2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report;* Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline)*.

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC "Rubric for Assessing the Quality of Academic Program Learning Outcomes"; 2) WASC "Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes"; 3) WASC "Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes"; and 4) WASC "Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews".

Part 1: Background Information

B1. Program name: [_BS in Recreation Administration – Recreation and Park Management Concentration_]

B2. Report author(s): [Greg Shaw]

B3. Fall 2012 enrollment: [_189_]
*Us*e the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html).

B4. Program type: [SELECT ONLY ONE]

x	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) [*]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
x	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were **assessed in 2013-2014 but not included above:** a. b. c.

[*] One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:
During the 2013-2014 academic year, the Recreation and Park Management program had a very successful external visit and renewed its national accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). In the year prior to the visit, the department completed a detailed strategic plan, and from that plan, learning outcomes were developed for the undergraduate programs. These learning outcomes are directly related to our accreditation requirements, although as part of the accreditation self-study, we showed how each of the university's Baccalaureate Learning Goals are achieved through the accreditation standards (Appendix A).

In addition to the accreditation standards, the department also assessed student performance with a portfolio (written communication, oral proficiency, and group-dynamics proficiency), an Exit Exam, an Internship Site Supervisor Survey, and an Alumni Survey. In this way the department uses several direct and some indirect measures of student performance.

For the purposes of this year's assessment, in light of the fact that the department had prepared the accreditation documents, it made most sense to focus on **No. 18: Overall competencies in the major/discipline**. However, by reading the COAPRT Learning Outcomes, it's clear that several of the potential PLOs are addressed.

Based on COAPRT, the PLOs are framed around the "7.0 Series" standards. These are:

- 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge:
  a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries
  b) techniques and processes used by professionals and workers in these industries
  c) the foundation of the profession in history, science and philosophy
- 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement and evaluate services that facilitate targeted human experiences and cultural dimensions of diversity.
- 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
- 7.04 Students graduating from the Program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy and stimulate innovation.
- *This table includes:*
  a) 7.04.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.
  b) 7.04:02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.
  c) 7.04.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this learning Outcome.
  d) 7.04.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.

Q1.2. Are your PLOs closely aligned with the mission of the university?

x	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

x	1. Yes
	2. No **(If no, go to Q1.4)**
	3. Don't know **(Go to Q1.4)**

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

x	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP)* to develop your PLO(s)?

	1. Yes
	2. No, but I know what DQP is.
x	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:
http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
http://www.learningoutcomeassessment.org/DQPNew.html.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed **in 2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

x	1. Yes, we have developed standards/expectations for **ALL** PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for **SOME** PLOs assessed in 2013-14.
	3. No (**If no, go to Q2.2**)
	4. Don't know (**Go to Q2.2**)
	5. Not Applicable (**Go to Q2.2**)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

- *Please see attached 7.0 Series spreadsheet (Appendix B) for expectations, results and suggested improvements. (Direct Measure)*
- *Please see the Exit Exam results (Appendix C). (Direct Measure)*
- *Please see the Internship Supervisor Survey results (Appendix D). (Indirect Measure)*

Q2.2. Have you published the **PLO(s)/expectations/rubric(s) you assessed in 2013-2014**?

x	1. Yes
	2. No (**If no, go to Q3.1**)

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

	1. In **SOME course syllabi/assignments** in the program that claim to introduce/develop/master the PLO(s)
x	2. In **ALL course syllabi/assignments** in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
x	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

x	1. Yes
	2. No (**If no, go to Part 3: Additional Information**)
	3. Don't know (**Go to Part 3**)
	4. Not Applicable (**Go to Part 3**)

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

x	1. Yes
	2. No (**If no, go to Part 3: Additional Information**)
	3. Don't know (**Go to Part 3**)
	4. Not Applicable (**Go to Part 3**)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

- *Please see attached 7.0 Series spreadsheet (Appendix B) for expectations, results and suggested improvements. (Direct Measure)*
- *Please see the Exit Exam results. (Appendix C). (Direct Measure)*
- *Please see the Internship Supervisor Survey results (Appendix D). (Indirect Measure)*

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [_18. Overall competencies in the major/discipline _]

x	1. Exceed expectation/standard
x	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [__1__]
The program completed its national accreditation, which covers all of our PLOs. However, for this report we are evaluating one. The entire results of our national accreditation self-study area available by request.

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures
Q4.3. Were direct measures used to assess this PLO?

x	1. Yes
	2. No **(If no, go to Q4.4)**
	3. Don't know **(Go to Q4.4)**

Q4.3.1. Which of the following DIRECT measures were used? **[Check all that apply]**

	1. Capstone projects (including theses, senior theses), courses, or experiences

x	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
x	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. [WORD LIMIT: 300 WORDS]

- *Please see attached 7.0 Series spreadsheet (Appendix B) for expectations, results and suggested improvements.*
- *Please see the Exit Exam results. (Appendix C).*

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s**)] aligned directly with the rubric/criterion**?**

x	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

x	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
x	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
x	5. Use other means. Specify: Exam Questions

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
x	3. A rubric that is totally developed by local faculty
x	4. Use other means. Specify: Exam Questions

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

x	1. Yes
	2. No

	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

x	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
x	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

x	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

Because this self-study was done for accreditation purposes, every student assignment that was used to measure a 7.0 Series standard was measured by the faculty teaching each course. For the Exit Exam, the results were reviewed by the faculty teaching the senior seminar course.

Indirect Measures
Q4.4. Were indirect measures used to assess the PLO?

x	1. Yes
	2. No **(If no, go to Q4.5)**

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
x	7. Others, specify: Internship supervisor surveys

Q4.4.2. If surveys were used, were the sample sizes adequate?

x	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

The survey was sent to all internship supervisors over the last five years since our last accreditation visit. The response rate varied between 50% and 85% per year.

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
x	2. No **(If no, go to Q4.6)**

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
x	2. No **(Go to Q4.7)**
	3. Don't know **(Go to Q4.7)**

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

Please see the appendices for the courses used for each of the 7.0 Series outcomes.

In general, the department's core courses and concentration core courses are designed to meet accreditation standards by containing learning outcomes. The system is complex and some courses introduce an outcome, while mastery of that outcome may be present in a later course.

- The department's common core used in data collection is:
  - RPTA 30. Recreation, Parks and Tourism in Contemporary Society
  - RPTA 32. Leadership and Group Development
  - RPTA 42. Recreational Use of Natural Resources
  - RPTA 101. Senior Seminar
  - RPTA 105. Management in Recreation, Parks and Tourism
  - RPTA 106. Introduction to Inclusive Recreation and Recreation Therapy
  - RPTA 110. Research and Evaluation in Recreation, Parks and Tourism
  - RPTA 136. Program and Event Planning in Recreation, Parks and Tourism
- The Recreation and Park Management Concentration core adds:
  - RPTA 160. Legal and Budget Topics in RPTA
  - RPTA 166. Administration in Recreation, Parks and Tourism
  - RPTA 183. Marketing Recreation Services
  - RPTA 195B, C or E. Internship: Recreation and Park Management

Because the department was focused this year on our national accreditation, the data is reliable and has been collected for several years since our last visit. This Annual Assessment does not include all of the data the department collected or all of the results. However, the department is glad to share that information with the assessment committee.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__3*___]

The "3" would be the 7.0 Series spreadsheet of courses, the Exit Exam and the Internship Supervisor Survey.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

x	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
x	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses		x			
2. Modifying curriculum		x			
3. Improving advising and mentoring			x		
4. Revising learning outcomes/goals		x			
5. Revising rubrics and/or expectations			x		
6. Developing/updating assessment plan			x		
7. Annual assessment reports			x		
8. Program review			x		
9. Prospective student and family information	x				
10. Alumni communication	x				
11. WASC accreditation (regional accreditation)		x			
12. Program accreditation	x				
13. External accountability reporting requirement	x				
14. Trustee/Governing Board deliberations				x	
15. Strategic planning			x		
16. Institutional benchmarking					x
17. Academic policy development or modification			x		
18. Institutional Improvement					x
19. Resource allocation and budgeting					x
20. New faculty hiring	x				
21. Professional development for faculty and staff			x		

22. Other Specify:

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

The department realizes that we have too many assessment points to meet too many different reviews. This, in fact, was candidly the leading criticism of the accrediting team, finding that while we had evidence of all data collected, it seemed that we were spending too much time with different assessment tools.

In preparing for WASC and our next accreditation visit, the department is reviewing our student portfolio to include rubrics that will serve for accreditation, WASC, Annual Assessment and BALG. This will greatly streamline the enormous amount of work it takes to collect and review all of the data. While the standard portfolio rubrics have been helpful, there is an opportunity here to make sure the rubrics are more in line with the VALUE rubric concepts.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

x	1. Yes
	2. No **(If no, go to Q5.3)**
	3. Don't know **(Go to Q5.3)**

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

Our national accreditation has recently undergone a complete overhaul, allowing programs to define their learning outcomes based on their program's specific strengths. Additionally, the national accreditation will now allow students to meet required objectives in different courses. This means students in different concentrations wouldn't have to take an expanded set of core courses simply to meet accreditation standards. We are in the discussions of realigning our concentrations so that students can focus more directly on their professional interests within the major. This will streamline our national accreditation and should also affect our annual assessment report.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
x	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
x	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)

	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to **assess but not included above:** a. b. c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

x	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **developed** a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
x	8. 2013-2014
	9. Have not yet **updated** the assessment plan

A3. Have you developed a curriculum map for this program?

x	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

x	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

	1. Yes
x	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [_____]

A6. Does the program have **ANY** capstone project?

	1. Yes
x	2. No
	3. Don't know

A7. Name of the academic unit: Recreation and Park Management

A8. Department in which the academic unit is located: Recreation, Parks and Tourism Administration

A9. Department Chair's Name: [_Greg Shaw_____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [__3__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
x	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):
A12. Number of undergraduate degree programs the academic unit has: [___2 ___]
A12.1. List all the name(s): [_Recreation and Park Management, Recreation Therapy_____]
A12.2. How many concentrations appear on the diploma for this undergraduate program? [___2 ___]

Master Degree Program(s):
A13. Number of Master's degree programs the academic unit has: [__ **1**___]
A13.1. List all the name(s): [____Recreation Administration_____]
A13.2. How many concentrations appear on the diploma for this master program? [___0___]

Credential Program(s):
A14. Number of credential degree programs the academic unit has: [___0___]
A14.1. List all the names: [_____N/A_____]

Doctorate Program(s)
A15. Number of doctorate degree programs the academic unit has: [____**0**_____]
A15.1. List the name(s): [____N/A_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
x	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____
16.2. If yes, please specify the name of each diploma concentration: _____

Sac State Baccalaureate Learning Outcomes (Implemented in 2009)	RPTA Overarching Learning Outcomes (tied to NRPA Accreditation 7.0 series)	RPTA Overarching Learning Outcomes tied to Baccalaureate Learning Outcomes
Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major. **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring. **Intellectual and Practical Skills, Including:** inquiry and analysis, critical, philosophical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.	RPTA has based its department assessment outcomes on the national accreditation standards, and the department's outcomes are also designed to meet the university's Baccalaureate Learning Goals. The department identified four learning outcomes to connect with the Baccalaureate Learning Goals and these outcomes were also used in the Department's SCIPP document. The four outcomes include: **1. Students will have an understanding of and ability to apply personnel administration/management techniques, including job analysis, recruitment, selection, training, motivation, career development and evaluation of staff and volunteers.** The recreation, parks and tourism industry is a wide, loosely associated set of industries and fields that provide experiential products to the public. These agencies can be managed using a variety of different techniques, that can be grouped into those that fall under government administration (National Parks, National Forests, Army Corps of Engineers lands, Bureau of Land Management, State Parks, etc.), non-profit administration (Girl Scouts, Boys Clubs, YMCAs, etc.), and for-profit or private administration (resorts, hotels, cruise lines, etc.). However, many students find themselves in situations where administration (and the associated funding/budgeting, marketing and legal issues) and not so clearly divided. A ski resort, for example, may operate as a private business, but use National Forest lands. For this reason, students must be prepared to understand administration basics of several types of agencies. Under our accreditation, this outcome has several sub-objectives. The department's Advisory Committee as well as agency internship supervisors have supported this outcome as being essential to a degree in Recreation Administration. The standards emphasize that students can be effective administrators in a variety	**Competence in the Disciplines:** Addressed by all four department outcomes. It is closely tied with the practical skills associated with administration, evaluation, assessment, programming and the knowledge required for a foundational understanding of the legal issues and legislative processes related to RPTA agencies (7.01, 7.02, 7.03, 7.04). **Knowledge of Human Cultures and the Physical and Natural World:** Addressed most specifically in these courses: RPTA 30, 42, 106. Students take core courses in natural resource management that includes a study of the physical world related to outdoor recreation land management. In addition, human cultures are explored in core courses related to leisure theory and history and dealing with diverse populations and universal access to recreation. Students may further cultures and the natural world with elective courses related to tourism, the ecology of recreation areas, visitor management and diversity. **Intellectual and Practical**

Personal and Social Responsibility, Including: civic knowledge and engagement—local and

global,* intercultural knowledge and competence, ethical reasoning and action, foundations and

skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

**Integrative Learning, Including: synthesis and advanced accomplishment across general and specialized studies.

All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

*Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.

** Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program and/or in the major connecting learning goals with the content and practices of educational programs

of recreational settings. This outcome is measured in several core RPTA courses, including RPTA 30, 32, 42, 105, 106, 109, 166 and 183. This outcome is further developed in elective courses such as 151, 164 and 180.

2. Students are able to demonstrate skills in program strategies and will have the ability to organize and conduct leisure programs and services in a variety of recreation settings.

Programming is a broad term in the recreation fields that has to do with planning the use(s) of recreation space and resources. Programs are typically the manner in which recreation agencies produce revenue, and therefore students must be competent at creating, organizing, promoting, funding, executing and evaluating programs upon completing their education in RPTA. The NRPA accreditation standards have several outcomes based on the set of skills required for programming. Programming is typically the direct responsibility of students during their first jobs and the department focuses many resources on preparing the students to perform well as they enter the field. This outcome is taught in core courses, including RPTA 32, 42, 106 and 136, and is also developed further in elective courses such as RPTA 132, 139 and 149. Department alumni and agency internship supervisors have supported our belief that this outcome should be a core component of our program.

3. Students will have an understanding of principles and procedures for assessment, planning and evaluation of recreation programs and services.

The NRPA accreditation standards and several individual employers of our students have stressed the importance of students being able to conduct practical research for an agency, evaluate the data, and then present the data in both written and oral formats. As funding for recreation becomes more competitive, the ability to show concrete results for programs and products is increasingly important. Competency in this area is a primary focus for the department.

This outcome is addressed in the core courses, RPTA 105, 106, 136 and 110. Students are also taught more specific elements of assessment and evaluation in the elective courses of RPTA 180 and 182.

Skills: This relates to most closely to Baccalaureate outcomes and the RPTA portfolio. The RPTA student portfolio is completed by all RPTA undergraduates. The portfolio uses graded rubrics to measure student learning outcomes in three competency areas: oral skills (public presentations), written skills (formal written paper) and group work (team leadership and group dynamics administration). Students also are exposed to numerous opportunities for creative thinking and problem solving (both individually and in groups), and take core classes in information literacy (RPTA 110) and quantitative literacy (RPTA 160).

Personal and Social Responsibility: This relates to Baccalaureate Outcomes number 4. Students are required to know the legal and legislative foundations for administration (RPTA 105, 160), in addition to issues of inclusion and working with diverse populations and persons with disabilities (RPTA 106). More than one core course in the major requires students to volunteer at community agencies and plan programs for agencies in the community. In addition to the class requirements, all students are required to complete 600 pre-internship hours prior to the 400 hour internship for Recreation and Park Management and 560 for

including GE, departmental majors, the co-curriculum and assessments.	**4. Students will have knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.** This outcome is anchored in the NRPA accreditation standards. Most recreation programs nation-wide have incorporated legal and legislative concerns in several courses and have also developed courses specifically on this topic. In addition to legislative processes which form the foundation for establishing government and many non-profit agencies, students are also required to be familiar with the advocacy process. Recreation, park and tourism agencies are very susceptible to law suits and liability issues as many of our facilities provide experiential products which may encourage risk-taking behaviors. Students must be keenly aware of how to protect the agency and also the public. Beginning in the 2010 catalog, the department added a new legal issues core course, RPTA 160, which had been an elective prior to its inclusion in the core. In addition, students are exposed to legislative processes that affect recreation in RPTA 30, 105, 106 and 166. Students are also exposed to legal foundations in RPTA 30, 105 and 136. Students can also take the elective courses, RPTA 164 and 180, which have further learning outcomes related to this NRPA standard.	Recreation Therapy. **Integrative Learning:** This relates to mostly to the first, second and fourth outcomes. The RPTA internship requirements (RPTA 195) and the advanced administration workshop (RPTA 166) are required by all Recreation and Park Management Students. These courses (as well as capstone elective courses such as 185) require a synthesis and application of numerous skills from previous courses and pre-internship experiences.

Appendix B

7.0 (a) Series Learning Outcomes (Recreation and Park Management)

The 7.0 series standards are based on core courses taken by all students in both concentrations of the undergraduate degree. The common core for both concentrations is 23 units and consists of the following courses:

- **RPTA 01: Orientation to Recreation, Parks and Tourism Administration (1 unit)**
- **RPTA 30: Recreation, Parks and Tourism in Contemporary Society (3 units)**
- **RPTA 32: Leadership and Group Development (3 units)**
- **RPTA 42: Recreational Use of Natural Resources (3 units)**
- **RPTA 101: Senior Seminar (1 unit)**
- **RPTA 105: Management in Recreation, Parks and Tourism (3 units)**
- **RPTA 106: Introduction to Inclusive Recreation and Recreation Therapy (3 units)**
- **RPTA 110: Research and Evaluation in Recreation, Parks and Tourism (3 units)**
- **RPTA 136: Program and Event Planning in Recreation, Parks and Tourism (3 units)**

The Recreation and Park Management (RPM) Concentration has additional requirements that consist of three additional concentration-core courses and fifteen units (five courses) of supportive coursework (electives). The elective courses allow students to choose from the broach categories of (1) Commercial Recreation, Tourism and Hospitality Management, (2) Community Recreation Management, and/or (3) Park and Recreation Resource Management. The three required concentration-core courses for all RPM students are:

- **RPTA 160: Legal and Budget Topics in RPTA (3 units)**
- **RPTA 166: Administration in Recreation, Parks and Tourism (3 units)**
- **RPTA 183: Marketing Recreation Services (3 units)**

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) **the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.**

Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome (IDENTIFY: 7.01 a, and/or 7.01 b, and/or 7.01 c)	Evidence of Learning Opportunity (7.01.01)	Assessment Measure (7.01.02) (Specific assignment)	Performance levels/metrics	Assessment Results linked to learning outcomes (7.01.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*	Evidence of Continuous Program Improvement (7.01.04) (Based on how students performed or didn't perform on an assignment, what if any changes did you make in the course?)	This column for Visitor Use ONLY
Students will complete an advising form to develop a plan for taking RPTA core and elective classes	7.01a	RPTA 01 (1 unit Credit/No Credit Course) Inventory Paper, Reflection assignment, and Major Advising Form	Completion of these three assignments is needed to complete the course (Hyperlink to RPTA 01 syllabus – on s drive under accreditation 2014)	100% of students will complete these assignments	97% of all students completed these assignments	We are looking to create additional learning opportunities that complement students' understanding of the different professional pathways in the major	□Absent □Emerging □Present □Outstanding
The nature and scope of the relevant park, recreation, tourism or	7.01a	RPTA 30	Writing Assignment 3: Interview and Tour of existing RPTA agency	Students will receive a grade of 70% or higher on assignment	92% of the students scored 70%% or higher: 7 students scored 90% or higher, 10 students scored between 80-	After analyzing the results of the assignment, clarification is needed on a couple requirements/limitations	□Absent □Emerging □Present

related professions and their associated industries;					89%, 11 students scored between 70-79%, and 2 students scored between 50-59%.	regarding choosing a valid interview/tour site, and the questions that need to be covered during the interview	□Outstanding
The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;	7.01a	RPTA 30	Guest lecture series on the topics of Public Recreation (local/state/federal), Non-Profits, Commercial Recreation, Recreation Therapy, Unique Groups – Sports, Campus, Corrections, Faith Based, worksite and Military Recreation plus assigned readings from Text – Introduction to Recreation and Leisure (Publisher: Human Kinetics)	Students will score 70% or above on the assigned content areas on the rubric. This will be achieved through embedded test questions (to be written)	19 out of 30 students scored 70% or higher on the final exam. Breakdown is as follows: 90-100% (0), 80-89% (6), 70-79% (13), 60-69% (8), 50-59% (3), 40-49% (0)	After analyzing the results of the exam there were 10 questions that either need editing for better clarification, or more focus is needed during the lectures	□Absent □Emerging □Present □Outstanding
Recognize the social benefits natural places provide for human health and well-being	7.01a	RPTA 42	Recreation Experience paper (hyperlink here)	Students will score 70% or above on the assignment reflection paper	Achieved for all terms since assignment was created (Fall12, Sp13, Fall13)	No change	□Absent □Emerging □Present □Outstanding

Describe how various human and professional values relate to natural resources	7.01a	RPTA 42	Midterm and Final Exams: Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions	Achieved for terms since present exams were designed (Sp13 to present)	Re-instated use of previously used text (Dennis)	□Absent □Emerging □Present □Outstanding
Articulate the difference between managing *recreation opportunities* in contrast to programming *recreation experiences*	7.01a	RPTA 42	Recreation Experience paper (hyperlink here) and Recreation Opportunity paper (hyperlink here)	70% of the students will score 70% or higher on the assignment	Achieved for all terms since assignment was created (Fall12, Sp13, Fall13)	No change	□Absent □Emerging □Present □Outstanding
Describe the role of government agencies in managing natural resources for recreation	7.01a	RPTA 42	Midterm and Final Exams: Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions	Achieved for terms since present exams were designed (Sp13 to present)	Re-instated use of previously used text (Dennis)	□Absent □Emerging □Present □Outstanding
Explain the missions of agencies involved in natural	7.01a	RPTA 42	Midterm and Final Exams: Questions on the exam relate to the spectrum	70% of the students will score 70% or higher on the exam	Achieved for terms since present exams were designed (Sp13 to present)	Re-instated use of previously used text (Dennis)	□Absent □Emerging

resource management			of values for natural resources.	questions			□Present □Outstanding
Demonstrate their understanding of 7.01 standards through participation in an Exit Exam	7.01 (a b c)	RPTA 101 (1 unit Credit/No Credit Course)	Exit Exam ([Hyperlink to the exit exam](#))	80% of students will score 80% or higher on the Exit Exam	Achieved	Fall of 2013 was the first time we had given the Exit Exam incorporating the 7.0 standards. We used the 7.0-7.03 standards generally and we need to review the Exam and be more specific in our application of these standards to the questions.	□Absent □Emerging □Present □Outstanding
Ability to use various leadership techniques to enhance individual, group, and community experiences	7.01a	RPTA 105	Mini-Assignment (Sections A-C)	Students will score 70% or above on the assigned content areas on the rubric	100% of students passed sections A - B with at least 80% success	Assignment is very successful and students are given class time to work on group assignments to create successful results	□Absent □Emerging □Present □Outstanding
Gain exposure to recreation services for individuals with disabilities by experiencing service learning.	7.01a	RPTA 106	Service Learning Project	Students will score 70% or above on the assigned project from the syllabus	97% of students scored 70% or above on the assignment.	No change.	□Absent □Emerging □Present □Outstanding

Techniques and processes used by professionals and workers in these industries: Development of outcome-oriented goals and objectives.	7.01b	RPTA 30	In class reflective assignment on developing goals and objectives	Students will score 70% or above on the assigned content areas	27 out of 32 students participated in the activity and received 70% or better.	Assignment was reviewed in class so that students were aware of the differences between goals and objectives	□Absent □Emerging □Present □Outstanding
Techniques and processes used by professionals and workers in these industries: Understanding of Leisure Delivery Systems/Program Delivery Systems	7.01b	RPTA 30	Powerpoint/Lecture on the topics of Leisure Delivery Systems/Program Delivery Systems	At least 70% of the students will answer the questions correctly on the given exam	19 out of 30 students scored 70% or higher on the final exam. Breakdown is as follows: 90-100% (0), 80-89% (6), 70-79% (13), 60-69% (8), 50-59% (3), 40-49% (0)	After analyzing the results of the exam there were 10 questions that either need editing for better clarification, or more focus is needed during the lectures	□Absent □Emerging □Present □Outstanding
Techniques and processes used by professionals and workers in these industries: Leisure	7.01b	RPTA 30	In class group reflective exercise involving addressing needs and program ideas to fulfill the needs of various age groups	At least 70% of the students will receive 70% or higher in in-class assignment	25 of 32 students participated in the reflective assignment and received a score of 10/10	After completing the assignment, information was presented and discussed in class	□Absent □Emerging □Present □Outstanding

through the Lifespan							
To demonstrate the ability to organize, lead, and debrief an "outcome" based activity and evaluate their own modes of leading and following at they pertain to leadership behavioral styles.	7.01b	RPTA 32	**Team Leadership Activity** - students work in a team of two developing and implementing an "outcome" based activity. ([Hyperlink to Team Leadership Assignment](#))	Teams are assessed using a grading rubric that evaluates their ability to create and leadership an outcome based activity; the activity is assessed specifically to the criteria for the assignment. [Hyperlink to Grading Coversheet](#)	**Spring 13** - 100 % of the students achieved a 96 % or higher on the Team Activity.	Changes have been made to the Team Leadership Assignment in fall 2012. Specifically, criteria for the assignment was increased by adding "outcome based" and "frontloading debriefing aspects. One of the class assignments prepares students for this assignment, where they attend three hour class with PEAK leaders to learn the various components of leading an outcome based activity.	□Absent □Emerging □Present □Outstanding
To practice leadership situations outside of the formal classroom to enhance their perspective of leadership.	7.01b	RPTA 32	**Leadership Initiative** - students participate in a campus Leadership Certificate Program where they participate in up to 8 leadership activities sponsored by various campus groups or organizations. All sponsored activities are outcome based	Students are assessed by their completion of the number of events attended.	**Spring 13** – 75 % of the students completed all 8 of the required Leadership Initiative events.	In 2010, the Leadership Initiative was added to allow student the opportunity attend events on campus, which including leading, as well as the opportunity to earn the first level of Leadership Certificates.	□Absent □Emerging □Present □Outstanding

			under Six Areas Of Leadership Growth: 1) Appreciating Diversity; 2) Campus Life; 3) Leadership; 4) Professional Development, 5) Service; and 6) Wellness Hyperlink to Leadership Initiative at SOL			
To assess the student recall of content covered in class readings, lectures, and activities.	7.01b	RPTA 32	**Formal Final Examination**	Student's learning is assessed by a 50 question comprehensive exam on a 50 question final examination. Hyperlink to Final	**Spring 13** - 90% of students who took the examination achieved 80% or higher.	No change.	□Absent □Emerging □Present □Outstanding
Articulate why natural places are an important part of the field of recreation, parks and	7.01b	RPTA 42	Trends Research paper assessed by a rubric (hyperlink)	70% of the students will score 70% or higher on the assignment	Achieved this in Sp11, Fall11, Sp13, and Fall 13 (*but not in Sp12 and Fall12*)	Changed research planning process by facilitating library research sessions early on in project.	□Absent □Emerging □Present

tourism							□Outstanding
Development of outcome-oriented goals and objectives.	7.01b	RPTA 105	Managerial Assignment #1: Mission Leisure (Sections F-H)	Students will score 70% or above on the assigned content areas on the rubric	Approximately 40% of students scored at 50% for this outcome.	Assignment was reviewed in class so that students were aware of the differences between goals and objectives (approximately 80% of students answered questions correctly related to this on the first exam)	□Absent □Emerging □Present □Outstanding
Understanding of the principles and procedures of human resource management.	7.01b	RPTA 105	Exam 2, M/C Question #14	At least 70% of the students will answer the question correctly on the given exam	Approximately 80% of students answered this question correctly.	No change as objective was successfully met.	□Absent □Emerging □Present □Outstanding
Ability to utilize the tools of professional communication	7.01b	RPTA 105	Exam 1, M/C Question #4	At least 70% of the students will answer the question correctly on the given exam	68% percent of students responded correctly on the given exam	Communication was repeated in Managerial Assignment #2 (Section C); 100% of students responded with at least 80% success	□Absent □Emerging □Present □Outstanding
Understanding current issues and trends in the profession.	7.01b	RPTA 105	Managerial Assignment #2: Mission Organization (Sections A, B)	Students will score 70% or above on the assigned content areas on the rubric	100% of students passed sections A and B with at least 85% success	Students spend outside time researching issues and trends related to RPT, which resulted in very successful assignment responses	□Absent □Emerging □Present

						□Outstanding
Understand the conceptual foundations and historical/philosophy of inclusive rec and RT.	7.01b	RPTA 106	Midterm Exam Question #1 & 2	Students will score 70% or above on the questions on the given exam	97% students scored 70% or higher on the questions	Exam was reviewed in class so that students were aware of the conceptual foundations and history of inclusion and RT.	□Absent □Emerging □Present □Outstanding
Develop awareness of one's own attitudes towards all individuals regardless of abilities and/or background.	7.01b	RPTA 106	Assignment: Wheelchair Experience Paper	Students will score 70% or above on the assigned content areas on the syllabus	97% of students scored 70% or higher on the assignment.	Assignment is very successful, students spend 3 hours utilizing a wheelchair for mobility around campus and reflect and write about their experience. In addition, a guest speaker who is a wheelchair user comes and speaks to the class following the assignment.	□Absent □Emerging □Present □Outstanding
Increase one's potential to provide all peoples with leisure services by assessing individual needs, activity analysis, guidelines for program	7.01b	RPTA 106	Inclusion Group Presentation	Students will score 70% or above on the assigned content from the syllabus	97% of students scored 70% or above on the assignment.	Assignment is very successful and students are given class time to work on group assignments to create successful results	□Absent □Emerging □Present □Outstanding

design, individualized accommodation, and methods of resource development.							
Understanding current issues and trends in the profession.	7.01b	RPTA 106	Leisure in the News Assignment	100% of students will present in front of the class on their designated day	100% of students presented their Leisure in the News Assignment	Students spend outside time researching issues and trends related to Inclusion and RT which resulted in very successful assignment responses	□Absent □Emerging □Present □Outstanding
The foundation of the profession in history, science and philosophy.	7.01c	RPTA 30	Powerpoint/lectures on the following topics: leisure concepts, leisure benefits, history, philosophy, ethics, motivational theories, leisure in the lifespan, wellness, stress management, issues/trends	Students will score 70% or above on mid-term exam, which addresses topics listed (copy of exam is available)	21 out of 32 students scored 70% or higher on the mid-term exam. Breakdown is as follows: 90-100% (1), 80-89% (11), 70-79% 9), 60-69% (8), 50-59% (2), 40-49% (1)	More detailed analysis of mid-term results will occur before Fall, 2014 semester to determine specific areas where scores were lower in order to determine where more focus is needed in lecture content	□Absent □Emerging □Present □Outstanding
Describe the history of environmental preservation and conservation in the U.S.	7.01c	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions	Achieved for terms since present exams were designed (Sp13 to present)	Re-instated use of previously used text (Dennis)	□Absent □Emerging □Present □Outstanding

Explain the overall aim of *recreation resource management*, and how it relates to the broader professional field of recreation, parks and tourism administration	7.01c	RPTA 42	Trends Research paper (hyperlink here)	Students will score 70% or above on the assignment based on a rubric	Achieved this in Sp11, Fall11, Sp13, and Fall 13 (*but not in Sp12 and Fall12*)	Changed research planning process by facilitating library research sessions early on in project.	□Absent □Emerging □Present □Outstanding
Understanding of the fundamental principles and procedures of management.	7.01c	RPTA 105	Exam 1, FIB #2	At least 70% of the students will answer the question correctly on the given exam	Approximately 75% of students answered the question correctly.	This is a marked improvement from last year, and the areas of management will continue to be emphasized in class.	
Develop an awareness of the general characteristics and unique issues associated with diverse populations.	7.01c	RPTA 106	Midterm Exam Question #3 & 4	At least 70% of the students will answer the question correctly on the given exam	97% students scored 70% or higher on the questions	Exam was reviewed in class so that students were aware of the unique characteristics of diverse populations.	□Absent □Emerging □Present □Outstanding

7.02 Students graduating from the program shall be able to demonstrate the ability to **design, implement and evaluate services that facilitate targeted human experiences and cultural dimensions of diversity**							
Course Specific Learning Outcome (Taken from your course syllabus)	**COPART Learning Outcome**	**Evidence of Learning Opportunity (7.02.01)**	**Assessment Measure (7.02.02) (Specific assignment)**	**Performance levels/metrics**	**Assessment Results linked to learning outcomes (7.02.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)***	**Evidence of Continuous Program Improvement (7.02.04) (Based on how students performed or didn't perform on an assignment, what if any changes did you make in the course?)**	**This column for Visitor Use ONLY**
Demonstrate their understanding of 7.02 standards through participation in an Exit Exam	7.02	RPTA 101	Hyperlink to Exit Exam	80% of students will score 80% or higher on the Exit Exam	Achieved	Fall of 2013 was the first time we had given the Exit Exam incorporating the 7.0 standards. We used the 7.0-7.03 standards generally and we need to review the Exam and be more specific in our application of these standards to the questions.	□Absent □Emerging □Present □Outstanding
Develop and implement marketing and Promotional Strategies	7.02	RPTA 136	Students will be responsible for marketing a program they have created for the community. Hyperlink	This portion of the program is graded within a larger rubric of the program in its entirety. 70% of students will score 70%	96% of students scored 70% or above on their program.	No changes	□Absent □Emerging □Present □Outstanding

			program manual	or above on their program.			
Develop and implement marketing and Promotional Strategies	7.02	RPTA 136	The student will research and develop a 3-fold (minimum), 2-sided brochure publicizing the program they are planning in class. Hyperlink 136 syllabus	70% of students will score 70% or above on the brochure.	97% of students scored 70% or above on their brochure.	2. No changes	□Absent □Emerging □Present □Outstanding
Plan, implement and evaluate a community event in a small group.	7.02	RPTA 136	All students are responsible for the planning, implementing and evaluating a community event. Students are graded by their participation in the planning, implementation and evaluation of the event itself and the completion of a program notebook as outlined in the	70% of students will score 70% or above on the assigned event and notebook.	In the Spring of 2013, 91% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the evaluation of the community event.	No changes were made.	□Absent □Emerging □Present □Outstanding

			programming manual.				
To understand the recreation program planning process and factors involved, i.e. timing, facility needs, supply and equipment needs, cost, promotion and evaluation.	7.02	RPTA 136	All students are responsible for the planning, implementing and evaluating a community event. Students are graded by their participation in the planning, implementation	70% of students will score 70% or above on the assigned event and notebook.	In the Spring of 2013, 91% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the evaluation of the community event.	No changes	□Absent □Emerging □Present □Outstanding

			and evaluation of the event itself and the completion of a program notebook as outlined in the programming manual. They are also required to do a budget for this program.				
To gain an understanding of how to establish leisure program mission statements.	7.02	RPTA 136	Students are required to write a mission statement for the program they plan.	100% of the students will fulfill the requirement. It must be approved by me before they can proceed in the planning of the program.	In the Fall of 2013, 100% of the students wrote this mission statement for their program.	No changes	□Absent □Emerging □Present □Outstanding
To understand budgeting and resource attainment in the process of leisure service programming.	7.02	RPTA 136	Students are required to create a budget for their program.	100% of the students will create a budget for their program.	In the Fall 2013, 100% of the students created a budget for their program.	No changes.	□Absent □Emerging □Present □Outstanding

Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making	7.02	RPTA 110	**Evaluation Proposal Project** – students apply practically what they learned theoretically by creating an evaluation proposal. Hyperlink program proposal project This assignment address all 10 Learning Outcomes for this course (see RPTA 110 Syllabus)	Students work is grade using a grading rubric; each area of the rubric assesses each component of the project as it pertains to specific course outcomes. Hyperlink Proposal Rubric	**Spring 13** - 88% of students achieved 80 % or higher on the Evaluation Proposal Project. **Fall 13** – 74% of students achieved 80 % or higher on the Evaluation Proposal Project	The RTPA Proposal Project has been the cumulative project for this course for 7 years (taught by the same instructor). Each year or semester, the instructor has implemented modifications 1) to response to student course evaluations feedback, 2) to increase the level of student's professional competencies in the area of evaluation and technical ability to create such an evaluation project, 3) to reinforce outcome and evidence based professional practice, and 4) to provide students the ability to create a high quality, professional document to be used for prospective internship and employment interviews.	□Absent □Emerging □Present □Outstanding
Demonstrate an understanding of	7.02	RPTA 110	Formal Assessment – Mid	Students work is assessed by	**Fall 13** - 80% of students achieved 80% or higher on	In Fall 2013, students were given the	□Absent

evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making			Term Examination. The textbook is covered in seven weeks, with the reminder of time working on proposal – reviewing practically what was covered theoretical. As such, this examination serves as their "final" exam. The examination is in two parts: 1) part one provides students the opportunity to demonstrate their ability to recall and demonstrate information learned by responding to five scenarios; each scenario has five parts; and 2) part two provides students opportunity to recall information	the number of correct responses and/or their ability to accurately demonstrate the ability to create an aspect of an evaluation (e.g. evaluation objective, survey directions, question, scales, etc.) Hyperlink to Mid Term	the Mid Term **Spring 13** – 70% of students achieved 80% or higher	opportunity to each extra credit by creating an open-ended and closed-ended question for each topic on the exam study guide.	□Emerging □Present □Outstanding

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| | | | learned by responding to multiple choice and true/false questions.

Hyperlink To Mid-Term | | | | |
|---|---|---|---|---|---|---|---|

Assess students 'self-report on the learning outcomes for the course, as it pertain specifically to the 13 learning outcomes for the course.	7.02	RPTA 110	End of Semester Retrospective Evaluation – students complete as self-report by completing a retrospective survey that assess 10 of the 13 learning outcomes for the course from a pre/post perspective. Hyperlink Retrospective Assessment	Retrospective is assessed by the difference between averages for "before" and "after completing" the course across 10 of the 13 learning outcomes items on a 5-point Likert	**Spring 2011** The average across the 13 items went from 2.82 to 4.62. **Spring 2012** The average across the 13 items went from 2.41 to 4.52.	In spring 2011, the instructor of this course began administering this assessment each spring semester. Using a tool use by a Colleague at Clemson University, Dr. Marieke VanPuymbroeck, Associate Professor, the Retrospective Evaluation was modified to specifically assess the processes of the proposal project as they pertain to the learning outcomes of this class.	□Absent □Emerging □Present □Outstanding
Analyze and plan recreation activities	7.02	RPTA 106	**Service Experience and**	Student learning is	**Spring 13 -** 80% of students completed all 15 hours.	Based on the need for our community partners	□Absent

for people with disabilities			**Advocacy Letter**– Student volunteer 15 hours with an agency/organization that provides services for individuals with disabilities. Upon completion of the hours, students wrote an advocacy letter for their agency. Hyperlink to Service Experience	assessed by two measures: 1. Full completion of the 15 hours. 2. Advocacy letter is graded using a grading rubric based on the criteria for the assignment. Hyperlink to Grading Coversheet for Advocacy Letter	80% achieved 90% or better on the Advocacy Letter	to have evidence of outcomes, the Advocacy Letter was incorporated as the written component to this assignment. Letters go to the agency, providing them qualitative data for future use.	□Emerging □Present □Outstanding
Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	**Group Presentation** Working in a group, students create an inclusive program based on one of four scenarios. Four groups are assigned to the same scenario, each creating their own program. Hyperlink to	Students work is assessed using a grading rubric that determines their ability to create an inclusive program as it pertains to the criteria of the assignment and their specific scenario. Hyperlink to Grading	**Spring 13 -** 85 % of students achieved an 80% or better on the Group Presentation	Spring 2012, the group presentation was changed to allow students the opportunity to apply what they learned to a practical experience.	

			Group Presentation	Coversheet for Group Presentations			

7.03 Students graduating from the program shall be able to **demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions**.							
Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome	Evidence of Learning Opportunity (7.03.01)	Assessment Measure (7.03.02) (Specific assignment)	Performance levels/metrics	Assessment Results linked to learning outcomes (7.03.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*	Evidence of Continuous Program Improvement (7.03.04) (Based on how students performed or didn't perform on an assignment, what if any changes did you make in the course?)	This column for Visitor Use ONLY
Demonstrate their understanding of 7.03 standards through participation in an Exit Exam	7.03	RPTA 101	Exit Exam	80% of students will score 80% or higher on the Exit Exam	Achieved	Fall of 2013 was the first time we had given the Exit Exam incorporating the 7.0 standards. We used the 7.0-7.03 standards generally and we need to review the Exam and be more specific in our application of these standards to the questions.	□Absent □Emerging □Present □Outstanding
Understanding the principles and procedures of supervisory leadership.	7.03	RPTA 105	Managerial Report	The Managerial Report is written after a student serves as the "manager" for their group. Each student must	46 of 48 students successfully completed the managerial report with at least a score of 75. Most students scored in the 80-95% range.	No changes have been recently made to the managerial report, although there have been changes to the four managerial assignments that the groups completed. These changes	□Absent □Emerging □Present □Outstanding

				complete this task once during the semester. The report involves reflection, analysis and critique of the student's own performance in the different areas of management from decision making to communication to delegation to evaluation. The manager must also evaluate the other group members.		have reflected the overall changes in the workplace and industry – from the inclusion of social networking to addressing diversity topics such as "size-ism."	
Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative	7.03	RPTA 166	Competency Presentation – working in groups students present a Management Competency to the class by way of a creative and interactive meeting setting. Hyperlink to Group	Students work is assessed by a grading rubric that assesses their ability to present the competency – as it pertains to the criteria for the assignment Hyperlink to Grading Coversheet	85% of the student achieved 90% and above on the Competency Presentation.	Over the past three years, the instructor of this class has added various modifications to the course, including adjustment to the case scenarios, adding examinations, and modifying the group assignment to reflect a more "seminar" based course.	□Absent □Emerging □Present □Outstanding

styles			[Presentation](#)	[for Group Presentations](#)			

Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Case Studies – Students complete 5 different Cases Studies throughout the semester. Each Case Study is based on a management competency, and students are required to respond to prompts and questions regarding their personal management style.	Students work is assessed using a grading rubric that pertains the specific criteria of the assignment	**Spring 13 -** 70% of the students achieved an average of 70% and higher across the 5 cases scenarios.		□Absent □Emerging □Present □Outstanding

7.04 Students graduating from the Program shall **demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy and stimulate innovation.**

This table includes:

- 7.04.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.
- 7.04:02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.
- 7.04.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.
- 7.04.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.

Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Formal Examinations (5 total throughout the semester).	Student learning is assessed using multiple/choice and true/false questions.	70% of the students achieved an average of 70% or higher across the 5 examinations.		□Absent □Emerging □Present □Outstanding

Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Assessment Measure (7.04.02) (Specific assignment)	Performance levels/metrics	Assessment Results linked to learning outcomes (7.04.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*	Evidence of Continuous Program Improvement (7.04.04) (Based on how students performed or didn't perform on an assignment, what if any changes did you make in the course?)	This column for Visitor Use ONLY
Documented completion of hours

Completion of Goals and Objectives | 7.04.01 | RPTA 195 | Signed bi-weekly reports and logs for RPM

Signed bi-weekly reports and logs for RT

Internship syllabus showing report assignments

Internship Manual for RPM

Internship Manual for | 95% of students will complete their five bi-weekly logs at the completion of their internship | Spring of 2013: 100% of students completed all biweekly reports

Summer of 2013: 100% of students completed all biweekly reports

Fall of 2013: 100% of students completed all biweekly reports

Internship Survey Results Overview

Internship Survey | Internship supervisor survey resulted in the creation of RPTA 160 (see 2.02) | □Absent

□Emerging

□Present

□Outstanding |

			RT		Individual Results		
			RPM Intern Evaluation				
			RT Intern Evaluation				

Appendix C
Exit Exam Results

Description of the Exit Exam: The Exit exam is based on our department's core courses, and was developed approximately seven years ago by one of our colleagues who had worked on developing a similar assessment of Accreditation Standards and learning outcomes for students at the University of Utah. We have continued to use this exam and made changes this past fall to make the exam questions consistent with the 7.0 series standards. In terms of validity and reliability, the results over the past five years (the majority of students taking the exam have scored 80% and above) have indicated that students have mastered an understanding of key elements of the core curriculum.

Exit Exam Scores since 2009

2010-2011	2011-2012	2012-2013	Fall 2013
95% (n=60) scored 80% and higher on their exit exam	79.5% (n=82) 80% and higher on their exit exam	77% (n=72) scored 80% and higher on their exit exam	81% (n=36) scored 80% and higher on their exit exam

2013 INTERNSHIP SUPERVISOR ASSESSMENT RESULTS SUMMARY		
QUESTION	**RESPONSE SUMMARY**	**APPLIED RESULTS TO CHANGE IN THE DEPARTMENT**
1. Overall Impressions of the student's understanding of the recreation, parks and tourism profession:	• 7 out of 9 evaluators felt students had a basic/general understanding of recreation at the onset of their internship. • "I feel like all Rec students can use more experience learning about the 'parks' side of business." • "…no in-depth knowledge of how a recreation department function as part of the larger municipal agency. She had a deep understanding of the purpose of recreation." • "She seemed to have a basic understanding; enough to get her started on projects and to assist with tasks."	Will be discussed in fall strategic planning meeting.
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)	• With the exception of one student who worked independently, all students were evaluated as confident in their leadership roles. Indeed, one student was evaluated to have "brought forth an overconfidence that in some ways overstepped her boundaries for an internship." However, "Overtime she became more aware of what her limitations were…" • "[Student] is able to confidently take on a leadership role." • "[Student] excelled in a responsibility and leadership focused role on numerous occasions."	No change. Students show strong leadership skills in recreation settings.
3. To what extent did the student	• Results were split; roughly half worked at a satisfactory	No change. This is generally an area where

seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	level with areas in need of improvement; the other half meeting or exceeding the expectations of the evaluator. • "[Student] never got flustered when minor issues arose…Has room to improve in resolving customer service issues." • "[Student] needed coaching on resolving communication issues…" • "[Student's] approach is factual, non-confrontational and well thought out."	students perform well. Issues here are related to select students rather than issues in the program as our interns generally show strong skills in these areas. *It should be noted that for this question and #4 and 6, half of the RPTA majors took management from an instructor new to teaching the class. This person is no longer teaching that course as students evaluations also reflected a strong dissatisfaction with the information presented.*
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)	• 6 out of 9 students were not necessarily well informed of administration at the start, but learned very quickly. 3 of 9 were well informed from the beginning. • "Didn't seem too familiar… but learned quickly." • "[Student] had a very good understanding of organizational charts and she was adept at getting to the right person in each department."	No change. This is generally an area where students perform well.
5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)	• Evaluations ranged from "entry-level" to exemplary in the area of marketing and PR. • "[Student] had an entry level knowledge." • "[Student] was adequately familiar with these areas." • "[Student] has a clear strength in PR and marketing … with direct-to-consumer selling…"	No change. RPTA 183 (Marketing Recreation Services) is a core course for all students in the Recreation and Park Management Concentration.
6. To what extent did the student demonstrate an understanding of how to motivate individuals and to what	• 6 out of 9 students were evaluated as being "positive" with great motivational skills. 1 out of 9 needs improvement and 2 out of 9 were not applicable. • "I think [the student] understood that you had to	No change. This is generally an area where students perform well.

extent did the student display an understanding of group dynamics (8.12, 8.13, 8.15, 8.17, 8.18, 8.19, 8.20)?	respect your employees in order to get the most out of them. Would liked to have seen more of an effort… to increase camaraderie with his staff." • "[Student] is almost always positive, motivated, and ready to get moving, so she was always someone who could motivate a group."	
7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12, 8.13)	• All of the students were highly rated by evaluators in this area. • "[Student] adjusts herself towards different situations and is dynamic which results in good communication for all parties involved." • "[Student] is very comfortable, whether with a bride and groom, corporate planner, or just a family party planning setting."	No change. Diversity continues to be a strong component of RPTA core coursework.
8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (8.21)	• 9 out of 10 students possess a clear understanding of the need for evaluation in an agency setting. 1 out of 9 students displayed room for improvement. • "[Student] clearly understood the value of constant evaluation and the feedback loop." • "We did conduct evaluations with [the student] and [the student] did seem very nervous and stressed because she did not realize that it is standard procedure with all employees."	No change. RPTA 110 (Research and Evaluation) is a strong course in the RPTA core.

9. Are there issues you wish we had discussed with our students in the classroom prior to their internship that would have been helpful for you and for them during their internship experience?	• "Professionalism in the workplace." • "More business writing/emailing/phone etiquette practice." • "For the short summer program, meetings and assignments are prepared well in advance with the mentoring agency." • "More time spent on industry trends in Recreation." • Better grasp of the concept, "'we succeed together; we fail together.'" • "Working hours and conditions are not always typical."	No change. *It should be noted that for this term, there was one student that failed the internship and had to be removed from the site. While the survey responses are accurate based on that student's performance, they is not typical of the department's interns.
10. Any other comments or thoughts about the student's performance that you think might be helpful for us to know as we update our curriculum?	• "[Student] was a great asset when it came to the production part of events, but needed help in the more 'business' side of the industry (i.e. accounting, excel…)" • "Please encourage students with an aquatics background… to gain experience working in other recreation settings." • "Students need more practice communicating in business… This industry is all about relationships… Students need to learn to really listen and adapt to conversations rather than try and control it." • "I highly recommend [the student] to any potential employer; in fact, I submitted a letter of reference to [place of internship] for [the student] to become an event coordinator." • "Provide students with a budget development class." • "Possibly leading more groups outside of the classroom." • "[Student] is a model intern. [Student] is knowledgeable, dedicated, trustworthy, ethical, respectful and confident."	No change. *Again, related to the above, one student was not successful at the internship and this experience resulted in some negative comments.

2012 INTERNSHIP SUPERVISOR ASSESSMENT RESULTS SUMMARY

QUESTION	RESPONSE SUMMARY	APPLIED RESULTS TO CHANGE IN THE DEPARTMENT
1. Overall Impressions of the student's understanding of the recreation, parks and tourism profession:	• Most agencies felt that students had a working understanding of most components of the recreation profession very well • Comments included: "Well prepared for industry", "got better as she continued with us", "impressed with student's knowledge, interests, and professionalism"	No change.
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 agencies felt that students were very comfortable in a leadership role • Comments included: "took charge right at the start, which set her apart from others", "great leadership skills when directing activities", "was engaged when presenting ideas", "did exceptionally well in a team environment", "was able to work at a high level without direct supervision"	No change. Leadership is a large part of the overall goal of the university. RPTA 32 was renamed from Activity Leadership to Leadership and Group Dynamics. This course was also designated as level one of the university's leadership certificate.
3. To what extent did the student seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	• Most agencies stated that students were "fairly comfortable" in these areas • Comments included: "Once student learned various options in our facility she was able to use these well when she was in a leadership role", "creative in coming up with solutions", "always tackled issues with a smile", "learned it was okay to disagree with management and would present constructive ideas and got better at solving problems", "able to handle difficult customers and their requests", "not afraid to get in the middle of a situation and help to resolve it"	No change.
4. To what extent did the student seem familiar with issues of administration (e.g. understanding organizational charts, interpersonal relationships,	• Most agencies reported that our students had a "good" understanding of administrative issues • Comments included: "Great with organizational charts", "Assisted with revising and updating of Board of Directors rosters", "understood how to effectively operate within our business structure"	No change. Students successful.

decision-making strategies, etc.)? (8.30)		
5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)	• A few sites didn't go into this aspect, but those that did said our students did very well. • Comments included: student "was able to get knowledge very fast with us", "Younger students need to know that computers don't market, people do", student "excelled when working on promotions, public relations and marketing", student "developed new materials and provided valuable insight in their distribution"	No change. Students successful.
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 agencies stated that students had a very good understanding of individual and group dynamics. • Comments included: student "involved himself with staff to make decisions that improved the quality of his project", "great team player", "excellent with our youth task force"	No change. Group dynamics continues to be part of the RPTA portfolio, required by all students.
7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12, 8.13)	• Agencies felt that most of our students did a very good to excellent job in this area • Comments included: Intern was "very open and willing to work with all patients", "always pleasant and helpful", "fit right in and is a very personable young professional", "extremely comfortable with all kinds of people", "very comfortable working with diverse customers"	No change. Diversity is a strong component of RPTA core courses. Students may also take RPTA 33 (Race, Class, Gender and Leisure) as one of their electives.
8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (8.21)	• The majority of agencies felt that our students had a very good understanding of the need for and importance of evaluations • Comments included: "was always evaluating our programs and trying to make them better", "needed a lot of teaching about how and what to evaluate with autistic patients", "understood our needs and how to use them to help develop with the company", "evaluated daily and discussed how a startup was different than an established company", "Exceptional", "had a good grasp on our processes and	No change. RPTA 110 (Research and Evaluation) is a strong core course in the major.

	procedures"	
9. Are there issues you wish we had discussed with our students in the classroom prior to their internship that would have been helpful for you and for them during their internship experience?	• Comments included: "An understanding of the overall importance of recreation and the benefits (socialization, obesity, chronic disease control)", "Be more outspoken during collaborations with co-workers. Be more of a self-starter when planning activities", "Initially did not ask a lot of questions. Please encourage students to engage the staff as valuable resources", "Dress code, and professional email correspondence", "Entrepreneurship: most kids are taught to get a job; we need kids to lead", "the political aspects of public relations", "students should be coached on the transition from school to the work world"	Department discussed the potential of making "professionalism" an elective course for students or adding the elements into a core course. Currently, departments are being required by the CSU system to bring all majors to 120 or less. Adding core units into a major is not a possibility.
10. Any other comments or thoughts about the student's performance that you think might be helpful for us to know as we update our curriculum?	• Comments included: "GIS skills would greatly benefit students looking for work as Park Rangers", "beneficial to have face-to-face meeting at beginning and end of internship with site supervisor and faculty advisor", "Stand their ground when they feel strongly about something; don't be swayed by co-workers", "more information about patients with Autism Spectrum Disorder"	GIS is currently taught by the university's Geography Department. The courses are set for Geography majors only. Unfortunately our students have not been successful at adding this course.

2011 INTERNSHIP SUPERVISOR ASSESSMENT RESULTS SUMMARY

QUESTION	RESPONSE SUMMARY	APPLIED RESULTS TO CHANGE IN THE DEPARTMENT
1. Overall Impressions of the student's understanding of the recreation, parks and tourism profession:	• Most agencies report that students had a good overall understanding • Comments included: "very capable in the area of event management", "had a decent amount of knowledge so that made her transition into my business smooth", "very good understanding of what was expected", "practical	No change.

	understanding in rec field, which was helpful in her acclimation to the work force	
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 agencies reported that students were comfortable in taking a leadership role • Comments included: "always set her sights on the team's success", "eagerly accepted new tasks", "always willing to assist when needed", "productive team member for several district-wide functions"	No change.
3. To what extent did the student seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	• Most agencies thought students did "pretty well" • Comments included: "used common sense and kindness", "student was very efficient with developing solutions to problems", "worked with staff to discuss and correct issues in a professional manner", "sought guidance from senior staff in navigating issues"	No change.
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 agencies reported that students had a good understanding of administrative issues • Comments included: "developed strong connections with co-workers", "caught on quickly and fit right in", "excellent decision making skills", "being in the experience and applying theories and ideas to real-life scenarios was beneficial"	No change. This is a large part of the core course, RPTA 105, and RPTA majors have consistently excelled in this area.
5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)	• Most of the agencies reported that students were "familiar" with marketing strategies and principles, and as the internship progressed were able to polish practices and strategies to target their respective audience. Comments included, "student was very prepared with organized thoughts and good resources and execution."	No change. Students successful.

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 agencies thought students did very well in this area. • Comments included: "navigated amongst work groups successfully to achieve goals and get resources", "student was motivating by example", "extremely accomplished in managing dual roles and responsibilities in our organization", "great in this area…not taught but learned through time"	No change. Group dynamics are an essential part of RPTA core classes and the portfolio.
7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12, 8.13)	• Most agencies thought our students were very comfortable working with all populations • Comments included: "student did this better as an intern than most of my full-time, permanent employees", "great customer service skills"	No change. Diversity (customer and employee) is a strong component of several RPTA courses.
8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (8.21)	• Most agencies reported that students understood the importance and need for evaluation • Comments included: "student always looked for ways to meet or exceed past achievements", "very understanding and pro-active with regard to the evaluation process", "helpful coming up with positive/effective ways of solving issues", "came to understand and act on the suggestions made in the evaluation process"	No change. RPTA 110 is the evaluations course and typically receives some of the strongest praise in the department exit exam from students. The internship supervisors also recognize that the course has been successful.
9. Are there issues you wish we had discussed with our students in the classroom prior to their internship that would have been helpful for you and for them during their internship experience?	• Comments included: "Free or minimally paid internships are still true jobs", "Keep sending me great interns", "Encourage students to take positions anywhere and for any time frame in their field of interest"	No change.
10. Any other comments or thoughts about the student's performance that you think might be helpful for us to know as we update our curriculum?	• Many agencies reported that they wished they could have hired their intern and would be very interested in having our students back as interns. • Other comments included: "Maybe advisor could come and watch the student to get a true evaluation", "should have a better understanding of the wine industry in areas of production, regions, and revenue generated by wine", "additional courses in leadership, public speaking"	RPTA 186 (California Wine Tourism) was changed from a one-unit course to a three-unit course to allow for more time in class. The new course will begin spring 2013.

2010 INTERNSHIP SUPERVISOR ASSESSMENT RESULTS SUMMARY

QUESTION	RESPONSE SUMMARY	APPLIED RESULTS TO CHANGE IN THE DEPARTMENT
1. Overall Impressions of the student's 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."	No Change
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."	No Change
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	No Change

	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."	No Change
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."	No Change
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."	No Change
7. To what extent did the student seem comfortable working with a variety of	• Supervisors felt that most students "seemed very comfortable working with individuals and populations."	No Change

individuals and populations? (8.12, 8.13)	• 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."	No Change

9. Are there issues you wish we had discussed with our students in the classroom 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.	We responded to these critiques by developing additional leadership opportunities in the RPTA course. Specifically, we partnered with Student Organizations and Leadership to develop a certificate program that provides students opportunities to develop and strengthen their leadership skills and the more work they do, the higher level certification they receive in this program.
10. Any other comments or thoughts about the student's performance that you think might be helpful for us to know as we 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."	In terms of computer skills, we have decided to embed more opportunities for students to use a variety of programs (excel, publisher, illustrator, etc.) through their work in courses such as RPTA 105, 110 and 136. In terms of a special event/marketing course, we have considered developing this class and hope that we will secure a new faculty position in the next year or two so that that person can focus on developing some of these courses.

2009 INTERNSHIP SUPERVISOR ASSESSMENT RESULTS SUMMARY		
QUESTION	**RESPONSE SUMMARY**	**APPLIED RESULTS TO CHANGE IN THE DEPARTMENT**
1. Overall Impressions of the student's understanding of the recreation, parks and tourism profession:	• Professionalism and customer service skills were outstanding • Student seemed well versed in understanding role as rec leader • "In top 5% of intern staff in her industry at beginning of internship compared with 10 other interns during summer." • Possessed both theoretical and practical knowledge. • Asked lots of appropriate questions and retained knowledge • "Always pleasant and professional" • Unclear of complexity of city park and rec department vs. special district • "Intern had a great overall understanding of the depth of this profession and where it could lead. • Very flexible and willing to take on new duties • Good understanding of rec profession • Understands the fundamentals of the profession. Joined numerous projects mid-way and grasped needs easily and competently.	No Changes

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)	• Very comfortable as leader/mentor of young teen trainees. • Focused on fostering "team spirit" • "Excellent office liaison with kitchen staff." • "Very self-directed and motivated." • "Comfortable taking the lead and working in a team environment." • Trouble taking initiative, but when guided and becomes familiar, does well with problem solving • "Ready and flexible to lead various groups. Quite comfortable in leadership role." • Showed overall initiative and comfortable leading groups • Had a hand in hiring other interns and training them • "Seemed to have aversion towards use of phone, preferring to conduct business via e-mail only; did not always follow up properly to ensure project being handled correctly."	No Changes
3. To what extent did the student seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	• Needs to develop confidence when responding honestly to authority • Able to resolve conflict in field as wilderness ranger. • Usually had solution to problems that came up • Conflict resolutions good, often dealing with disgruntled guests, finds appropriate resolution • Assisted in problem solving with no hesitation • "Student used discretion when needed and asked questions when in doubt. " • Handled irate customers very well • Willing to deal with unfamiliar situations that were uncomfortable and emotional, and did well with supervisor coaching	No changes

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)	• Very clear of levels of company organization. Able to negotiate "red tape" involved to get programs running • Accepted agency policies and adjusted to limitations • Needs understanding of the need to attend city council or CPRS meetings as means of networking strategy • Familiar with org charts, office dynamics & decision making strategies • Very good knowledge base with dealing with administration issues • Intern adapted quickly to different ways of conducting business in each facility • Very helpful with several charts, group schedules and motivational strategies • Understands operational needs of an organization. "Hit the ground running." • Quite capable of appreciating flow charts and organizational structure.	No Changes
5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)	• Adaptive if certain strategies were not working • Was responsive to attending to even the most mundane tasks without complaining • Discovered or learned alternate methods to get around cost factor • Understood importance of good marketing and customer service skills to make successful program • "Tremendous help in planning numerous events ranging from small private parties to massive 10,000 person festivals." • Came away with understanding and importance of marketing an event. • Needed coaching on importance of maintaining current media contact lists and following up with them	No Changes

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)?	• Organizational skills deficiency • Only basic group dynamics understanding, but when subtle issues pointed out was able to grasp • Handled variety of public contact situations in professional manner • "Student never did much leading, directing or motivating." • "Learning how to balance a bride's wants with mother of groom is often tricky, but handled it very well." • Very adaptive to working with variety of individuals • "Great resource for motivating staff with ice breakers, games and incentives." • "Demonstrated appropriate motivational skills and was able to take patient's needs into account." • Good at motivating other interns, and interact with them to motivate and guide them into making right decisions for different events • "Engaging and vocal during event planning meetings and updates."	No Changes
7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12, 8.13)	• "Shy at first with difficult customers and "time suckers" but developed a tougher skin with the experience." • "Intern was immediately placed into a situation working with international offices and adjusted well in that role." • Very comfortable with people from different cultures and backgrounds • "Student was able to include all of her participants while making everyone feel special. Many parents were complimentary on the job that the interns did with their children." • "Never strayed too far from what he knew or was comfortable with." "Didn't' take job opportunity to work with unfamiliar populations." • Understands importance of feedback from internal and external customers • Extremely comfortable with any size or group dynamic	No Changes at that time but faculty have discussed encouraging students to take additional courses in working with diverse populations.
8. To what extent did the student seem to understand issues related to the need for	• Several responses indicated this question was confusing. • Student did not resist written evaluations of herself or the organization	No Changes

evaluation within an agency setting? (8.21)	• "Intern team compiled and presented a great evaluation/marketing plan for next year's programs. Presentation needed very little editing before presentation to GM, Property Association Mgr. and site supervisor." • Responded positively to constructive criticism, understands need to know how to improve to advance. • "Student came up with an in-depth evaluation form." • Was aware, observed, learned, and able to implement • Was okay with differing opinions and suggestions on how to improve a project. Never took it personally.	
9. Are there issues you wish we had discussed with our students in the classroom prior to their internship that would have been helpful for you and for them during their internship experience?	• Salary expectations and negotiation / PTO and vacation time / Professional ethics – cell phone use; dress code; communication with supervisors and appropriate e-mail composition • How to respond honestly to supervisor instead of filtering response to what student thinks agency wants to hear • Timelines and due dates not clearly understood and consequences of being late • Please address internal personnel issues such as budget cuts, loss or shortage of staff, job retention • Conflict resolution • Focus more on operating budgets for both special districts and municipalities • Emphasize that making mistakes is part of learning and importance of admitting shortcomings and willingness to improve them • Have students complete practicum hours in different settings to expose students to RT groups, care plans, MDs, assessment and/or progress notes • Importance of using telephone to resolve concerns with clients, vs relying solely on e-mail	We used this information to help us develop a new course in budget, law and finance which we began offering in January, 2011
10. Any other comments or thoughts about the student's performance that you think might be helpful for us to know as	• "This university has done a better job than most curriculums identifying the differences between community and commercial recreation." • "Student came in with a "Can Do" attitude…"fearless in handing the facility."	No Change

| we update our curriculum? | "Current curriculum does not allow them to qualify for a professional series position with the Forest Service." "We have had several interns from Sac State work for the Eldorado NFS and almost all have been great employees." Stress importance of knowing aspects of all positions, even ones that seem inconsequential or less important Impressed with student's knowledge and abundance of resources for games, themes, and creative ways to keep students busy. "The Veterans expressed sincere appreciation for her efforts, and stated she will be greatly missed." Was able to hit the ground running and that comes from her education Introduce the idea of Facebook and other like internet social structures as being useful for networking, while fully understanding the pitfalls and cautions that need to be observed. It is the wave of the future. | |