of the accreditation process requires a review of our program every five years. And we will be reviewed this fall. An area of interest for the review team is the extent to which our students are prepared for their internships and then for employment subsequent to the completion of their university degree. To assess their preparedness for an internship, I’d like to ask you to respond to a few questions based upon your recent experience with our students. (The numbers in parentheses relate directly to accreditation standards.) Can you please simply hit “reply” and respond to the questions in an e-mail back to me? If you’d prefer to answer these questions by phone, please send me an e-mail and I will call you and conduct the interview by phone. I would be most grateful for your assistance on this project.”

In 2009, 80% of the internship site supervisors agreed to complete the survey (n=20) and in 2010, approximately 70% of site supervisors completed the survey.

The Agency site supervisors provided a great deal of detailed information about interns and were clear on all of the questions. The majority of agency supervisors we surveyed felt that our students were well prepared in virtually all of the competency areas. Site supervisor feedback from question number 9 was particularly helpful and we will review our curriculum to ensure that all of the topics that were identified are covered and/or we will take steps to discuss how to cover them in a more detailed manner. Data from this survey will be used to guide our curricular discussions during 2010-2011.

2010 SUMMER INTERNSHIP SUPERVISOR ASSESSMENT SUMMARY
1. Overall impressions of the students’ understanding of the recreation, parks and tourism profession:
   - Most supervisors stated that their interns had an “excellent understanding of the profession”.

   Comments included, “student’s understanding of the profession was well rounded and exceeded expectation for an undergraduate”; “Had a good understanding of community programming, but needed more experience”. Therapeutic Rec supervisors comments included, “understanding of the profession as a whole was limited”; “foundational elements such as adaptability were somewhat lacking.”; “seemed to have a good knowledge base coming to the TR department.”

2. To what extent, did the student seem comfortable in a leadership role (i.e., leading activities with various groups or taking leadership on a project or in a team setting)? (8.12, 8.13).
   - Most supervisors stated that their interns were very comfortable taking on various leadership roles.

   Comments included, “Student took initiative and was able to keep the focus of the group. He is an excellent leader, brought many new team building ideas.”; “Student was very comfortable and mature in leadership roles.”; “Student caught on very quickly, demonstrated great leadership skills.”; “Able to coordinate programs and delegate responsibilities as needed.”

3. To what extent did the student seem comfortable with leadership issues that include: conflict resolution and problem solving? (8.01).
   - Many supervisors stated that students were initially hesitant about assuming a leadership role, probably due to lack of experience in this area, but this ability “grew over the course of the internship,”

   Although most supervisors said that the students “grew” into that role, they also suggested that: “more discussions of problem solving in program situations would be valuable.” Comments included: “Seemed comfortable in resolving issues.”; “Always proactive and inclusive in effort to keep project on track.”; “Great problem solver.”

4. To what extent did the student seem familiar with issues of administration (e.g., understanding organizational charts, interpersonal relationships, decision-making strategies, etc.)? (8.30)
   - Most supervisors stated that students had a high level of familiarity with issues of administration.

   Other comments included, “Understood the administrative process and felt comfortable asking questions.”; “Stepped into a fairly complex organization with
administration issues and functioned well.”; “Was familiar and worked within the organization structure of our facility.”; “Demonstrated an effective understanding in communication methods and skills with management, other department directors and staff.”

5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)

- Most supervisors stated that marketing and promotion were not part of the student’s duties. Many suggested that the topic become a more vital aspect of the curriculum “as marketing is such a vital aspect of recreation.”

Other comments included: “Able to adapt well to what we had and improved some things.”; “Students knew the importance of these concepts, but not necessarily the practical application of them”; “Tasks student was not familiar with were learned with ease and speed.”

6. To what extent did the student demonstrate an understanding of how to motivate individuals and to what extent did the student display an understanding of group dynamics (8.12, 8.13, 8.15, 8.17, 8.18, 8.19, 8.20)?

- Most supervisors felt that students had a good understanding of performance standards.

Comments included, “Able to effectively motivate individuals and had a positive understanding of group dynamics.”; “Good at promoting and getting patients involved in activities and outings.”; “When conference manager was off, student stepped in and helped to review tasks that needed to be done, made sure all projects were completed.”; “Was comfortable with her role as leader as well as follower when the situation dictated.”

7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12 and 8.13)

- Supervisors felt that most students “seemed very comfortable working with individuals and populations.”

Comments included, “Our program works with a large number of low socioeconomic families. Students was able to provide an outdoor experience that they had never before experienced.”; “Student showed poise and focus in extrapolating her interventions from one population to another.”; “Handled all groups well, especially parents of participants who can be very demanding and request driven.”; “Communicated well, shared her limitation and always willing to try. Great team player.”; “Did well reading the dynamics and flow of the group.”
8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (8.21)
   - Supervisors felt that most students did well in this area and were “receptive to input.”

Other comments included: “Valued being able to review the weekly work. Was very teachable.”; “Took the information and made changes to improve.”; “Student did well with receiving personal supervision/evaluation, as well as performing assessment with patients.”; “Identified during midterm as an area needing improvement. Increased her knowledge and showed competency during final weeks of internship.”

9. Are there issues in the classroom that you wish we had discussed with our students prior to their internship that would have been helpful for you and for them during their internship experience?
   - One supervisor stated he has had several Sac State RPTA interns and “they seem to lack the knowledge and the abilities to be a leader.” Another stated, “It is impossible for students to be prepared in the classroom for every real-world issue or experience they will encounter during an internship.” A TR supervisor stated that the NCTRC exam should be used “as a reference point for student’s responsibilities and as a way to better prepare them for the certification exam” because the student “seemed unfamiliar with that content.”
   - Other comments: “Please stress importance of meeting timelines for documentation and review clearly the SOAP note concept.”
   - Suggestion: If possible spend a full day volunteering at the internship site. This will give the student a real feel for what is expected of them, and give the supervisor a chance to observe areas such as work ethic.

10. Any other comments or thoughts about the student’s performance that you think might be helpful for us to know as we continue to update our curriculum?
    - One supervisor stated he thought our program needs to “add more practical experiences and discussions with professionals in the industry.”
    - Other comments: “Modern business practices require that community recreation program staff be able to perform a wide variety of duties, not just TR specific.”; “Higher level computer skills need to be emphasized for both grad and undergrad.”; “Grad students without a recreation background would benefit from a special event/marketing course.” “We would like to have more interns from your program here at the hotel. We believe we could handle up to three interns at once.”; “Student was a great help to us and we would love to have her in our office again.”; “I wish I could have kept him on.”

The Professional Competencies:

8.01-8.05 – Conceptual Foundations
Summary

We now have four assessment strategies in place to evaluate student performance:

An exit exam tied to core competencies in our curriculum which is nationally mandated;

A portfolio requirement of all graduating students that is evaluated internally and externally within the department;

An assessment used with Internship Agency Site Supervisors that is linked to core competencies in our curriculum which are nationally mandated; and

Results from a national exam for students in Therapeutic Recreation/Recreation Therapy.

These four assessment strategies will continue to be the basis of our internal and external assessment of student learning outcomes and will guide our discussions about curriculum.

At the end of this academic year, students in the RPTA major are on target with regard to:

Written competencies in the major
Oral competencies in the major
National Certification competencies in the Therapeutic Recreation/Recreation Therapy concentration and
Internship competencies vis-à-vis national accreditation standards

Areas for improvement include:

1. Addressing areas of concern with the National exam for Therapeutic Recreation/Recreation Therapy
2. Assessing the impact of a newly implemented course in budget/law and finance (Incoming chair, Dr. Greg Shaw, will work with faculty to develop a portfolio-based mechanism to evaluate student competency in the areas of: budgeting for recreation, parks and tourism.
CSUS Department of Recreation, Parks and Tourism Administration

Guidelines for the RPTA Portfolio Requirement

Overview
All students who entered the major with 2000-2002 or later catalog rights will need to complete a graduation portfolio. The purpose of developing a portfolio is to provide you with a framework for organizing and displaying your achievements, competencies, and course requirements. Constructing a portfolio will help you to articulate where you have been and where you want to go with regard to your college education and future career. The portfolio is also an assessment mechanism for the department in terms of evaluating the extent to which students in the RPTA major have completed coursework which will enable them to successfully enter the profession.

The following guidelines should assist you with the process of thinking about and constructing the portfolio. Students will complete their portfolios in RPTA 101, but should begin gathering work for their portfolios as they enter the major.

The Portfolio: What is it?
A portfolio is a process and a product. As a process, constructing the portfolio helps you to reflect on what exactly you have learned while completing your major requirements for the degree. What skills, strengths and competencies will you take with you once you graduate? How would you articulate your career goals? These are some of the questions answered by the portfolio. The Portfolio as a product is simply an accumulation of your experiences that demonstrate your competencies and your potential as an employee and/or as a graduate student.

Who will look at my portfolio?
While still enrolled as a student, your faculty advisor and/or mentor may be interested in evaluating your progress and may use the portfolio during discussions with you about future academic plans, and/or with regard to future employment plans. For example, employers may be interested in seeing work that demonstrates your written communication skills and/or your ability to follow through on group projects. A graduate school advisor may be interested in examples that demonstrate your oral communication skills and your ability to think and write critically.

When should I start compiling information for my portfolio?
You should begin gathering materials immediately once you begin taking coursework in the major.
How should I keep track of items for the portfolio?

1. Students are required to personally keep copies (original hard copy, as well as computer file copy) of all items that they want to eventually place in their portfolios.

2. When students become majors in RPTA, a hard copy file folder will be created for the students’ records generally and a virtual folder for the portfolio will be created on the “S Drive” within the “Portfolio” folder. They may ask to have items placed in either or both of these locations for storage until they are ready to put their compile portfolio.

3. If a student wants an assignment to fulfill a portfolio requirement (oral, written or group), he/she requests that the instructor fill out the appropriate rubric, in addition to the standard grading procedure (see sample). Only RPTA course may be used to meet the portfolio requirements. The instructor then grades the assignment, including filling out the rubric, and then either gives the completed form back to the student or places the completed form in the student’s folder on the S drive, depending on the student’s request. Other documents related to this assignment may be included as well.

4. Students may request that assignments from other classes be placed in their electronic portfolio folder.

5. In RLS 101, the instructor reviews student’s portfolio folder to ensure completion of all competencies.

6. Students may obtain copies of all files in his/her portfolio folder.

What should I include in my portfolio?
Resume
A personal Mission Statement
Career Planning (Goals and Objectives)
Example of one group project from:
   RPTA 32, 105, 136 or any other RPTA course that contains an appropriate group project assignment
Example of an oral presentation from:
   RPTA 32, 42, 109 or any other RPTA course that contains an appropriate oral presentation
Example of a written assignment from:
   RPTA 106, 110, 136 or any other RPTA course that contains an appropriate written assignment

Additional information the student may include, but is not required:
Other assignments from RPTA or non-RPTA courses (Your BEST work)
Evidence of Achievement
  o Letters of Recommendation
  o Awards and Certificates
  o Other pertinent information

When is my final portfolio due?
It depends on when you are graduating. Dates will vary every year; check with the instructor in RPTA for the exact date but it is usually due on the last Friday of the 14th week of the semester you are desiring to graduate.

Who will assess my final portfolio and how will it be assessed?
The Portfolio Coordinators will assess your portfolio using these guidelines:
  Content – Have you included enough information, including examples of your written, oral and group work?
  Format – Are the items in the portfolio well-written, and free from grammar, spelling and punctuation errors?

Please contact us if you have further questions: Steve Gray, graysw@csus.edu, 278-6858 for more information.

Portfolio