

RPTA 2012-2013 ANNUAL ASSESSMENT REPORT

Introduction:

To ensure that our curriculum is current and supportive of our strategic plan for growth, the department uses three assessment strategies. These include: an Exit Exam administered on an annual basis, Portfolio assignment that includes external reviews by professionals in the field; and an assessment with internship agency site supervisors.

The department currently has four programs:

- Bachelor of Science in Recreation Administration (Recreation and Park Management Concentration)
- Bachelor of Science in Recreation Administration (Recreation Therapy Concentration)
- Master of Science in Recreation Administration
- Minor in Recreation Administration

Bachelor of Science: The undergraduate programs are accredited by the Council on Accreditation of Parks, Recreation and Tourism (COAPRT) standards of the National Recreation and Parks Association (NRPA).

In addition to COAPRT, the Recreation Therapy program also meets the standards of the National Council for Therapeutic Recreation Certification (NCTRC). Students graduating in the Recreation Therapy Concentration are eligible to sit for both national and state certification exams. According to the American Therapeutic Recreation Association (ATRA), approximately 75% of Recreation Therapy graduates find jobs in clinical settings as opposed to recreation settings.

Graduates of the Recreation and Park Management Concentration typically find jobs in one of three broad areas:

- Commercial Recreation, Tourism and Hospitality Management (hotels, resorts, event planning, theme parks, conference planning, tourism)
- Community Recreation Management (municipal park districts, non-profit recreation agencies, campus recreation, military recreation)
- Park and Recreation Resource Management (National Parks, National Forests, Army Corps of Engineers, Bureau of Land Management, State Parks)

Master of Science: Master's students are typically working professionals looking for promotions in non-profit recreation, government recreation or Recreation Therapy agencies. A smaller percentage of graduate students are interested in commercial recreation, which is the opposite of the undergraduate program. The department has recently developed graduate learning outcomes and a comprehensive examination option for graduate students.

Minor: RPTA minors are 100% focused on courses related to the Recreation and Park Management Concentration (usually hospitality). This is because Recreation Therapy requires a degree in Recreation Administration in order to sit for the certification examination. Minors in Recreation Therapy are not accepted.

Assessment Questions:

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes? How did you implement those changes?

According to the review of our last department assessment, the department is currently meeting the requirements for assessment of the Bachelor of Science programs. Specifically the report stated, "For the BS programs, the learning outcomes clearly state what student knowledge is necessary to demonstrate learning. The exit exam allows the department to assess student learning of the specified learning outcomes in this document as well as learning outcomes that are assessed for accreditation purposes. The portfolio evaluation also allows an assessment of written proficiency, oral proficiency and group dynamics and leadership." The report, however, noted that the rubrics for portfolio evaluation were not included. These have been attached as **Appendix A** to this document for review.

The Master of Science was shown to be lacking in specific learning outcomes and was listed as being in the "initial" stage of development. The department does have objectives for the MS program and those are attached as **Appendix B** for review. These learning outcomes have been developed to follow the general thematic outcomes of the BS programs, which are nationally accredited (although the MS program is not part of the accreditation).

The RPTA Minor program currently has informal learning outcomes. These have been used to structure the minor into three stages of (1) a foundation course, (2) core courses, and (3) supportive courses. The department feels strongly that because these courses are contained within the accredited BS program structure, that the minor is effective with students.

b. How do you know if these changes have achieved the desired results?

As mentioned in the introduction, the department uses three different assessment tools. These include: an Exit Exam administered on an annual basis, Portfolio assignment that includes external reviews by professionals in the field; and an assessment with internship agency site supervisors.

The portfolio comments were generally positive from the Advisory Committee members, and adhered more to formatting rather than actual content. The content proved to be very satisfactory to Advisory Committee reviewers.

Internship supervisors were very complimentary to student success at internship sites for both Recreation and Park Management students and Recreation Therapy students. The supervisor survey is attached as **Appendix C**.

c. If no, why not?

N/A

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes? How did you implement those changes?

The BS programs in Recreation Administration both scored well in the IPP process and for RPTA, the primary goal was to maintain the current high standards related to instruction, advising, assessment, etc. However, even with the performance of the department, we have implemented some changes during the last year that have hopefully improved the programs in several areas. The BS in Recreation Administration (Recreation and Park Management Concentration and Recreation Therapy Concentration) removed the foreign language requirement from the major,

which is planned to help students move towards graduation more quickly. Additionally, as mentioned in the IPP, the department has removed a two-unit core requirement course (RPTA 109) in computer applications for all majors. This course was removed based on our assessment that students gained these skills either before they entered the program or due to assignments in other courses.

The department had a successful faculty search for Recreation Therapy. One of the weaknesses identified in the IPP process was the lack of a full-time, tenure track faculty to coordinate Recreation Therapy. This concentration lost its lead faculty at the end of the 2009 year, and has since used uncertified faculty to advise, and part time certified faculty to teach and supervise interns. The addition of a new Recreation Therapy faculty will greatly enhance Recreation Therapy's ability to handle the increase in students coming from impacted programs such as Nursing and Health Science, which have similar prerequisite courses. Having this new faculty brings the program into compliance once again with the NCTRC certification requirements for Recreation Therapists. The department is very excited about this new hire and expects multiple benefits for Recreation Therapy.

These benefits are expected to overlap into other departments as well. As mentioned, Recreation Therapy is becoming an area that picks up students that are required to declare a major having not been able to obtain admission into Nursing or Health Science. This is a natural fit for many students as the clinical job locations for Recreation Therapists appeal to prospective majors from other health fields.

b. How do you know if these changes have achieved the desired results?

The changes for the department will be determined by growth in the Recreation Therapy Concentration and speed to graduation for both undergraduate concentrations.

c. If no, why not?

N/A

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

The undergraduate program's learning outcomes are based on the NRPA accreditation standards. These standards influence the exit examination questions, which are used to measure the outcomes. For the past academic year, the standard for review was accreditation standard **8.04 Understanding of the interrelationship between leisure behavior and the natural environment.**

Results of the exit exam for this past year:

Fall 2012	24 students scored 80% or higher 6 students scored between 70 and 79% 1 student scored between 60 and 69%
Spring 2013	31 students scored 80% or higher 9 students scored between 70 and 79% 1 student scored between 60 and 69%

The department is pleased with the results of the exit exam in light of the fact that only one student in each term scored below "average" for the test.

Because the graduate program has only recently developed learning outcomes, the assessment has been less systematic. For these reason, the department is using the newly developed comprehensive examination as a tool for measuring graduate program outcomes. It is believed that a

significant number of students will take this option, making it a useful tool. The first of the graduate learning outcomes is: **Graduates will have an in-depth understanding of the significance of recreation, sport and tourism in addressing contemporary societal issues.**

The first question of the comprehensive examination (Question 1) covers this content based on the foundational course, RPTA 200, and independent work with a student's faculty advisor, which may include the development of a review of literature before taking the comprehensive examination. While the department is still working on a more effective assessment of graduate program learning outcomes, from the past academic year, the results of the assessment were:

Total number of students taking comprehensive examination: 4

Number of students passing Question 1 on first attempt: 3

Number of students passing Question 1 on second attempt: 1

While one student was required to perform a rewrite of question 1 to successfully pass, it is in the department's comprehensive examination policy that students may have one attempt to rewrite a question, and therefore this student was within the parameters outlined by the department. (Question 1 of the comprehensive examination is included in **Appendix D.**)

4. What method(s)/measure(s) have you used to collect the data?

The department uses three assessment tools for the undergraduate program and one for the graduate program.

Exit Exam: The undergraduate program collects data each semester with the administration of an exit exam performed during RPTA 101, which is the Senior Portfolio course. The department began administering the exit exam at the end of the spring 2008 semester, with the goal of assessing 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 and pertain directly to assessing learning outcomes in core courses. Please see Question 3 of this report for the results of the exit exam for the past year and the accreditation standard that was reviewed.

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. The department began the portfolio process during the 2008-2009 academic year, and students must complete the portfolio to get credit for the RPTA 101 class. The portfolio process is used to measure general student learning outcomes in the three competency areas of oral skills, written skills and group work. Students must demonstrate, through their course work, the extent to which they can **write** a formal paper, give an **oral** presentation using PowerPoint (or similar technology), or **work as a team** member to successfully complete a group project.

In addition to the three competencies, the portfolio requires students 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.

The competency areas and other aspects of the portfolio were developed as a result of working with our Advisory Committee, and members of the committee review student portfolios each year. (Please see **Appendix A** for the assessment rubrics for the portfolio.)

Internship Supervisor Assessment Tool: A 10-15 unit culminating internship is required for students in the 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, we have developed a survey for Internship Agency Supervisors that is administered during the summer. This survey is included in **Appendix C** of this report. Appendix C also includes the summary of internship agency supervisors for the past academic year.

For the graduate program, please see Question 3 and Appendix D of this report for the assessment tool explanation and results.

5. What are the criteria and/or standards of performance for the program learning outcomes?

Please see Appendices A-D for the criteria and surveys used for program(s) assessments.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

Please see Question 3 of this report for the results of the exit exam for the undergraduate programs. Please see Appendix D for the results of the internship supervisor assessment of the undergraduate programs.

Please see Question 3 of this report for the results of the comprehensive examination question for the graduate program.

a. In what areas are students doing well and achieving the expectations?

In addition to the department measures, there are outside measures of student performance. The Recreation Therapy Concentration also uses the results of the certification examination (CTRS) as part of the annual assessment. Faculty review the pass rates for the national RT Certification exam, administered by NCTRC, and adjust curriculum accordingly. It should be noted that the most recent examination year cycle has not been returned to us for analysis and that this report contains RT information for the past year. To review, last year's results, the area where our students scored the lowest was "Advancement of the Profession." With only 52% of the students having performance at or above the minimum acceptable competency level. To improve our results in this area, an additional assignment was added to RPTA 116 this fall which covered professional issues and NCTRC standards.

Overall, our students performed well. For the last review cycle, 87% of RT students took the examination within nine months of completing their internship, and 100% of those students passed the examination.

Recreation and Park Management Concentration students also have an outside certification exam, however, it is not required to obtain a job in the profession. The Certified Park and Recreation Professional (CPRP) examination is conducted through the NRPA and while it is gaining in popularity, it is not something the department has yet tracked since our students that tend to take the exam do so some years after completing their bachelor's degrees. If more students move to taking this certification examination immediately after graduation, it may be another tool the department can use when measuring the success of the program.

b. In what areas do students need improvement?

Our students continue to be weakest in the area of preparing budgets. This was identified in past assessment years, and the department developed a course, RPTA 160, to focus on legal and budget issues in recreation. The timing of the development of this course was unfortunate in that there was a push at the state and university level to reduce the size of majors. The department made the course a core requirement for all Recreation and Park Management students by eliminating three units of supportive coursework. In Recreation Therapy, however, this was not possible due to an NCTRC requirement of the same year that increased the internship from 480 to 560 hours and required the addition of a course in documentation (RPTA 115). These changes added five units to Recreation Therapy and the department chose not to require Recreation Therapy students to take RPTA 160, which includes budgeting. The department, however, feels that the changes to both programs will improve student success in the future.

The graduate program added a comprehensive examination option in 2011, with the first full year occurring in 2012-2013. It is hoped that this option will not only help ensure that more graduate students finish, but it will also help with department assessment by presenting a section that contains uniform questions for all students taking the exam.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

Currently, the undergraduate program is preparing for national accreditation in the 2013-2014 academic year. Because of this, we will not make any programmatic changes that haven't already been approved. As mentioned, however, last year we did make changes to the program that reduced the number of units required by all students, and those changes begin in fall 2013.

a. If so, what changes do you anticipate? How do you plan to implement those changes?

N/A

b. How do you know if these changes will achieve the desired results?

N/A

8. Which program learning outcome(s) do you plan to assess next year? How?

Given that this type of feedback was not offered for past department assessments, this report does seem lacking in a few areas. However, the department expects to have a much more solid assessment for next year.

Bachelor of Science: The department will look at the budget-related outcome to see if the new course (RPTA 160) is having the desired effect with Recreation and Park Management students. The longer the course has been a required core class should more positively affect the results.

The exit examination will be used to measure this outcome. The questions specifically are:

8.21 Understanding of the principles and procedures of budgeting and financial management

- 47. Which statement best summarizes the term “budget?”
 - A prepared plan for financing the work of an organization for a given period of time
 - The actual cost of running a program or facility
 - The anticipated revenues document based on operation costs

- 48. If an expense cost does not change, then:
 - It is a fixed cost
 - It is a changing cost
 - It is not a cost

- 49. Which of the following best describes the term “revenue?”
 - Earnings from fees, charges, sales, and donations
 - Object classification of main expenditures
 - The fiscal resources that control all expenditures

Master of Science: For the Master of Science, the department will use the comprehensive examination to measure the outcome related to research methodology. The specific outcome is:

Graduates will understand and have the ability to apply basic principles of research and data analysis related to recreation, parks and tourism organizations.

Please see **Appendix E** of this report to review the comprehensive examination question (Question 3) that relates to the research methods learning outcome.

Appendix A: Portfolio Rubrics for Group Dynamics, Writing and Oral Presenting

California State University, Sacramento
College of Health and Human Services
Department of Recreation, Parks and Tourism Administration

Student Name:
Evaluator's Name:
Assignment:
Date:
Type of Assessment (Circle One):
Instructor Group Member (Peer)

Grading Grid for Group Assignments (Instructor or Peer Assessment)

CATEGORY	N/C	POOR	FAIR/AVERAGE	GOOD	EXCELLENT	POINTS	COMMENTS
Overall Content	Content appeared unprepared; content severely lacking; no attempt made. 0-14	Content generally not relevant to topic; had very little substance; little organization. 15-17	Content minimal in regards to topic; barely addressed all areas. 18-19	Content generally relevant to topic; adequate substance and organization, but lacked of some minor details. 20-22	Totally relevant to topic, highly substantive; knowledgeable and well organized. 23-25	25	
Group Dynamics: Participation in Process (Development of Ideas/Deciding Issues)	No participation of group members. 0-14	Only a few students involved in group activities; no group organization; frequent conflicts. 15-17	All group members participated, but group goals not made or followed. 18-19	All group members participated; goals adequately clear; group dynamics friendly, but not creative. 20-22	All groups members participated; group goals clear; group came up with creative solutions; many ideas explored. 23-25	25	
Group Dynamics: Effective Use of Time	No organization of group time. 0-14	Much time spent without purpose. 15-17	Got off task frequently but had meaningful group interaction. 18-19	Group focus was adequate to complete work. 20-22	No wasted effort; stayed on target. 23-25	25	
Group Dynamics: Presentation of Materials (Oral or Written)	All completed work was done by one student; work may be incomplete; no attempt was made. 0-14	Majority of work was done by one or a few students; work may be incomplete. 15-17	All students had input, but overall group organization of materials was lacking. 18-19	All students had input and overall group organization was adequate. 20-22	All students had input and group organization showed outstanding effort. 23-25	25	
TOTAL						100	

Note: In the **comments** section, please indicate any necessary factors to support your grading decision. If individual group members did not participate in any of the areas, list names in the comments section.

Please give suggestions for improvement:

Give any particular strengths of this group:

Student Name:
 Evaluator's Name:
 Assignment:
 Date:

Grading Grid for Written Portfolio Assignments

Type of Assessment (Circle One):
 Instructor Peer Self

CATEGORY	Not Satisfactory	POOR	FAIR/AVERAGE	GOOD	EXCELLENT	POINTS	COMMENTS
Overall Content and Organization. Meeting requirements of the assignment.	Student appears unprepared; little or no content; no attempt is made. 0	Content is generally not relevant to topic; very little substance; little organization. 1*14	Overall content is minimal in regards to topic; little substance; weak organization. 15-22	Content generally relevant to topic; more than adequate substance and organization; lack of some minor details. 23-26	Content highly relevant to topic; highly substantive; knowledgeable and well-organized. 27-30		
Introduction and Thesis Statement	Unfocused discussion. No thesis or No attempt was made. 0	Introduction is very confusing and difficult to comprehend. Confusing thesis. 1*9	Introduction and/or thesis is comprehensible but not well focused and not clearly articulated. 10*14	Introduction and/or thesis clearly stated and well articulated, but has some weak areas. 15-17	Introduction and/or thesis very clear, articulate, well-focused, and well-organized. 18-20		
Support Information, Documentation or Illustration	No attempt was made. 0	Little or no relevant supporting info is provided. Poor use of in-text citing. Poor reference listing. 1*4	Minimal supporting information is provided. Some errors in citing and reference listing. 5*7	Overall, good supporting information is provided, with only very minor errors in the use of in-text citing and reference listing. 8*9	Very complete, well-organized and convincing supporting information. Use of in-text citing and reference listing correct. 10		
Summary or Conclusion	No attempt was made. 0	Conclusion is not stated in a logical, comprehensive manner. 1*7	Conclusion is minimally comprehensible; not well connected to body of paper. 8*11	Conclusion is logical and well connected to paper, but has some weak areas. 12*14	Logical, well-stated and highly convincing conclusions. 15*		
Rhetoric: Word Usage and Style	Very poor word usage; no attempt was made to proofread and edit. Looks like a first draft. 0	High frequency of problems in word usage and style makes paper difficult to understand. 1*4	Problems in word usage and style interfere with reader comprehension. 5*7	Word usage and style are generally adequate, with some minor problems. 8*9	Word usage and style are consistently appropriate and articulate. 10		
Mechanics: (grammar, punctuation, spelling, etc.)	Extremely poor usage; no attempt was made to proofread and edit. 0	Frequent problems in mechanics make reading comprehension very difficult. 1*7	Problems in mechanics distract the reader and interfere with reading comprehension. 8*11	Occasional problems in mechanics, but no interference with comprehension. 12*14	No problems in mechanics. 15*		
TOTAL						0	

Note: In the **Comments** section, please indicate any necessary factors to support your grading decision. This form may be used by an instructor or by a peer in evaluating a particular student. In addition, a student may use this form for self evaluation. Please give any suggestions for improvement.

Student Name:
 Evaluator's Name:
 Assignment:
 Date:
 Type of Assessment (Circle One):
 Instructor Peer Self

Grading Grid for Oral Presentations

CATEGORY	N/C	POOR	FAIR/AVERAGE	GOOD	EXCELLENT	POINTS	COMMENTS
Overall Content and Organization	Student appears unprepared; content is severely lacking; no attempt is made. 0-29	Content is generally not relevant to topic; very little substance; little organization. 30-34	Overall content is minimal in regards to topic; little substance; weak organization. 35-39	Content generally relevant to topic; adequate substance and organization; lack of some minor details. 40-44	Totally relevant to topic, highly substantive; knowledgeable and well organized. 45-50		
Overall Appearance, Body Language and Presentation	Dressed inappropriately; presentation is very poor; no attempt made. 0-14	Dressed inappropriately; does not engage audience; no eye contact; presentation may appear unrehearsed. 15-17	Dress is minimal in regards to standards; weak presentation skills. 18-19	Appropriately dressed; adequate eye contact; presentation is adequate. 20-22	Appropriately dressed; engages audience; expressive; eye contact; confident demeanor; presentation flows naturally. 23-25		
Speech Mechanics and Style	No attempt is made. 0-14	Frequent problems in grammar and communication that make comprehension difficult. 15-17	Problems with communicating or grammar that distract listener; word choice limited. 18-19	Adequate use of grammar and language; minor mistakes but with no interference to comprehension. 20-22	Correct use of grammar; colorful language. 23-25		
TOTAL						0	

Note: In the **comments** section, please indicate any necessary factors to support your grading decision. This form may be used by an instructor or by a peer in evaluating a particular student. In addition, a student may use this form for self evaluation after an oral assignment.

Please give any suggestions for improvement:

Give any particular strengths of this speaker:

Appendix B: Graduate Learning Outcomes



Office of Graduate Studies

Due by May 30, 2013

RPTA

Department/Program Name

GRADUATE LEARNING GOALS/OBJECTIVES Submission Form

Goal/Objective	Outcome (Assessment Components)
<p>Graduates will develop an in-depth understanding of the conceptual foundations of recreation, parks and tourism administration (selected theories, methods, and principles that govern recreation, parks and tourism organizations).</p> <p>Graduates will have an in-depth understanding of the significance of recreation, sport and tourism in addressing contemporary societal issues.</p>	<p>Direct measure: Analysis of examinations and term papers completed as part of course assignment of RPTA 200: Foundations of Leisure: Concepts and Applications</p>
<p>Graduates will have an in-depth understanding of the major trends and issues in the field.</p>	<p>Direct measure: Review of Critical Analysis Papers completed as part of course assignment of RPTA 202: Policies, Issues and Problems in Recreation, Parks and Tourism</p>
<p>Graduates will have a solid foundation in the principles and procedures of management (marketing, human resources, finance and budgeting) for recreation, parks and tourism organizations.</p>	<p>Direct measure: Analysis of Management Plan, Marketing Plan, exams and terms papers completed as part of course assignment of RPTA 203: Advanced Administration in Recreation, Parks and Tourism</p>
<p>Graduates will understand and have the ability to apply basic principles of research and data analysis related to recreation, parks and tourism organizations.</p>	<p>Direct measure: Analysis of research proposal and presentation completed for RPTA 204: Advanced Research Methods in Recreation, Parks and Tourism</p>
<p>Students will be able to demonstrate knowledge of core subjects: Foundations of the profession; Administration of RPTA programs; Trends and Issues in the field generally and as such issues related to their individual areas of research; Research and Evaluation methods and analysis of such methods in the field.</p> <p>Students will be able to demonstrate knowledge of a "subject area" of interest related to their culminating experience (e.g., youth, Therapeutic Recreation, Outdoor Recreation, etc.)</p>	<p>Successful completion (with a grade of "B" or higher) of core classes: RPTA 200, 202, 203 and 204.</p> <p>Successful completion (with a grade of "B" or higher) of RPTA 206, 207, 209, 295, 299 and/or other upper division undergraduate courses or non-RPTA graduate or upper-division courses</p> <p>Graduates will complete a Culminating experience: Thesis, Project or Comprehensive Exam</p>

Appendix C: Internship Supervisor Assessment Questions and Summarized Results

2012-2013 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).
 - 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," and thought that "more discussions of problem solving in program situations would be valuable."
 - Other 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."
 - Other 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: "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.”

Appendix D: Comprehensive Examination Section I, Question 1

Section I, History/Philosophy Question:

This question has two parts (one question on history and one on leisure theory). Please ensure that your response is double-spaced, cited correctly using APA and that it includes a reference page.

Part I: RPTA 200 focused on examining the meaning of leisure and the history of leisure since the Ancient Greeks up through contemporary history. At the same time, we also discussed the origins and meaning of “work” as an activity that contributed to the economic marketplace beginning in the middle ages and how the notion of work has changed historically.

For this question, please discuss the history of leisure and identify the specific ways in which leisure has changed over time. In your answer, also please discuss how our understanding of work has changed in the United States beginning with the middle ages (the Reformation and the development of the Protestant work ethic).

Part II: In terms of contemporary issues of leisure, we discussed various theories that influenced how we think about leisure. Please identify and discuss the theories of at least three sociologists that we studied (e.g., Brightbill, Dumazedier, DeGrazia, Willensky, Parker, etc.), the psychologist that we studied (e.g., Neulinger), and at least three social psychologists (e.g., Kleiber & Mannell, Isa-Ahola, Csikszentmihaly, Driver, etc.) to compare and contrast the different theoretical strands that have been used to explain the phenomenon of leisure throughout the 20th century. You may also draw from other theorists that may be of interest to you (e.g., Betsy Wearing, Sheila Scraton, Sue Shaw who focused on issues of leisure and resistance and leisure and gender). In your response, be sure to explain what a theory is, discuss the theories espoused by these scholars and “why” these theories are important as the basis of leisure research and practice.

Appendix E: Comprehensive Examination Section I, Question 3

Section I, Research Methods Question:

For the research question, you are required to answer only one of the two questions below. Your answer must completely address one question or the other.

1. How does an understanding of research methodology contribute to good practice in the field of Recreation, Parks and Tourism? As a practitioner, what specific research content areas should you understand in order to be an informed user of research? (e.g. paradigmatic, theoretical and methodological concepts and knowledge). Explain these content areas and provide examples of how they would be applicable to your professional practice.

OR

2. (a) Explain, in detail, the differences between qualitative and quantitative research. Use real world examples, related to your area of interest, to highlight these differences.

(b) Find a current peer reviewed research article (relevant to your interest area) that uses a mixed method approach. Critically evaluate the appropriateness of methodology used related to the type of research questions asked [Hint: Your understanding of part (a) should help you to be a critical reader]. Attach the article to the examination paper.