Program: Minor in Recreation Administration

Department: Recreation, Parks and Tourism Administration

Number of students enrolled in the program in Fall, 2011: 16

Faculty member completing template: Greg Shaw

Date: 01-31-12

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

[Please limit your response to 200 words or less]

The minor in RPTA does not undergo formal assessment by the department. However it is based on the structure of the Bachelor of Science, Recreation and Park Management Concentration, which does follow the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) accreditation standards set by our accrediting body, the National Recreation and Parks Association (NRPA). By following the standards deemed as important for a Bachelor of Science degree, the RPTA Minor Program has remained an integral part of the department’s offerings.

The minor is 21 units and has developed over the last six years. In 2006, the course requirements for the minor were modified to create three separate areas: a foundation, a core, and a specialty area.

The minor in Recreation Administration has been carefully constructed to work well for students in various major programs. Additionally, all students in the minor are assigned an advisor and receive direct advising from RPTA faculty.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

[Please limit your response per outcome to 300 words or less]

As the minor is not formally assessed, there are no formal assessment outcomes for the minor program in RPTA. However, the minor has been constructed to give students a solid foundation in the field. The three-tiered structure of the minor leads to three informal outcomes:
a) Students will have a foundational understanding of leisure theory and the leisure services industry.
This outcome is tied to the core course, RPTA 30, which is required by both majors and minors. This course fulfills NRPA accreditation standards that require students understand the philosophical and historical orientations of leisure in various societies, that students understand the modern (and postmodern) meanings of leisure, and that students understand the leisure services delivery systems. This foundational course prepares students to learn about different methods of designing leisure products and administrating leisure service organizations.

b) Students will have a foundational understanding of recreation administration, recreation programming and leadership in recreational services.
A large set of the NRPA outcomes focuses on administration and its various components that relate to program administration and to agency administration. These courses include management, an advanced workshop in administration, group leadership, recreation programming, natural resource management, and inclusive recreation. Students in the minor are required to take nine units (three courses) in this area to give them a foundation in working with people as employees and as patrons. The minor advisor will decide the best three courses for students, depending on their accompanying major.

c) Students will have a foundational understanding of sub-fields within the leisure services field as related to:
   a. Commercial Recreation, Tourism and Hospitality Management
   b. Community Recreation Management
   c. Park and Recreation Resource Management
RPTA minor students often have specific employment interests within the range of recreation fields. The minor allows for nine units (three courses) of coursework in a focus specialty area that will help students pair their major with the RPTA minor. An example might be a student in Environmental Studies that will then take courses in Park and Recreation Resource Management or a course in Environmental Interpretation and Outdoor Education as part of her minor. These courses will provide direct, practical recreation administration experience that will pair with her major.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.
   [Please limit your response to 400 words or less]
   Because the coursework in the minor program is structured around the basic principles of the Recreation and Park Management Concentration of the Bachelor of Science degree program, it has many of the same alignments with the Baccalaureate Learning Goals. It is assumed, however, that students will also be exposed to the BALGs in their primary major. Competence in the Disciplines: Closely tied with the practical skills associated with administration, leadership and programming and the knowledge required for a foundational understanding of the legal issues and legislative processes related to RPTA agencies.
Knowledge of Human Cultures and the Physical and Natural World: Students have the option of taking cores in natural resource management that includes a study of the physical world related to outdoor recreation land management. In addition, students can take courses related to serving diverse populations and persons with disabilities, cultures through tourism, visitor management, and the human interaction side of management.

 Intellectual and Practical Skills: Students are exposed to numerous opportunities for creating thinking and problem solving (both individually and in groups).

 Personal and Social Responsibility: Students can take courses related to the legal and legislative foundations for administration, as well as with regards to inclusion of diverse populations and persons with disabilities. Students also have the option of participating in volunteer work and service learning with the RPTA minor.

 Integrative Learning: Students can take coursework related to advance administration in both the community recreation and commercial recreation sectors. These courses form a “capstone” to minor education and require a synthesis of learned materials in several courses.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

The RPTA Minor Program has no formal assessment. The department does informally monitor which programs minors come from and by having advising for all minors, the department is aware of each student’s personal goals within the minor. We have learned, for example, that many students in the minor come from the College of Business. These students possess some of the basics related to management, and therefore are encouraged to focus on recreation-specific areas such as hospitality and experiential product marketing. Students that come from Environmental Studies, for example might be directed towards courses that involve recreation management, interpretation and programming for National Parks and other wilderness areas.

Recent informal assessment of students has shown that the minor is receiving more students from Criminal Justice. We are now in the process of developing a set of courses that these students can take who are interested law enforcement work in the National Parks and National Forests. This is a new area for us and few programs of this nature exist in our region of California.
5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]
The department has found it difficult to capture minor students for an exit exam, but informal interviews are conducted between minor advisors and students. The primary feedback has led to a more structure minor “core” that was implemented in 2006. This core helps to ensure that all minors understand the basics of administration and programming from a recreational perspective. Other changes, such as those mentioned for #4 above, will keep the minor relevant for students and help them apply recreational knowledge to their existing degrees. In this way, the department feels that the minor actively serves the needs of students in several other departments.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 300 words or less]
The department does not track minor alumni, and RPTA alumni are not questioned on the minor program.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

[Please limit your response to 300 words or less]
The NRPA accreditation standards are not specific for minor programs, however, the minor program in RPTA is based on the major areas from our accreditation guidelines. In this way it does not exceed the outcomes of our accrediting body and the size of our minor program is consistent with other recreation minors in the CSU.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]
The RPTA minor has been an important tool in exposing students to the RPTA major. If a student should decide to become an RPTA major, all courses in the minor transfer to major courses, making the transition efficient for the student.

It should be noted that because of the strict requirements of the Recreation Therapy Concentration, minor students cannot follow that set of courses and sit for the certification
exam. Therefore the minor has been designed to work with the Recreation and Park Management Concentration.

Appendix

Complete RPTA Course Listing

(http://www.csus.edu/indiv/s/shawg/extra/IPP_Appendix.htm)