

## 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](mailto: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 Therapy Concentration\_]

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

**B3. Fall 2012 enrollment:** [\_52\_]

Use 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 <b>assessed in 2013-2014 but not included above:</b> 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 Therapy program applied for national accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). While the Recreation Therapy program has always been accredited, this is the first time that Recreation Therapy has been accredited independently from Recreation and Park Management. This is because prior to 2013, Recreation Therapy programs could not be separately accredited.

In the year before 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, an Alumni Survey and the National Council on Therapeutic Recreation Certification (NCTRC) examination. 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 we'd 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.

Recreation Therapy shared much of the accreditation self-study with the department's other undergraduate concentration, Recreation and Park Management. However, each concentration has a completely different set of assessments to meet the learning outcomes below.

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

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

**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](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf) and  
<http://www.learningoutcomeassessment.org/DQPNNew.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 <b>ALL</b> PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for <b>SOME</b> PLOs assessed in 2013-14.
	3. No <b>(If no, go to Q2.2)</b>
	4. Don't know <b>(Go to Q2.2)</b>
	5. Not Applicable <b>(Go to Q2.2)</b>

**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. It should be noted that this is a different 7.0 Series spreadsheet from the Recreation and Park Management Concentration. (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 ( <b>If no, go to Q3.1</b> )

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

	1. In <b>SOME course syllabi/assignments</b> in the program that claim to introduce/develop/master the PLO(s)
x	2. In <b>ALL course syllabi/assignments</b> 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 ( <b>If no, go to Part 3: Additional Information</b> )
	3. Don't know ( <b>Go to Part 3</b> )
	4. Not Applicable ( <b>Go to Part 3</b> )

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

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

**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. It should be noted that this is a different 7.0 Series spreadsheet from the Recreation and Park Management Concentration. (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
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Q4.1.** How many PLOs in total did your program assess in the 2013-2014 academic year? [   1   ]

**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) <sup>1</sup>
	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 ( <b>If no, go to Q4.4</b> )
	3. Don't know ( <b>Go to Q4.4</b> )

**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
	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)
	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)
	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?

	1. Yes
x	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
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	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 ( <b>If no, go to Q4.6</b> )

**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 ( <b>Go to Q4.7</b> )
	3. Don't know ( <b>Go to Q4.7</b> )

**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 Therapy Concentration core adds:
  - RPTA 115. Recreation Therapy Assessment and Documentation
  - RPTA 116. Recreation Therapy Principles and Practices and the Recreation Therapy Process
  - RPTA 117. Recreation Therapy and Contemporary Aspects of Disability
  - RPTA 118. Recreation Therapy Facilitation Techniques
  - RPTA 119. Recreation Therapy Management and Advancement of the Profession
  - RPTA 195D. Recreation Therapy Internship

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?

x	1. Yes
	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**]

	<b>Very Much (1)</b>	<b>Quite a Bit (2)</b>	<b>Some (3)</b>	<b>Not at all (4)</b>	<b>Not Applicable (9)</b>
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.

Recreation Therapy has a clean, streamlined assessment of its program and was commended by the national reviewing team as a strength of the department. However, the program can work to align its rubrics more closely with those that will help in the student portfolio and for WASC.

**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 ( <b>If no, go to Q5.3</b> )
	3. Don't know ( <b>Go to Q5.3</b> )

**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) <sup>1</sup>
	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 <b>assess but not included above:</b> a. b. c.

### Part 3: Additional Information

**A1.** In which academic year did you **develop** the current 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 <b>developed</b> 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 <b>updated</b> 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?

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

**A5.1.** If yes, please list the course number for each capstone class: [\_\_\_119\_\_\_]

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

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

A7. Name of the academic unit: [\_\_\_Recreation Therapy \_\_\_]

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 Parks 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: [\_\_\_\_\_]

***Doctorate Program(s)***

A15. Number of doctorate degree programs the academic unit has: [\_\_0\_\_]

A15.1. List the name(s): [\_\_\_\_\_]

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: \_\_\_\_\_

## Appendix A

### Sacramento State Baccalaureate Learning Outcomes and RPTA Outcomes

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
<p><b>Competence in the Disciplines:</b> 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.</p> <p><b>Knowledge of Human Cultures and the Physical and Natural World</b> through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</p> <p><b>Intellectual and Practical Skills, Including:</b> 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.</p>	<p>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:</p> <p><b>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.</b></p> <p>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.</p> <p>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</p>	<p><b>Competence in the Disciplines:</b> 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).</p> <p><b>Knowledge of Human Cultures and the Physical and Natural World:</b> 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.</p>



<p><b>Personal and Social Responsibility, Including:</b> civic knowledge and engagement—local and global,* intercultural knowledge and competence, ethical reasoning and action, foundations and</p> <p>skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.</p> <p><b>**Integrative Learning, Including:</b> synthesis and advanced accomplishment across general and specialized studies.</p> <p><b>All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.</b></p> <p>*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.</p> <p>** 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</p>	<p>that students can be effective administrators in a variety 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.</p> <p><b>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.</b></p> <p>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.</p> <p><b>3. Students will have an understanding of principles and procedures for assessment, planning and evaluation of recreation programs and services.</b></p> <p>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.</p> <p>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</p>	<p><b>Intellectual and Practical Skills:</b> 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).</p> <p><b>Personal and Social Responsibility:</b> 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</p>
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<p>including GE, departmental majors, the co-curriculum and assessments.</p>	<p>elective courses of RPTA 180 and 182.</p> <p><b>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.</b></p> <p>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.</p>	<p>Management and 560 for Recreation Therapy.</p> <p><b>Integrative Learning:</b> 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.</p>
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## **Appendix B**

### **7.0 (b) Series Learning Outcomes (Recreation Therapy)**

#### **Recreation Therapy Concentration**

The purpose of the Recreation Therapy (RT) concentration is twofold. First, the RT concentration provides academic course work and field-based experiences, which enable graduates to enter the profession qualified to effectively and successfully provide recreation therapy services to individuals with disabilities in clinical, transitional, and community settings. Competencies addressed in the RT concentration are designed to meet the standards and evaluative criteria of the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), the National Council for Therapeutic Recreation Certification (NCTRC), and the California Board of Recreation and Park Certification (CBRPC). Second, the RT concentration provides to both majors in the department, and campus-wide students who are non-majors, an orientation to individuals with disabilities and to the profession of Recreation Therapy. This knowledge will enable graduates to more competently provide recreation and other services to individuals with disabilities that are more comprehensive and sensitive to their needs.

#### **Goals of the Therapeutic Recreation Program**

- A. Offer courses and field-based experiences enabling graduates to meet the criteria for eligibility to sit for examinations to become a Certified Therapeutic Recreation Specialist (CTRS) through the NCTRC and Recreation Therapist, Certified (RTC) through the CBRPC
- B. Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities
- C. Continually revise the Option's content so that it always reflects the most current professional standards and practices
- D. Continually evaluate current and potential field-based experience sites to provide students with a wide variety of possible field experiences which will expose them to current professional practice by competent practitioners
- E. Assist students with securing recreation therapy positions before and after completion of the Option

## **A. Certification Criteria**

Criteria of COAPRT, NCTRC and CBRPC are regularly reviewed and changes in the RT program including course content, structure, and requirements are revised as needed to reflect changes in criteria. Due to recent changes in NCTRC standards and COAPRT standards, several curriculum changes have been made to the RT program. These changes as well as the RT program course requirements are presented below.

### **1. Recreation Therapy Option Revisions**

Several changes in the RT program have been made in the last year and a few are in review at the Department level. These changes were necessary to keep up to date with NCTRC requirements and COAPRT standards. NCTRC requires all exam applicants to have completed a minimum of 5 courses specific to therapeutic recreation. Therefore, the faculty created one new course addressing recreation therapy content knowledge. In 2012, RPTA 115 *Recreation Therapy Assessment and Documentation* became a course offered at CSUS. In past semesters students had taken the course online through California State University, East Bay. With the addition of the course to the CSUS curriculum, the content of RPTA 118 *Facilitation Techniques in Recreation Therapy* was revised as it had documentation as a component which then was added to the RPTA 115 *Recreation Therapy Assessment and Documentation* course. In addition, RPTA 106 *Introduction to Inclusive Recreation & Recreation Therapy* name was changed to add Recreation Therapy to the title to include concepts of the Recreation Therapy Process.

In addition to course changes, a full-time tenure track position was empty for 3 years and in the Fall of 2013 Dr. Jamie Hoffman was hired. In the interim, four part-time lecturers filled the gap with teaching and internship supervision while advising was supported by a tenure-track faculty member from the department.

### **2. Recreation Therapy Option Core Course Requirements**

BIO 25: Human Anatomy & Physiology

PSYCH 168: Abnormal Psychology

CHDV 30: Human Development

RPTA 115: Recreation Therapy Assessment and Documentation

RPTA 116: Recreation Therapy Principles and Practices and the Recreation Therapy Process

RPTA 117: Recreation Therapy & Contemporary Aspects of Disability

RPTA 118: Facilitation Techniques in Recreation Therapy

RPTA 119: Recreation Therapy Management

RPTA 195: Recreation Therapy Internship

9 units Supportive Courses

### **3. Schedule of Course Offerings**

The current class offerings are as follows: BIO 25 is offered every semester through the Biology department. PSYCH 168 is offered every semester through the Psychology department. CHDV 30 is offered every semester through the College of Education. The

following courses are currently only offered in the Fall semester: RPTA 115, RPTA 116, RPTA 117, RPTA 118, RPTA 195. The following courses are currently only offered in the Spring semester: RPTA 119. Reflecting the growth of the program, the following courses will be offered in the Fall 2014: RPTA 115, RPTA 116, 2 Sections RPTA 117 this course is also a core requirement for Gerontology Majors, RPTA 118, RPTA 119, RPTA 195. Spring 2014: 2 Sections RPTA 117, RPTA 118, RPTA 119, RPTA 195. RPTA 195 is offered in both the Fall and Spring semesters.

**B. Field-Based Experience Sites**

Based on the experiences of students and discussions with practitioners, the agencies to which students can be assigned are regularly updated. The list is updated regularly when new opportunities and contracts are established between the university and outside Recreation Therapy agencies. The document is called the Current Recreation Therapy Contracts and lists approved agencies and can be found the Department's website and below.

<http://www.csus.edu/hhs/rpta/programs%20courses/therapeutic-rec.html>

**C. Employment**

Notices of positions available in therapeutic recreation are shared with students on a bulletin board in the main hall of the 4<sup>th</sup> floor of Solano Hall and are shared during classes. In REC 119 *Therapeutic Recreation Services & Systems*, time is spent orienting and preparing students to meet certification standards as well as securing a professional position.

**D. Faculty in Recreation Therapy**

**Jamie Hoffman, Ed.D., CTRS** joined CSUS's faculty in 2013 after earning her doctorate from California State University Long Beach in Educational Leadership. Dr. Hoffman has her undergraduate degree in Recreation Therapy from The University of Tennessee, Knoxville as well as her Masters in Recreation Administration. Dr. Hoffman maintains extensive involvement with professional standards for both the specialty of recreation therapy and the field of campus recreation. Dr. Hoffman is the current president of the California Board of Parks and Recreation Recreation Therapy Section. Dr. Hoffman is currently collaborating with The WELL on the campus of CSUS after attaining a grant to initiate inclusive recreation and adaptive sports programming on the campus. She has conducted numerous state, national, and international workshops and presentations addressing professional practice in recreation therapy, adaptive sports, inclusion, as well as professional standards.

**Arlene Krause, CTRS, RTC** has been a Recreation Therapist for over 15 years. She holds both national and state certification, and is a Certified Therapeutic Recreation Specialist (CTRS), and Recreation Therapist Certified (RTC). Arlene has been a faculty member at California State University Sacramento since 1997. Within the Department of Recreation, Parks, and Tourism Administration, she has taught a variety of course in the Recreation Therapy concentration, as well as classes in nonprofit leadership and leisure and wellness. Arlene has also worked with Recreation Therapy students as the complete their education through supervising their 14 week internship experience. For the past three years Arlene has also been an instructor and America River College in the Department of Gerontology. At American River Arlene has instructed as

part of the Activity Coordinator Certificate Program. Past employment has included work in the field of housing advocacy, and an independent living center, and work in the mental health field. Arlene has her undergraduate degree from Marquette University in Milwaukee Wisconsin, and her Masters from California State University Sacramento.

**Lindsay Thuy Dao, CTRS**, is the Lead Recreation Therapist for Sutter Center for Psychiatry, the only not-for-profit psychiatric hospital in the Sacramento region that is part of an integrative health care system. She is the Clinical Internship Supervisor, Service Excellence Champion for Patient Satisfaction and is Sutter's Crisis Prevention Intervention Instructor. Lindsay has previously held positions as a Camp Director for Camp Courage, a camp organization that serves people with disabilities, a Recreation Therapist at Courage Kenny Rehabilitation Institute, as well as clinical experiences at the Western Blind Rehabilitation Center at the VA Palo Alto. Her knowledge and expertise includes the Recovery Model and Dialectical Behavioral Therapy.

Lindsay earned a degree in Recreation Therapy at San Jose State University and currently is a lecturer at California State University, Sacramento since 2013. She resides in Elk Grove and enjoys going on hikes with her faithful dog, Tobi.

### 7.0(b) Series Learning Outcomes (Recreation Therapy)

7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation.

7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes

- Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field of the therapeutic recreation profession in decision-making.

7.01.03 Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the therapeutic recreation profession.

<b>COAPRT 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.</b>							
<b>Guidance for TR Focus: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation</b>							
<b>Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.</b>							
<b>Course Specific Learning Outcome</b>	<b>TR Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>	<b>Assessment Results</b>	<b>Evidence of Programmatic Changes</b>	<b>ABSENT – EMERGING – PRESENT – OUTSTANDING</b>
Describe standards and regulations which govern therapeutic recreation programs and services	7.01.01	<a href="#">RPTA 116</a>	Online Assignment NCTRC Review	70% of students will score an average of “80%” of the total points	Fall 2013: 23 of 25 students completed assignment. Average score 95.5%	This assessment was added to RPTA 116 in 2012.	
Describe the appropriate therapeutic recreation applications for rehabilitation purposes of clinical terms and diagnoses	7.01.01	<a href="#">RPTA 119</a>	Recreation Therapeutic Department Manual Assignment	TR Model to be used as the foundation of the programs housed within the department. Provide a brief description of the model.	Student provides appropriate RT interventions following the TR Model in the RT Department Manual Assignment		

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Discuss issues and trends regarding ethical standards in health care professions	7.01.02	<a href="#">RPTA 118</a>	Facilitation Assignment	70% of students will achieve 80% or higher on the presentation	100% of the students achieved this result		
Describe legislative policies regarding individuals with disabilities and its impact on recreation	7.01.02	<a href="#">RPTA 106</a>	Final <a href="#">exam</a> : Questions on the exam relate to legislation. Exam questions (21-26)	70% of students will achieve 80 % or higher on the exam.	Fall 2013 100% of the students achieved this result on questions relating to legislation	We will begin to include a handout on Blackboard in addition to our lecture to provide students more details about each piece of legislation	
Evaluate the implications of various leisure philosophies to quality of life	7.01.03	<a href="#">RPTA 116</a>	Covered in Lecture, and on midterm	75% of students will achieve an 80% or higher on related questions on midterm.	Fall 2013: students averaged an 89% on the midterm.	Will develop section of midterm that addresses this area more specifically for increased analyses of their achievement of their achievement this goal.	



Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Describe potential benefits and liabilities of leisure and common leisure problems	7.01.03	<a href="#">RPTA 106</a>	Wheelchair Experience	Completion of the experience and self-reflection paper.	Students papers validated the value and impact of this experience in gaining insight into the leisure challenges of those with a physical disability		
Describe the major disability classification areas and how to plan therapeutic recreation services for each area	7.01.03	<a href="#">RPTA 117</a>	Midterm <u>exam</u> : Questions on the exam relate to major disability classifications.  Student Presentations on specific disabilities.	70% of students will achieve an 80% or greater on the exam.	Fall 2013: average score on the midterm was 92%  Spring 2013: average score on midterm was 89.6%		

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Human functioning including anatomy and physiology, human growth and development through the lifespan, variations in development and resulting disability, psychology, including abnormal psychology, and theories of human behavior change	7.01.03	BIO 25 (anatomy & physiology)	Students final grades as posted on RT Verification Form and university transcripts	70% of students will earn a “C” or greater in BIO 25 or an equivalent course	This data has not been collected or analyzed in past semesters	This data will be tracked starting in Spring 2014	
		CHDV 30 (human growth and development through the lifespan)	Students final grades as posted on RT Verification Form and university transcripts	70% of students will earn a “B” or greater in CHDV 30 or an equivalent course	This data has not been collected or analyzed in past semesters		
		PSY 168 (abnormal psychology)	Students final grades as posted on TR Verification Form and university transcripts	70% of students will earn a “B” or greater in PSY 168 or an equivalent course	This data has not been collected or analyzed in past semesters		

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Human services supportive areas including medical terminology	7.01.03	Students will complete 9 units of supportive coursework as defined by NCTRC standards for certification	Students final grades posted on TR Verification Form and university transcripts	70% of students will earn a “B” or greater in all 9 units of supportive coursework	This data has not been collected or analyzed in past semesters	This data will be tracked starting in Spring 2014	
Medical Terminology:	7.01.03	<a href="#">RPTA 117</a>	Medical terminology covered in class activity. Medical terminology assessed in final and midterm	75% of students will earn an “80%” or greater on their cumulative quiz score grade	Sp 2012: no data available as this course was not offered during this semester.  Medical terminology was addressed as part of the Midterm for fall 2013, though individual questions relating to medical terminology were not identified for the purposes of evaluation. Midterm grade overall was 92%	Starting spring 2014 quizzes that will specifically cover medical terminology will be added to the course.	

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- 7.02.01 Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.
- 7.02.02 Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.
- 7.02.03 Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts.
- 7.02.04 Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements.
- 7.02.05 Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services.

COAPRT 7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.							
Guidance For TR Focus: Students graduating from the program shall demonstrate the ability to assess, plan, implement, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.							
Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Evaluate a variety of therapeutic recreation assessment instruments and batteries.	7.02.01	<a href="#">RPTA 115</a>	In class assignments site tour	75% of students will attend the site tours at at least 3 different facilities looking at RT assessment instruments and batteries	Fall 2012: 100% of students attended the site tours	Students will be provided with assessments from at least 5 different RT settings and facilities	
Apply the major methods of assessment to determine a client's physical, cognitive, emotional, social, and leisure functioning.	7.02.01	<a href="#">RPTA 115</a>	<a href="#">Case study</a> Grading rubric  Midterm exam	75% of the students will score an 80% or better on the case study  70% of the students will score an 80% or better on the midterm exam case study component	This data has not been collected or analyzed in past semesters	This data will be tracked starting the next time the course is offered in Fall 2014	

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Explain the process of identifying leisure and social deficits based on assessment information.	7.02.01	<a href="#">RPTA 115</a>	<a href="#">Case study</a>	80% of students will score an 80% or better on identification of functioning and deficits on the case study	Fall 2012: 100% scored 80% or higher on this component		
Describe the process of developing, presenting, implementing, and evaluating treatment and Program plans in therapeutic recreation	7.02.02	<a href="#">RPTA 118</a>	Final <a href="#">exam</a>	70% of students will earn an 80% or greater on the final exam	Fall 2012: 62.5% of students earned a 80% or greater on final exam	We will split course content over multiple exams. After each exam is graded, we will facilitate a thorough review to verify content knowledge	

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Develop measurable goals and objectives, which address client needs.	7.02.02	<a href="#">RPTA 115</a>	<a href="#">Case Study</a> goals and objectives component	70% of students will earn an 80% or greater on the goals and objectives component of the self-study	Data not available as this course was last taught prior to the self-study Data not collected for Fall 2013	A learning objective about goals and objectives will be added to RPTA 115	
		<a href="#">RPTA 116</a>	Case study Goals and Objectives component	70% of students will earn an 80% or greater on the grading rubric	Data not available as this course was last taught prior to the self-study Data not collected for Fall 2013	Development of an class assignment to increase student understanding in the goals and objectives component of the case study	
Connect client treatment objectives to comprehensive programming outcomes.	7.02.02	<a href="#">RPTA 119</a>	Therapeutic Department Manual	70% of students will earn an 80% or greater on the grading rubric	This data has not been collected or analyzed in past semesters	This data will be tracked starting in Spring 2014	

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Organize a leisure wellness program, which addresses specific facilitation techniques and therapeutic recreation programming.	7.02.02	<a href="#">RPTA 118</a>	Intervention Resource Book	75% of students will earn an 80% or greater on the intervention resource book	Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Fall 2014	This assignment was added to the curriculum in Fall 2013 based on the need for a comprehensive understanding of facilitation techniques for specific populations	
Detail in writing, the role and importance of various therapeutic recreation facilitation techniques as components of leisure service delivery systems;	7.02.02	<a href="#">RPTA 118</a>	Intervention Resource Notebook	75% of students will earn 80% of the total points associated with the research paper section of the resource notebook	Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Fall 2014	This assignment was added to the curriculum in Fall 2013 based on the need for a comprehensive understanding of facilitation techniques for specific populations	



Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Conduct various facilitation technique experiences with a variety of client populations	7.02.03	<a href="#">RPTA 118</a>	Students participate in Service Learning Assignment	80% of students will earn 80% or greater	100% of students earned an 80% or greater	Rewriting of the course objectives for REC 118 to more accurately reflect content of course related to this standard, addition of LAB component to class will be implemented in Fall 2014 working with a variety of client populations	

Verbally describe methods of conducting facilitation techniques	7.02.03	<a href="#">RPTA 118</a>	Facilitation Assignment	70% of students will score 80% or greater	100% of student scored 80% or greater on assignment	Assignment will include a component where student will define and explain a disability and then facilitate the activity	
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Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Describe the goals and models of leisure counseling and education	7.02.03	<a href="#">RPTA 118</a>	Midterm and Final Exams	70% of students will score 80% or greater	Data not available as this course was last taught prior to the self-study in Spring 2014. Data will be collected in Fall 2014		

Describe the basic components and methods of documenting client progress.	7.02.04	<a href="#">RPTA 115</a>	Peer Facilitation Documentation in class Assignment	100% of students complete Peer Facilitation Documentation in class Assignment	Fall 2013: 100% of the students completed the assignment	<p>Rewriting of the course objectives for RPTA 115 will more accurately reflect content of course related to documenting client progress</p> <p>Midterm questions related to entry of pt. treatment plan to the medical chart and impact of recording of client documentation will be more thoroughly discussed in class lectures</p>	
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Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Explain processes of evaluating client progress towards meeting program plan objectives.	7.02.05	<a href="#">RPTA 115</a>	Class discussion	100% of students will participate in class discussion about evaluating client progress towards meeting	100% of students participated in class	A formal Evaluation Plan assignment will be added to the curriculum	
Demonstrate the ability to evaluate Therapeutic Recreation individual treatments and programs.	7.02.05	<a href="#">RPTA 119</a>	Program Development Phase 1 of project	70% of students will score 80% or better on assignment	This data has not been collected or analyzed in past semesters	Data will be collected for Program Development Phase in Spring 2014 and a formal Evaluation Plan assignment will be added to the curriculum	

7.03.01 Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

7.03.02 Students graduating from the program shall be able to apply basic facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

<b>COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.</b>							
<b>Guidance for TR Focus: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.</b>							
<b>Course Specific Learning Outcome</b>	<b>COAPRT Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>	<b>Assessment Results</b>	<b>Evidence of Programmatic Changes</b>	<b>ABSENT – EMERGING – PRESENT – OUTSTANDING</b>
Describe management techniques and issues with therapeutic recreation professionals and para-professionals	7.03.01	<a href="#">RPTA 118</a>	Midterm Exams  Questions on the exams relate to management techniques and administrative practices	70% or students will achieve 75% or higher on the questions.	100% of students scored 75% or higher on the exam	A question will be added that will specifically look at management techniques with a scenario for an RT professional	
Develop budgets for therapeutic recreation programs in community and clinical settings	7.03.01	<a href="#">RPTA 119</a>	Therapeutic Department Manual	70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual	Data not available as this course was last taught prior to self-study in Fall 2014.	Data will be collected in the Spring 2014	

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes	ABSENT – EMERGING – PRESENT – OUTSTANDING
Develop a comprehensive therapeutic recreation program based on observations of therapeutic recreation programs in clinical settings	7.03.02	<a href="#">RPTA 119</a>	Therapeutic Department Manual	70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual	Data not available as this course was last taught prior to self-study in Fall 2014.	Data will be collected in the Spring 2014	

<b>COAPRT 7.04</b> 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.							
<b>Guidance for TR Focus:</b> Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.							
<b>Course Specific Learning Outcome</b>	<b>Specific Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>	<b>Assessment Results</b>	<b>Evidence of Programmatic Changes</b>	<b>ABSENT – EMERGING – PRESENT – OUTSTANDING</b>
Documented completion of hours	7.04	<a href="#">RPTA 195</a>	Signed tri-weekly reports and logs	95% or more of students will complete their 5 tri-weekly reports by the end of the internship	Sp 2012: 100% of the students enrolled in this course completed their tri-weekly reports  Fall 2013: 100% of the students enrolled in this course completed their tri-weekly reports		
Completion of goals and objectives	7.04	<a href="#">RPTA 195</a>	Mid-term and Final evaluation from Agency Mentor and student  Site and Exit	80% of students will complete 75% or more of their goals and objectives	Sp 2012: 100% of students enrolled in the course completed 75% or more of their goals and objectives  Fall 2013: 100%		



			Reports		of students enrolled in the course completed 75% or more of their goals and objectives		
<b>Course Specific Learning Outcome</b>	<b>Specific Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>	<b>Assessment Results</b>	<b>Evidence of Programmatic Changes</b>	<b>ABSENT – EMERGING – PRESENT – OUTSTANDING</b>
Demonstrate competencies associated with core academic courses	7.04	<a href="#">RPTA 195</a>	Final Evaluation by Supervisor: Program Competency Evaluation from Agency Mentor	80% of students will receive 3 or higher on evaluation scale for all core competencies	Fall 2013 100% of students scored 3 or higher on all areas of core competencies		



### **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

**Appendix D**  
**Internship Supervisor Assessment Results Summary Reports (2013-2009)**

**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:	<ul style="list-style-type: none"> <li>• 7 out of 9 evaluators felt students had a basic/general understanding of recreation at the onset of their internship.</li> <li>• "I feel like all Rec students can use more experience learning about the 'parks' side of business."</li> <li>• "...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."</li> <li>• "She seemed to have a basic understanding; enough to get her started on projects and to assist with tasks."</li> </ul>	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)	<ul style="list-style-type: none"> <li>• 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..."</li> <li>• "[Student] is able to confidently take on a leadership role."</li> <li>• "[Student] excelled in a responsibility and leadership focused role on numerous occasions."</li> </ul>	No change. Students show strong leadership skills in recreation settings.
3. To what extent did the student	<ul style="list-style-type: none"> <li>• Results were split; roughly half worked at a satisfactory</li> </ul>	No change. This is generally an area where

seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	<p>level with areas in need of improvement; the other half meeting or exceeding the expectations of the evaluator.</p> <ul style="list-style-type: none"> <li>• “[Student] never got flustered when minor issues arose...Has room to improve in resolving customer service issues.”</li> <li>• “[Student] needed coaching on resolving communication issues...”</li> <li>• “[Student’s] approach is factual, non-confrontational and well thought out.”</li> </ul>	<p>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.</p> <p><i>*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.</i></p>
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)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• “Didn’t seem too familiar... but learned quickly.”</li> <li>• “[Student] had a very good understanding of organizational charts and she was adept at getting to the right person in each department.”</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Evaluations ranged from “entry-level” to exemplary in the area of marketing and PR.</li> <li>• “[Student] had an entry level knowledge.”</li> <li>• “[Student] was adequately familiar with these areas.”</li> <li>• “[Student] has a clear strength in PR and marketing ... with direct-to-consumer selling...”</li> </ul>	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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• “I think [the student] understood that you had to</li> </ul>	No change. This is generally an area where students perform well.

<p>extent did the student display an understanding of group dynamics (8.12, 8.13, 8.15, 8.17, 8.18, 8.19, 8.20)?</p>	<p>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."</p> <ul style="list-style-type: none"> <li>• "[Student] is almost always positive, motivated, and ready to get moving, so she was always someone who could motivate a group."</li> </ul>	
<p>7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12, 8.13)</p>	<ul style="list-style-type: none"> <li>• All of the students were highly rated by evaluators in this area.</li> <li>• "[Student] adjusts herself towards different situations and is dynamic which results in good communication for all parties involved."</li> <li>• "[Student] is very comfortable, whether with a bride and groom, corporate planner, or just a family party planning setting."</li> </ul>	<p>No change. Diversity continues to be a strong component of RPTA core coursework.</p>
<p>8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (8.21)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• "[Student] clearly understood the value of constant evaluation and the feedback loop."</li> <li>• "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."</li> </ul>	<p>No change. RPTA 110 (Research and Evaluation) is a strong course in the RPTA core.</p>

<p>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?</p>	<ul style="list-style-type: none"> <li>• “Professionalism in the workplace.”</li> <li>• “More business writing/emailing/phone etiquette practice.”</li> <li>• “For the short summer program, meetings and assignments are prepared well in advance with the mentoring agency.”</li> <li>• “More time spent on industry trends in Recreation.”</li> <li>• Better grasp of the concept, “we succeed together; we fail together.”</li> <li>• “Working hours and conditions are not always typical.”</li> </ul>	<p>No change.</p> <p>*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 are not typical of the department’s interns.</p>
<p>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?</p>	<ul style="list-style-type: none"> <li>• “[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...)”</li> <li>• “Please encourage students with an aquatics background... to gain experience working in other recreation settings.”</li> <li>• “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.”</li> <li>• “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.”</li> <li>• “Provide students with a budget development class.”</li> <li>• “Possibly leading more groups outside of the classroom.”</li> <li>• “[Student] is a model intern. [Student] is knowledgeable, dedicated, trustworthy, ethical, respectful and confident.”</li> </ul>	<p>No change.</p> <p>*Again, related to the above, one student was not successful at the internship and this experience resulted in some negative comments.</p>

## 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:	<ul style="list-style-type: none"> <li>Most agencies felt that students had a working understanding of most components of the recreation profession very well</li> <li>Comments included: "Well prepared for industry", "got better as she continued with us", "impressed with student's knowledge, interests, and professionalism"</li> </ul>	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)	<ul style="list-style-type: none"> <li>Most agencies felt that students were very comfortable in a leadership role</li> <li>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"</li> </ul>	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)	<ul style="list-style-type: none"> <li>Most agencies stated that students were "fairly comfortable" in these areas</li> <li>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"</li> </ul>	No change.
4. To what extent did the student seem familiar with issues of administration (e.g. understanding organizational charts, interpersonal relationships,	<ul style="list-style-type: none"> <li>Most agencies reported that our students had a "good" understanding of administrative issues</li> <li>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"</li> </ul>	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)	<ul style="list-style-type: none"> <li>A few sites didn't go into this aspect, but those that did said our students did very well.</li> <li>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"</li> </ul>	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)?	<ul style="list-style-type: none"> <li>Most agencies stated that students had a very good understanding of individual and group dynamics.</li> <li>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"</li> </ul>	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)	<ul style="list-style-type: none"> <li>Agencies felt that most of our students did a very good to excellent job in this area</li> <li>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"</li> </ul>	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)	<ul style="list-style-type: none"> <li>The majority of agencies felt that our students had a very good understanding of the need for and importance of evaluations</li> <li>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</li> </ul>	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?	<ul style="list-style-type: none"> <li>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"</li> </ul>	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?	<ul style="list-style-type: none"> <li>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"</li> </ul>	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:	<ul style="list-style-type: none"> <li>Most agencies report that students had a good overall understanding</li> <li>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</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Most agencies reported that students were comfortable in taking a leadership role</li> <li>• 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”</li> </ul>	No change.
3. To what extent did the student seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	<ul style="list-style-type: none"> <li>• Most agencies thought students did “pretty well”</li> <li>• 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”</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Most agencies reported that students had a good understanding of administrative issues</li> <li>• 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”</li> </ul>	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)	<ul style="list-style-type: none"> <li>• 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.”</li> </ul>	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)?	<ul style="list-style-type: none"> <li>• Most agencies thought students did very well in this area.</li> <li>• 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”</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Most agencies thought our students were very comfortable working with all populations</li> <li>• Comments included: “student did this better as an intern than most of my full-time, permanent employees”, “great customer service skills”</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Most agencies reported that students understood the importance and need for evaluation</li> <li>• 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”</li> </ul>	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?	<ul style="list-style-type: none"> <li>• 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”</li> </ul>	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?	<ul style="list-style-type: none"> <li>• Many agencies reported that they wished they could have hired their intern and would be very interested in having our students back as interns.</li> <li>• 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”</li> </ul>	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.

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### 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:	<ul style="list-style-type: none"> <li>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". <u>Therapeutic Rec</u> 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."</li> </ul>	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)	<ul style="list-style-type: none"> <li>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."</li> </ul>	No Change
3. To what extent did the student seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)	<ul style="list-style-type: none"> <li>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."</li> <li>Other comments included, "Seemed comfortable in resolving issues."; "Always proactive and inclusive in effort"</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Most supervisors stated that students had a “high level of familiarity with issues of administration.”</li> <li>• 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.”</li> </ul>	No Change
5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)	<ul style="list-style-type: none"> <li>• 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.”</li> <li>• 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.”</li> </ul>	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)?	<ul style="list-style-type: none"> <li>• Most supervisors felt that students had a good understanding of performance standards.</li> <li>• 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.”</li> </ul>	No Change
7. To what extent did the student seem comfortable working with a variety of	<ul style="list-style-type: none"> <li>• Supervisors felt that most students “seemed very comfortable working with individuals and populations.”</li> </ul>	No Change

individuals and populations? (8.12, 8.13)	<ul style="list-style-type: none"> <li>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."</li> </ul>	
8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (8.21)	<ul style="list-style-type: none"> <li>Supervisors felt that most students did well in this area and were "receptive to input."</li> <li>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."</li> </ul>	No Change

<p>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?</p>	<ul style="list-style-type: none"> <li>• 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.”</li> <li>• Other comments: “Please stress importance of meeting timelines for documentation and review clearly the SOAP note concept.”</li> <li>• 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.</li> </ul>	<p>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.</p>
<p>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?</p>	<ul style="list-style-type: none"> <li>• One supervisor stated he thought our program needs to “add more practical experiences and discussions with professionals in the industry.”</li> <li>• 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.”</li> </ul>	<p>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.</p> <p>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.</p>



## 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:	<ul style="list-style-type: none"> <li>• Professionalism and customer service skills were outstanding</li> <li>• Student seemed well versed in understanding role as rec leader</li> <li>• "In top 5% of intern staff in her industry at beginning of internship compared with 10 other interns during summer."</li> <li>• Possessed both theoretical and practical knowledge.</li> <li>• Asked lots of appropriate questions and retained knowledge</li> <li>• "Always pleasant and professional"</li> <li>• Unclear of complexity of city park and rec department vs. special district</li> <li>• "Intern had a great overall understanding of the depth of this profession and where it could lead.</li> <li>• Very flexible and willing to take on new duties</li> <li>• Good understanding of rec profession</li> <li>• Understands the fundamentals of the profession. Joined numerous projects mid-way and grasped needs easily and competently.</li> </ul>	No Changes

<p>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)</p>	<ul style="list-style-type: none"> <li>• Very comfortable as leader/mentor of young teen trainees.</li> <li>• Focused on fostering “team spirit”</li> <li>• “Excellent office liaison with kitchen staff.”</li> <li>• “Very self-directed and motivated.”</li> <li>• “Comfortable taking the lead and working in a team environment.”</li> <li>• Trouble taking initiative, but when guided and becomes familiar, does well with problem solving</li> <li>• “Ready and flexible to lead various groups. Quite comfortable in leadership role.”</li> <li>• Showed overall initiative and comfortable leading groups</li> <li>• Had a hand in hiring other interns and training them</li> <li>• “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.”</li> </ul>	<p>No Changes</p>
<p>3. To what extent did the student seem comfortable with leadership issues that include conflict resolution and problem solving? (8.01)</p>	<ul style="list-style-type: none"> <li>• Needs to develop confidence when responding honestly to authority</li> <li>• Able to resolve conflict in field as wilderness ranger.</li> <li>• Usually had solution to problems that came up</li> <li>• Conflict resolutions good, often dealing with disgruntled guests, finds appropriate resolution</li> <li>• Assisted in problem solving with no hesitation</li> <li>• “Student used discretion when needed and asked questions when in doubt. “</li> <li>• Handled irate customers very well</li> <li>• Willing to deal with unfamiliar situations that were uncomfortable and emotional, and did well with supervisor coaching</li> </ul>	<p>No changes</p>

<p>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)</p>	<ul style="list-style-type: none"> <li>• Very clear of levels of company organization. Able to negotiate "red tape" involved to get programs running</li> <li>• Accepted agency policies and adjusted to limitations</li> <li>• Needs understanding of the need to attend city council or CPRS meetings as means of networking strategy</li> <li>• Familiar with org charts, office dynamics &amp; decision making strategies</li> <li>• Very good knowledge base with dealing with administration issues</li> <li>• Intern adapted quickly to different ways of conducting business in each facility</li> <li>• Very helpful with several charts, group schedules and motivational strategies</li> <li>• Understands operational needs of an organization. "Hit the ground running."</li> <li>• Quite capable of appreciating flow charts and organizational structure.</li> </ul>	<p>No Changes</p>
<p>5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies? (8.34)</p>	<ul style="list-style-type: none"> <li>• Adaptive if certain strategies were not working</li> <li>• Was responsive to attending to even the most mundane tasks without complaining</li> <li>• Discovered or learned alternate methods to get around cost factor</li> <li>• Understood importance of good marketing and customer service skills to make successful program</li> <li>• "Tremendous help in planning numerous events ranging from small private parties to massive 10,000 person festivals."</li> <li>• Came away with understanding and importance of marketing an event.</li> <li>• Needed coaching on importance of maintaining current media contact lists and following up with them</li> </ul>	<p>No Changes</p>

<p>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)?</p>	<ul style="list-style-type: none"> <li>• Organizational skills deficiency</li> <li>• Only basic group dynamics understanding, but when subtle issues pointed out was able to grasp</li> <li>• Handled variety of public contact situations in professional manner</li> <li>• “Student never did much leading, directing or motivating.”</li> <li>• “Learning how to balance a bride’s wants with mother of groom is often tricky, but handled it very well.”</li> <li>• Very adaptive to working with variety of individuals</li> <li>• “Great resource for motivating staff with ice breakers, games and incentives.”</li> <li>• “Demonstrated appropriate motivational skills and was able to take patient’s needs into account.”</li> <li>• Good at motivating other interns, and interact with them to motivate and guide them into making right decisions for different events</li> <li>• “Engaging and vocal during event planning meetings and updates.”</li> </ul>	<p>No Changes</p>
<p>7. To what extent did the student seem comfortable working with a variety of individuals and populations? (8.12, 8.13)</p>	<ul style="list-style-type: none"> <li>• “Shy at first with difficult customers and “time suckers” but developed a tougher skin with the experience.”</li> <li>• “Intern was immediately placed into a situation working with international offices and adjusted well in that role.”</li> <li>• Very comfortable with people from different cultures and backgrounds</li> <li>• “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.”</li> <li>• “Never strayed too far from what he knew or was comfortable with.” “Didn’t take job opportunity to work with unfamiliar populations.”</li> <li>• Understands importance of feedback from internal and external customers</li> <li>• Extremely comfortable with any size or group dynamic</li> </ul>	<p>No Changes at that time but faculty have discussed encouraging students to take additional courses in working with diverse populations.</p>
<p>8. To what extent did the student seem to understand issues related to the need for</p>	<ul style="list-style-type: none"> <li>• Several responses indicated this question was confusing.</li> <li>• Student did not resist written evaluations of herself or the organization</li> </ul>	<p>No Changes</p>

evaluation within an agency setting? (8.21)	<ul style="list-style-type: none"> <li>• “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.”</li> <li>• Responded positively to constructive criticism, understands need to know how to improve to advance.</li> <li>• “Student came up with an in-depth evaluation form.”</li> <li>• Was aware, observed, learned, and able to implement</li> <li>• Was okay with differing opinions and suggestions on how to improve a project. Never took it personally.</li> </ul>	
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?	<ul style="list-style-type: none"> <li>• Salary expectations and negotiation / PTO and vacation time / Professional ethics – cell phone use; dress code; communication with supervisors and appropriate e-mail composition</li> <li>• How to respond honestly to supervisor instead of filtering response to what student thinks agency wants to hear</li> <li>• Timelines and due dates not clearly understood and consequences of being late</li> <li>• Please address internal personnel issues such as budget cuts, loss or shortage of staff, job retention</li> <li>• Conflict resolution</li> <li>• Focus more on operating budgets for both special districts and municipalities</li> <li>• Emphasize that making mistakes is part of learning and importance of admitting shortcomings and willingness to improve them</li> <li>• Have students complete practicum hours in different settings to expose students to RT groups, care plans, MDs, assessment and/or progress notes</li> <li>• Importance of using telephone to resolve concerns with clients, vs relying solely on e-mail</li> </ul>	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	<ul style="list-style-type: none"> <li>• “This university has done a better job than most curriculums identifying the differences between community and commercial recreation.”</li> <li>• “Student came in with a “Can Do” attitude...”fearless in handling the facility.”</li> </ul>	No Change

<p>we update our curriculum?</p>	<ul style="list-style-type: none"> <li>• “Current curriculum does not allow them to qualify for a professional series position with the Forest Service.”</li> <li>• “We have had several interns from Sac State work for the Eldorado NFS and almost all have been great employees.”</li> <li>• Stress importance of knowing aspects of all positions, even ones that seem inconsequential or less important</li> <li>• Impressed with student’s knowledge and abundance of resources for games, themes, and creative ways to keep students busy.</li> <li>• “The Veterans expressed sincere appreciation for her efforts, and stated she will be greatly missed.”</li> <li>• Was able to hit the ground running and that comes from her education</li> <li>• 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.</li> </ul>	
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