

2014-2015 Annual Assessment Report Template

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 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, specify any PLOs that were assessed in 2014-2015 but not included above:
 - a.
 - b.
 - c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

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

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to Q1.5)
- 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

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

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? Yes.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

For the 2013-2014 annual assessment, the department focused on overall competencies in the major based on having just completed our national accreditation (through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)) self-study and visitation. It made sense for us to review the entire program as a whole due to the need to prepare this document and the continuing need for the department to not meet selected standards, but perform well in all accreditation areas.

Based on last year's assessment, the intent was to review written communication this year. However, This proved to be unreasonable once the academic year began and the assessment coordinator for the department (the same faculty that reviews student portfolios and administers the exit exam) took partial leave. This faculty was able to teach the courses necessary for assessment, but unable to review a new area fully. For that reason, the department focused again on overall competencies. We are set up to perform this each year and must keep data annually for accreditation updates submitted each year. Given the internal issues the department faced, it made sense not to take on a new area for 2014-2015. There are several standards measured by accreditation, so for this university assessment, we

Q1.2.1. Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- N/A, other (please specify):

changed the focus, while still keeping it an area that we are required to measure for accreditation.

Appendix A: Please see the attached table for the link to BLGs.

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
The specific PLO evaluated was based on the 7.0 Series Standards for our national accreditation (COAPRT):

- 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.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |
| <input type="checkbox"/> | 4. N/A |

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix:
[Word limit: 300]
See Appendix B.

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO: COAPRT Accreditation requires that our assessment is published on the department website. We have a link (http://www.csus.edu/hhs/rpta/accreditation.html) on the website specifically for accreditation information and assessment results.	Q2.5 (1) PLO	Q2.6 (2) Standards of Performance	Q2.7 (3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO		X	X
2. In ALL course syllabi/assignments in the program that address the PLO	X		
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters	X		
6. In the assessment or program review reports, plans, resources or activities			
7. In 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. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

<p>Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Skip to Q6)</p> <p><input type="checkbox"/> 3. Don't know (Skip to Q6)</p> <p><input type="checkbox"/> 4. N/A (Skip to Q6)</p>	<p>Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Skip to Q6)</p> <p><input type="checkbox"/> 3. Don't know (Skip to Q6)</p> <p><input type="checkbox"/> 4. N/A (Skip to Q6)</p>
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<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO? 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.</p> <p>This PLO is measured directly in RPTA 101 through the exit exam, RPTA 106 through presentation and written work, RPTA 136 through assignments and grading rubrics, and in RPTA 110 through the project proposal assignment.</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>This PLO is measured directly in RPTA 101 through the exit exam, RPTA 106 through presentation and written work, RPTA 136 through assignments and grading rubrics, and in RPTA 110 through the project proposal assignment.</p> <p>See Appendix C.</p>
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Q3A: Direct Measures (key assignments, projects, portfolios)

<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input checked="" type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input checked="" type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input checked="" type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:</p>
<p>Q3.3.2. Please attach the direct measure you used to collect data. See Appendix C.</p>	

<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input checked="" type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:</p>	
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<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>
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<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 2</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? N/A</p> <p><input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
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<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?</p> <p>All students were graded on this.</p>	<p>Q3.6.1. How did you decide how many samples of student work to review?</p> <p>All students were graded.</p>
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<p>Q3.6.2. How many students were in the class or program?</p> <p>Approximately 50.</p>	<p>Q3.6.3. How many samples of student work did you evaluate?</p> <p>All.</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
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Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input checked="" type="checkbox"/> 7. Other, specify: Internship supervisor survey</p>
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p> <p>We have between 30% and 80% each semester. For the last year, there was a response rate of approximately 55% for fall, spring and summer combined.</p>
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p> <p>All supervisors are given the survey.</p>	

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know</p>	<p>Q3.8.1. Which of the following measures were used?</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No</p>	<p>Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No</p>
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) See Appendix B. The results are included in the table that also explains the assignments used to assess the PLO.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

The students perform very well in this PLO. Diversity is a core principle of recreation programs nationally, and all of the course assignments used to measure this learning outcome are core courses taken by all students. The department has a very broad definition of diversity that focuses beyond race and gender to issues related to ability and disability (physical, emotional and mental). The department does not just expose students to diversity, but teaches through coursework how to identify, plan and evaluate "inclusive" programs for "universal access." It is one of the department's strongest areas.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to Q6)
 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

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

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

The changes will involve increased use of the efolio to measure assessment. The plan for the department is to introduce the efolio earlier in the course sequence so that students are more aware of the expectations.

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
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. Recruitment of new students				X	
23. Other Specify: N/A					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

As stated, there was not a great deal of change in department assessment practices during the 2014-2015 academic year. The department performs several assessments already and with the lead faculty on partial leave, it made no sense to increase an already heavy assessment load.

The mid-range plan, however, is to introduce greater transparency for students by introducing the assessment gathering tool (the efolio) in the introductory course of the major (RPTA 1). Students will then be able to build the efolio over two or four years rather than compiling past assignments during their last semester. (It should be noted that the department began the efolio process in fall 2014 in the senior seminar class. It was successful, but it is hoped by moving it to the intro course, it will make more sense to students.)

Other uses of the assessment have been minimal this past year, although a new course, RPTA 102, was developed as a professional

seminar for Recreation Therapy students. This will impact Recreation and Park Management students in that the combined senior seminar class (RPTA 101) will no longer balance between RT and RPM students. Each seminar will provide stronger professional development for students.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]**

Beginning fall 2014, the department began a mid-point evaluation to mirror the exit exam given in the senior seminar. This mid-point evaluation was designed to give more opportunities for student feedback, including the quality of advising. Advising was one of the areas that was identified as needing more attention in both our national accreditation visit and in the Sacramento State Program Priorities assessment of spring 2012. While the department does well in advising, it was noted in both the COAPRT review and the IPP that the department did not solicit *formal* feedback from students until the exit exam.

See Appendix D.

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input checked="" type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix A: RPTA COAPRT Outcomes aligned with BLGs

Appendix B: 7.02 Learning Outcome (the measured PLO) course, assignment(s), results

Appendix C: Exit Exam

Appendix D: Mid-Point Evaluation

Program Information

P1. Program/Concentration Name(s):
Recreation Administration – Recreation and Park Management
Concentration

P1.1. Report Authors:
Greg Shaw

P2. Program Director:
N/A

P2.1. Department Chair:
Greg Shaw

P3. Academic unit: Department, Program, or College:
Recreation, Parks and Tourism Administration

P4. College:
Health and Human Services

P5. Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment: 394*
*This is the current Sac Vault number rather than the Fact Book, which is outdated. Approximately 290 students are RPM students.

P6. Program Type: **[Select only one]**

<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major
<input type="checkbox"/>	2. Credential
<input type="checkbox"/>	3. Master's degree
<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)
<input type="checkbox"/>	5. Other. Please specify:

Undergraduate Degree Program(s):
P7. Number of undergraduate degree programs the academic unit has: 1
P7.1. List all the name(s):
Recreation Administration
P7.2. How many concentrations appear on the diploma for this undergraduate program? 2

Master Degree Program(s):
P8. Number of Master's degree programs the academic unit has: 1
P8.1. List all the name(s): Recreation Administration
P8.2. How many concentrations appear on the diploma for this master program? 0

Credential Program(s):
P9. Number of credential programs the academic unit has: 0
P9.1. List all the names: N/A

Doctorate Program(s)
P10. Number of doctorate degree programs the academic unit has: 0
P10.1. List all the name(s): N/A

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	x									
P12. Last updated								x		
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?								x		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								x		

P15. Does the program have any capstone class?		x	
P16. Does the program have ANY capstone project?		x	

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>Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</p> <p>Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</p> <p>Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p> <p>Personal and Social Responsibility, Including:</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>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.</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 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,</p>	<p>Competence in the Disciplines: Addressed by all four department outcomes. It is closely tied with the practical skills associated with administration, evaluation, assessment, programming and the knowledge required for a foundational understanding of the legal issues and legislative processes related to RPTA agencies (7.01, 7.02, 7.03, 7.04).</p> <p>Knowledge of Human Cultures and the Physical and Natural World: Addressed most specifically in these courses: RPTA 30, 42, 106. Students take core courses in natural resource management that includes a study of the physical world related to outdoor recreation land management. In addition, human cultures are explored in core courses related to leisure theory and history and dealing with diverse populations and universal access to recreation. Students may further cultures and the natural world with elective courses related to tourism, the ecology of recreation areas, visitor management and diversity.</p> <p>Intellectual and Practical Skills: This relates to most closely to Baccalaureate</p>

<p>civic knowledge and engagement—local and global,* intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.</p> <p>**Integrative Learning, Including: synthesis and advanced accomplishment across general and specialized studies.</p> <p>All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.</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 including GE, departmental majors, the co-curriculum and assessments.</p>	<p>105, 106, 109, 166 and 183. This outcome is further developed in elective courses such as 151, 164 and 180.</p> <p>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.</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>3. Students will have an understanding of principles and procedures for assessment, planning and evaluation of recreation programs and services.</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 elective courses of RPTA 180 and 182.</p> <p>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.</p>	<p>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>Personal and Social Responsibility: This relates to Baccalaureate Outcomes number 4. Students are required to know the legal and legislative foundations for administration (RPTA 105, 160), in addition to issues of inclusion and working with diverse populations and persons with disabilities (RPTA 106). More than one core course in the major requires students to volunteer at community agencies and plan programs for agencies in the community. In addition to the class requirements, all students are required to complete 600 pre-internship hours prior to the 400 hour internship for Recreation and Park Management and 560 for Recreation Therapy.</p> <p>Integrative Learning: This relates to mostly to the first, second and fourth outcomes.</p>
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	<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>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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2014-2015 Annual Assessment Report Template

Appendix B

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement and evaluate services that facilitate targeted human experiences and cultural dimensions of diversity							
Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Assessment Measure (7.02.02) (Specific assignment)	Performance levels/metrics	Assessment Results linked to learning outcomes (7.02.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*	Evidence of Continuous Program Improvement (7.02.04) (Based on how students performed or didn't perform on an assignment, what if any changes did you make in the course?)	This column for Visitor Use ONLY
Demonstrate their understanding of 7.02 standards through participation in an Exit Exam	7.02	RPTA 101	Hyperlink to Exit Exam	80% of students will score 80% or higher on the Exit Exam	Achieved	Fall of 2014 was the second time we had given the Exit Exam incorporating the 7.0 standards.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding
Develop and implement marketing and Promotional Strategies	7.02	RPTA 136	Students will be responsible for marketing a program they have created for the community. Hyperlink program manual	This portion of the program is graded within a larger rubric of the program in its entirety. 70% of students will score 70% or above on their program.	95% of students scored 70% or above on their program.	No changes	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

Develop and implement marketing and Promotional Strategies	7.02	RPTA 136	The student will research and develop a 3-fold (minimum), 2-sided brochure publicizing the program they are planning in class. Hyperlink 136 syllabus	70% of students will score 70% or above on the brochure.	95% of students scored 70% or above on their brochure.	2. No changes	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding
Plan, implement and evaluate a community event in a small group.	7.02	RPTA 136	All students are responsible for the planning, implementing and evaluating a community event. Students are graded by their participation in the planning, implementation and evaluation of the event itself and the completion of a program notebook as outlined in the programming manual.	70% of students will score 70% or above on the assigned event and notebook.	92% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the evaluation of the community event.	No changes were made.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

To understand the recreation program planning process and factors involved, i.e. timing, facility needs, supply and equipment needs, cost, promotion and evaluation.	7.02	RPTA 136	All students are responsible for the planning, implementing and evaluating a community event. Students are graded by their participation in the planning, implementation and evaluation of the event itself and the completion of a program notebook as outlined in the programming manual. They are also required to do a budget for this program.	70% of students will score 70% or above on the assigned event and notebook.	91% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the evaluation of the community event.	No changes	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

To gain an understanding of how to establish leisure program mission statements.	7.02	RPTA 136	Students are required to write a mission statement for the program they plan.	100% of the students will fulfill the requirement. It must be approved by me before they can proceed in the planning of the program.	100% of the students wrote this mission statement for their program.	No changes	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding
To understand budgeting and resource attainment in the process of leisure service programming.	7.02	RPTA 136	Students are required to create a budget for their program.	100% of the students will create a budget for their program.	100% of the students created a budget for their program.	No changes.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding
Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making	7.02	RPTA 110	<p>Evaluation Proposal Project – students apply practically what they learned theoretically by creating an evaluation proposal.</p> <p>Hyperlink program proposal project</p> <p>This assignment address all 10 Learning Outcomes for this</p>	<p>Students work is grade using a grading rubric; each area of the rubric assesses each component of the project as it pertains to specific course outcomes.</p> <p>Hyperlink Proposal Rubric</p>	84% of students achieved 80 % or higher on the Evaluation Proposal Project.	The RTPA Proposal Project has been the cumulative project for this course for 7 years (taught by the same instructor). Each year or semester, the instructor has implemented modifications 1) to response to student course evaluations feedback, 2) to increase the level of student’s professional competencies in the area of evaluation and technical ability to create such an evaluation project, 3) to reinforce	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

			course (see RPTA 110 Syllabus)			outcome and evidence based professional practice, and 4) to provide students the ability to create a high quality, professional document to be used for prospective internship and employment interviews.	
Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making	7.02	RPTA 110	Formal Assessment – Mid Term Examination. The textbook is covered in seven weeks, with the remainder of time working on proposal – reviewing practically what was covered theoretical. As such, this examination serves as their “final” exam. The examination is in two parts: 1) part one provides students the opportunity to demonstrate their ability to recall and demonstrate	Students work is assessed by the number of correct responses and/or their ability to accurately demonstrate the ability to create an aspect of an evaluation (e.g. evaluation objective, survey directions, question, scales, etc.) Hyperlink to Mid Term	75% of students achieved 80% or higher on the Mid Term	No changes.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

			<p>information learned by responding to five scenarios; each scenario has five parts; and 2) part two provides students opportunity to recall information learned by responding to multiple choice and true/false questions.</p>				
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[Hyperlink To Mid-Term](#)

Assess students 'self-report on the learning outcomes for the course, as it pertain specifically to the 13 learning outcomes for the course.	7.02	RPTA 110	End of Semester Retrospective Evaluation – students complete as self-report by completing a retrospective survey that assess 10 of the 13 learning outcomes for the course from a pre/post perspective. Hyperlink Retrospective Assessment	Retrospective is assessed by the difference between averages for “before” and “after completing” the course across 10 of the 13 learning outcomes items on a 5-point Likert	The average across the 13 items went from 3.01 to 4.75.	In spring 2011, the instructor of this course began administering this assessment each spring semester. Using a tool use by a Colleague at Clemson University, Dr. Marieke VanPuymbroeck, Associate Professor, the Retrospective Evaluation was modified to specifically assess the processes of the proposal project as they pertain to the learning outcomes of this class.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding
Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	Service Experience and Advocacy Letter – Student volunteer 15 hours with an agency/organizati	Student learning is assessed by two measures: 1. Full completion of the 15 hours. 2. Advocacy	80% of students completed all 15 hours. 80% achieved 90% or better on the Advocacy Letter	Based on the need for our community partners to have evidence of outcomes, the Advocacy Letter was incorporated as the written component to this assignment.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

			<p>on that provides services for individuals with disabilities. Upon completion of the hours, students wrote an advocacy letter for their agency.</p> <p>Hyperlink to Service Experience</p>	<p>letter is graded using a grading rubric based on the criteria for the assignment.</p> <p>Hyperlink to Grading Coversheet for Advocacy Letter</p>		<p>Letters go to the agency, providing them qualitative data for future use.</p>	
Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	<p>Group Presentation</p> <p>Working in a group, students create an inclusive program based on one of four scenarios. Four groups are assigned to the same scenario, each creating their own program.</p> <p>Hyperlink to Group Presentation</p>	<p>Students work is assessed using a grading rubric that determines their ability to create an inclusive program as it pertains to the criteria of the assignment and their specific scenario.</p> <p>Hyperlink to Grading Coversheet for Group Presentations</p>	82 % of students achieved an 80% or better on the Group Presentation	Spring 2012, the group presentation was changed to allow students the opportunity to apply what they learned to a practical experience.	

2014-2015 Annual Assessment Report Template

Appendix C

RPTA Undergraduate Exit Exam

8.01 Understanding the conceptual foundations of play, recreation, and leisure

- 1. When conducting a needs assessment for an upcoming program, a community parks and recreation programmer discovers many respondents define leisure as something they do when they are not working. Which of the following best describes this view of leisure?
 - Leisure as a social instrument
 - Leisure as a state of mind
 - **Leisure as discretionary or free time**

- 2. If a parks and recreation professional seeks to coordinate opportunities for participants that provide perceived freedom, locus of control, positive affect, and perceived competence outcomes, then which of the following is likely to occur?
 - **A satisfying leisure experience**
 - An inclusive leisure experience
 - A meager leisure experience

- 3. In a RPTA foundations class, students are learning about the aspects of leisure, recreation, and play. They discover there are differences among the three terms. Which of the following best describes the term “play?”
 - **Play is a universal phenomenon**
 - Play is an activity and not socially redeeming
 - Play is only a child’s activity
 -

8.02 Understanding the significance of play, recreation, and leisure in contemporary society

- 4. Which of the following answers best describes the term “mass leisure?”
 - **A reflection of common shared fads, trends, and interests of individuals in a culture**
 - An accumulation of leisure experiences over one’s life time
 - A gathering of people with massive leisure experience

- 5. When programming a sports camp, the recreation coordinator is considering the stages of a recreation experience. The coordinator wants to add elements to the program that will enhance the overall experience, as well as encourage participation for the camp next year. In order to achieve this outcome, each participant will receive a camp T-shirt, team photo, and an autographed baseball. If the coordinator provides these mementos, then what stage of the experience will be the coordinator be promoting?
 - Expectation
 - **Reflection**
 - Anticipation

8.03 Understanding the significance of play, recreation, and leisure throughout the life span

- 6. Out of the three statements below, which is associated with an individual's leisure and recreation patterns throughout his or her life span
 - Leisure and recreation patterns vary (change) throughout the life span
 - Leisure and recreation patterns are determined by genetic predispositions
 - Leisure and recreation patterns are consistent throughout the life span

- 7. Which of the following statements best summarizes the benefits of recreation and leisure programs for older individuals (66 years and older)?
 - Leisure and recreation programs facilitate competition, play, and skill development
 - Leisure and recreation programs increase self-identity, self-worth, and financial well-being
 - Leisure and recreation programs enhance personal identity, purpose for life and provide companionship

8.04 Understanding of the interrelationship between leisure behavior and the natural environment

- 8. When considering the interrelationship between leisure behavior and the natural environment, which of the following is negatively associated with recreation behavior on the quality of the natural environment?
 - Overcrowded areas, pollution, and resource depletion
 - Changes in individual and social health perceptions
 - Division of public and private sectors

- 9. In contrast to "consumptive" recreation behavior, "non consumptive" recreation behavior is defined as: **Either of 2 answers below are OK**
 - A taxonomy of parks, forests, and wilderness areas
 - The use of a resource that does not reduce supply in an environment
 - The federal laws governing public lands

 - responsible for balancing recreation behavior with the resource management

8.05 Understanding of environmental ethics and its relationship to leisure behavior

- 10. Out of the four statements below, which describes the "Leave No Trace" principles?
 - A guide for outdoor recreation behaviors to minimize the sign of an individual's group's visit to a natural environment
 - The child protection guidelines used in outdoor wilderness areas
 - The non-recreation use section of an Environmental Impact Report

- 11. Natural resource management that adheres to the codes mandated by federal regulatory agencies, such as the Environmental Protection Agency, are directly related to:
 - Modifications to transportation needs
 - Ensuring proper and protective use of the environment
 - Choices visitors make in regards to types of recreation

- 12. "Multiple use" resource management compares to "single use" resource management by way of:

- Managing a natural resource area by several federal agencies
- Managing a natural resource for one major purpose
- **Managing a natural resource area for many types of recreation and non recreation uses**

8.06 Understanding of the following as they relate to recreation, park resources, and leisure services

8.06:01 History and development of the profession

13. The human condition during the industrial revolution influenced the beginning of the recreation profession in the United States. Which of the following best summarizes this historical condition?
- The development of technology and new infrastructure
 - **Crowded urban life, child labor, and immigration**
 - Increased free time, natural open areas, and discretionary income
14. The mother of the modern recreation movement and founder of Hull House was:
- **Jane Addams**
 - Crystal Eastman
 - Emma Goldman

8.06:02 Professional organization

15. Which of the following lists summarizes some of the primary benefits of a professional association?
- Develops governmental guidelines and implements standards
 - **Provides networking and educational opportunities, promotes professional standards, and advocates for the profession**
 - Creates and implements regulations for running private companies

8.06:03 Current issues and trends in the profession

- 16. Which statement best summarizes the influence of current and future trends on recreation and leisure services?
- Trends in the park and recreation profession are influenced by governmental policy, regulations, and standards.
 - Trends in the park and recreation profession are influenced by family obligations and responsibilities
 - **Various changes and shifts within society, including social, economic, and health trends, environmental concerns, educational issues, and technological advances influence trends in the park and recreation profession.**

8.07 Understanding of ethical principles and professionalism

- 17. A leisure and recreation professional's ethics are associated with:
- The provision of services but not products

- Behaviors that protect the rights of others while upholding professional standards
 - The examination of public services on public lands
- 18. A leisure service provider's philosophy is related directly to his or her:
 - Professional actions
 - Personal biases
 - Intentions
- 19. Out of the four statements below, which best summaries the benefits of a professional code of ethics?
 - A code of ethics allows all service providers the all of the regulations and policies for implementing programs and services
 - A code of ethics serves as a framework for professional behavior, promotes high standards, and best practices
 - A code of ethics provides leaders the opportunity to conduct programs that they feel are important

8.08 Understanding of the importance of maintaining professional competence and the available resources for professional development

- 20. Out of the three lists below, which best summarizes resources available for maintaining professional development in the recreation profession
 - Code of ethics, diversity planning, and inclusive practices
 - Research, evaluations, and observations
 - Certifications, educational programs, and professional organizations
- 21. Building a professional career in parks, recreation, and tourism is related to:
 - Professional experience
 - Graduating from an accredited university
 - Networking
 - All of the above
- 22. After graduating with a undergraduate degree, recreation and leisure professionals can continue their professional development by:
 - Leading outdoor activities that promote environmental awareness
 - Attending professional conferences, workshops, and seminars
 - Developing a career path for the next twenty years

8.09 Understanding the role, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure

- 23. Local park and recreation services is connected with:
 - Public services provided by government closest to the customer

- The management of natural resources in outdoor recreation areas
- For-profits services and products directly related to community growth and development
- 24. Which answer below best differentiates state agency's role from federal agency's role with local governments?
 - **State governments serve as facilitators and enablers for local governments**
 - State governments are in partnership with community advocacy groups
 - State governments serves as a liaison between community members and local governments

8.10 Understanding of the importance of leisure service delivery systems for diverse populations

- 25. Which of the following statements best describes "The Americans with Disabilities Act?"
 - **Provides comprehensive guidelines banning discrimination against people with disabilities**
 - Provides environmental awareness programs for individuals with disabilities
 - Provides professional code of conduct for individuals with disabilities

#26 IGNORE

- 27. As a new recreation therapist, you are given the assignment of assessing a group of children with developmental disability. Your recommendation is to provide these children with activities where they are able to meet and interact with other peers. These type of activities are related to:
 - **Social skills**
 - Self-care skills
 - Motor skills
- 28. Delivery of services for diverse populations is related to:
 - Race and ethnicity
 - Sexual identity
 - Age
 - **All of the above**

8.11 Understanding of inclusive practices as they apply to:

8.11:01 Operating programs and services

- 29. Which of the following statements best summarizes inclusive practices in parks and recreation?
 - Inclusive services and programs are only for people with disabilities
 - **The provision of inclusive programs may be provided through all recreation and leisure delivery services**
 - By law, inclusive recreation services and programs are prohibited

8.11:02 Design of areas and facilities

- 30. The Americans with Disabilities Act can be interpreted as:
 - A guideline that allows for inclusion, all program operations, including facilities, activities, events, and services
 - A policy that allows for inclusion, all program operations, including facilities, activities, events, and services
 - **A law that allows for inclusion, all program operations, including facilities, activities, events, and services**

- 31. If a facility manager adheres to inclusive recreation practices, then he or she will:
 - a. Provide assessable physical space for all participants**
 - b. Develop a master plan to include larger parking lots
 - c. Assess the facility pool for leaks and cracks

8.12 Understanding the roles, interrelationships, and use of diverse leisure delivery systems

8.12.01 Community Development

- 32. Professionals in the parks, recreation, and tourism profession often perceive themselves as partners with community members. As such, they often provide and share resources with community organizations and groups, as well as other governmental agencies. Which term best describes this type of working relationship?
 - **Collaborative**
 - Formative
 - Inclusive

8.12.02 Economic Development

8.13 Understanding of the variety of programs and services to enhance individual, group, community quality of life

- 33. Which of the following best summarizes the foundation for recreation and leisure programs?
 - Programs are based on services relevant to participants interest, needs, goals, and desires

- Programs and services must be based on theories and models of programming
- Service centered programs are directed toward participants interests directly related to their community involvement

8.14 Ability to implement the following principles and procedures related to program/event planning of individual, group, and community quality of life

8.14:01 Assessment of needs

34. Your company is considering opening another facility in a town one hundred miles away. They are interested in the town because it has similar environmental characteristics. The problem is there is no information pertaining to the target market. As the program coordinator, you are asked to determine the interest level and report back to your manager. What is the first step you would take to address this problem?

- Conduct a needs assessment
- Conduct a formative evaluation
- Conduct a summative evaluation

8.14:02 Development of outcome-oriented goals and objectives

35. Mary is a 60 year-old female with osteoporosis who likes to swim. Her individual participant plan recommends she swim for resistance and stretch training. Which of the following is a *complete* behavioral objective for Mary's individual participant plan?

- Mary will swim daily
- During the fifth session, Mary will swim a quarter of a mile in 15 minutes or less
- During the first session, Mary will swim as long as she can

8.15 Ability to use various leadership techniques to enhance individual, group, and community experiences

- 36. You are the leader of a 10-day rafting trip for adults. Most of the participants have not met. One of your goals for the trip is to encourage and support the group's development by way of allowing the group to make their own decisions. For the first five days, you provide all directions to the group pertaining to guiding, camping, food preparation, and so on. By the sixth day, you notice the group is always coming to you for instructions and guidance, and they are not making their own decisions. You decide to change your leadership style. Which of the following is the best solution for this problem?
 - Change to Democratic style
 - Change to a Republican style
 - Change to Laissez-faire style

- 37. Jane is a leader teaching basic biking skills to a group of novice cyclists. In order to enhance their learning process, she organizes a ride where she demonstrates desired behaviors, and then asks the participants to practice the observed behaviors. Which of the following leadership technique categories does this fit in to best?
 - Positive Discipline
 - **Modeling**
 - Consequence Sequencing

- 38. Bob is the coach of a junior basketball team. This is the first year for most of his players, and half way through the season, they have lost every game. His players are discouraged and need some type of motivation. Up to this point, Bob has been using modeling as his primary leadership technique. He would like to add some type of technique that encourages his players behaviors, such as a pat on the back or telling them “nice basket.” As a recreation professional, which of the following techniques would you recommend Bob add to this leadership techniques?
 - Punishment
 - **Positive Reinforcement**
 - Consequences

8.17 Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services

- 39. You are a special events coordinator for a local ski resort. At the end of the program, you administer a survey that asks respondents to rate their satisfaction on a scale from one to ten, one being not satisfied and ten being very satisfied. From the list below, identify what type of data is asked for in this situation.
 - Qualitative
 - **Quantitative**
 - Formative

- 40. As a recreation manager, you are interested in how people in your community view the accessibility of outdoor recreation opportunities. You plan to administer a survey and want to be sure every person in the community has the same chance of being selected. Based on this situation, which of the following sampling procedures would you use?
 - **Simple Random Sampling**
 - Purposive Sampling
 - Convenience Sampling

- 41. You have received several complaints about an adult recreation class. Initially, you conducted a survey asking participants a variety of questions. The survey results did not help you pinpoint one specific problem. You decide to bring together a group of the participants to get them to discuss the situation. Which of the following does this type of evaluation technique fit?
 - Experimental
 - **Focus Group**
 - Observation

- 42. You are a new recreation therapist at a local clinic for children with disabilities. Your supervisor asks you to conduct a study to see if the children feel more efficacious about their abilities after participating in the afternoon skill development class. You want to collect data in a way to allow the

children to describe their experiences in their own words. As a recreation profession, which of the following data would you gather?

- Quantitative
- Qualitative**
- Ordinal

8.18 Understanding of fundamental principles and procedures of management

- 43. Which of the following statements best summarizes the term “management?”
 - Management is a process of planning, organizing, leading, and controlling both human and other resources to achieve organizational goals
 - Management is a process of showing individuals and groups how they should conduct their day-to-day work
 - Management is a process of education, theory, strategies, and practical experiences

8.19 Understanding of the principles and procedures of human resource management

- 44. “Equal Employment Opportunity” can be interpreted as:
 - A mandate
 - A rule
 - A law

8.20 Understanding of the principles and procedures of supervisory leadership

- 45. As a manager, you conduct an evaluation with new employees thirty days after they were hired. This type of evaluation relates to:
 - Probation**
 - Compensation
 - Improved Performance

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

- 46. Which statement best summarizes the term “budget?”
 - A prepared plan for financing the work of an organization for a given period of time
 - The actual cost of running a program or facility
 - The anticipated revenues document based on operation costs
- 47. If an expense cost does not change, then:
 - It is a fixed cost**
 - It is a changing cost
 - It is not a cost
- 48. Which of the following best describes the term “revenue?”
 - Earnings from fees, charges, sales, and donations**

- Object classification of main expenditures
- The fiscal resources that control all expenditures

8.22 Understanding of the principles and procedures related to agency marketing techniques and strategies

- 49. The park and recreation professional situates a specific product or service with other similar products and services in the market in order to make certain the product/service has a unique quality that distinguishes it from other products. Which of the following is associated to this type of product placement?
 - **Positioning**
 - Stabilizing
 - Exchanging

8.23 Ability to utilize the tools of professional communication

- 50. Sue is a recreation professional preparing an evaluation report for a community advisory board. She prepares a power point presentation. However, she gets to the presentation meeting to find there is no cord to connect her computer. She is unable to show the slide show presentation, and instead, reads from her note cards. The presentation does not go as she had planned. As a recreation professional, what would you have done differently to avoid this type of situation?
 - Rescheduled the presentation
 - **Have a back up plan, such as transparencies of the slide show**
 - Practiced the presentation by heart so she wouldn't have to use note cards
- 51. Which answer completes the following statement? "Power point presentations:"
 - **Should be in outline format**
 - Should be in APA format
 - Should not be formatted
- 52. Which of the following communication categories does proximity, eye contact, and facial expressions belong?
 - Verbal Communication
 - Cooperative Communication
 - **Non-Verbal Communication**

8.25 Knowledge of the following principles and procedures of developing areas and facilities

8.25:02 Planning

- 53. A community parks and recreation master plan is a document that provides which of the following:
 - A personnel schedule
 - **An inclusive framework for orderly planning**
 - Information about maintenance operations

8.25:04 Evaluation

54. Evaluation of site/facilities includes which of the following?

- Examining many aspects of the facility including use, safety, and legal mandates
- Conducting a needs assessment to determine the interest and desires of potential participants
- Classifying all of the relevant aspects pertaining to staff, participants, and constituency

3

8.25:05 Operation and maintenance

56. Operations of an area/facility includes which of the following:

- Creating and implanting a program, supervising front desk procedures, and employee evaluations
- Opening and closing practices, supervision, security/safety, and equipment records
- Marketing services and products to target markets

8.26 Understanding of the following related to recreation, park resources, and leisure services

8.26:02 Contracts and tort law

57. Betty is responsible for leading a group of 65-year-old participants on a one-hour walk through a neighborhood park. Some of the participants have complained to Betty about one of the paths in the park because it is uneven and difficult to walk on. However, each day she continues to take the group on this path. One day, one of the participants fell and broke a hip. Later the participant sues the parks department and Betty for “negligence.” In order for negligence to exist, four elements must be present.

Which of the following lists relates to these four elements?

- Criminal law, tort law, civil law, and federal law
- Misfeasance, malfeasance, injury, and damage
- Duty, act, proximate cause, and injury/damage

8.27 Understanding the principles and practice of safety, emergency, and risk management related to recreation, park resources, and leisure services

- 58. Out of the four statements below, which of the following best summarizes the responsibility of an agency’s risk management plan?
 - Administration of risk management plan is the responsibility of all staff
 - Administration of risk management plan is the responsibility of participants
 - Administration of risk management plan is the responsibility of operations
- 59. Which of the following best summarizes risk management:
 - Risk management provides aspect of potential malfeasance, nonfeasance, and misfeasance
 - Risk management provides actions that support standard of care and proximate cause

- Risk management provides a planned program that minimizes risk through implementation of desirable practices
- 60. Where a “participant consent” form helps participants understand the risk and responsibilities associated with participating in certain activities, a “ medical release” form is a:
 - Form that allows medical attention to be given if participant is unable to make medical decision
 - Form that is primarily use by persons with disabilities
 - Form that give parental permission for a minor child

Appendix D

RPTA Undergraduate Mid-Point Evaluation

Dear Students,

The Department of Recreation, Parks and Tourism Administration would like feedback on your experiences with academic advising. Program (Department) and General Education advising are vital pieces to your academic careers and the department needs your input to continually make improvements. RPTA 105 was selected as a good mid-point course for students in both Recreation and Park Management and Recreation Therapy to assess evaluation. Please answer the following questions.

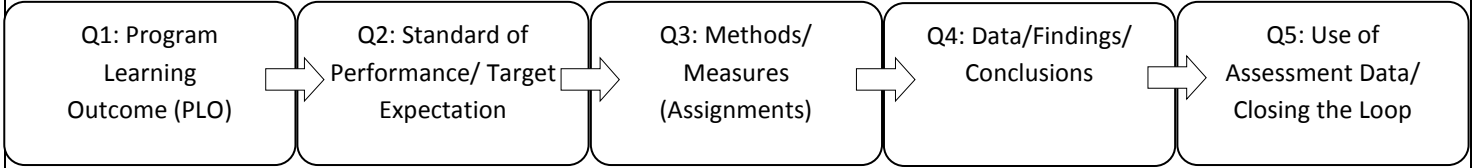
1. Do you know who your faculty advisor is?
 - a. Yes
 - b. No
2. How often do you visit your faculty advisor?
 - a. Once a year
 - b. 1-2 times a semester
 - c. 3 or more times a semester
 - d. I have never visited my faculty advisor
3. What questions do you typically ask your faculty advisor? (select all that apply)
 - a. Questions about courses
 - b. Questions about internships
 - c. Questions about future employment
 - d. Questions about balancing school, work and life obligations
 - e. Other (please specify) _____
4. Is your faculty advisor generally helpful?
 - a. Yes
 - b. Sometimes
 - c. No
5. Have you visited faculty other than your assign advisor?
 - a. Yes
 - b. No
6. How do you learn about the correct courses to take in your concentration?(select all that apply)
 - a. Online catalog
 - b. Faculty advisor
 - c. Group advising
 - d. Classmates/friends
 - e. Other (please specify) _____
7. What do you feel is the most accurate way to learn about the correct courses to take in your concentration?
 - a. Online catalog
 - b. Faculty advisor
 - c. Group advising
 - d. Classmates/friends
 - e. Other (please specify) _____

8. How often do you visit Academic Advising in Lassen Hall for General Education/Graduation Requirements (GE/GR) advising?
- a. Once a year
 - b. 1-2 times a semester
 - c. 3 or more times a semester
 - d. I have never visited Academic Advising

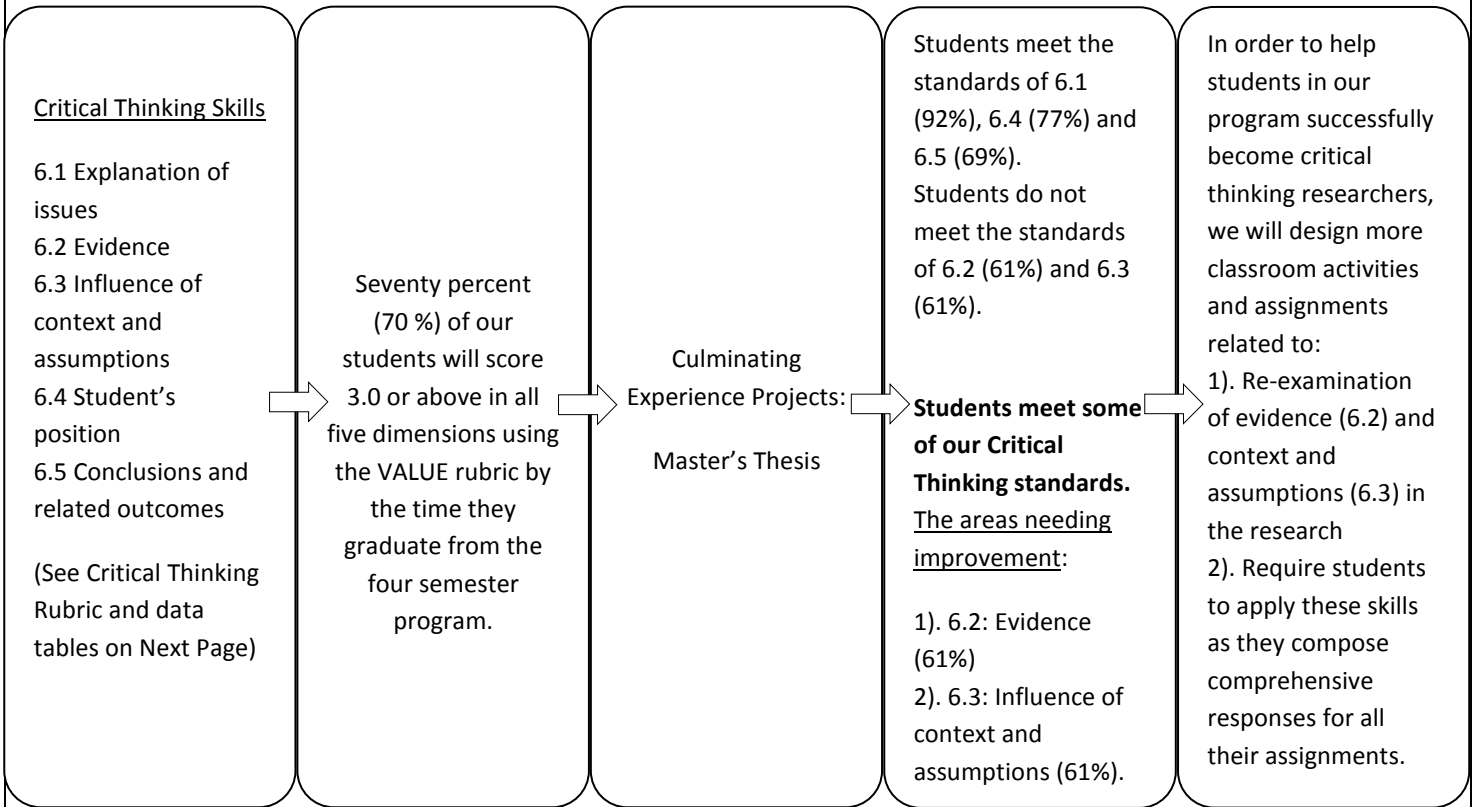
Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

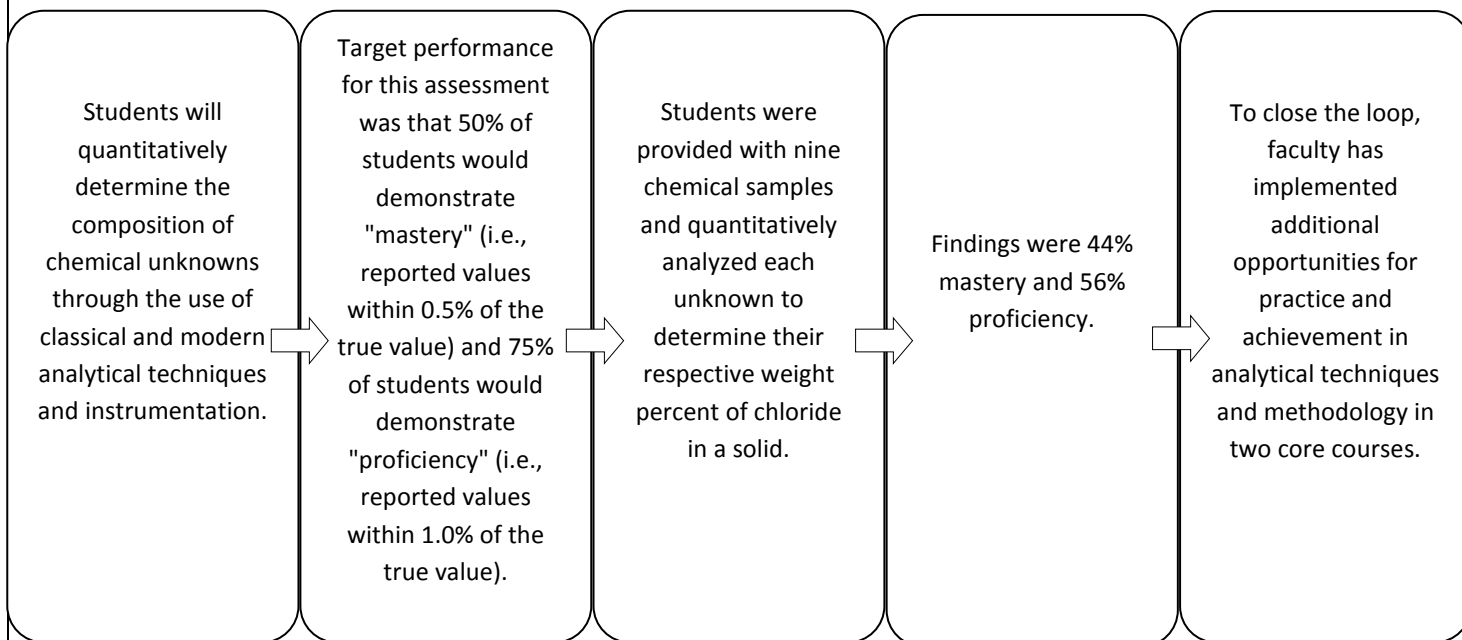
Report Assessment Activities on Additional PLOs Here



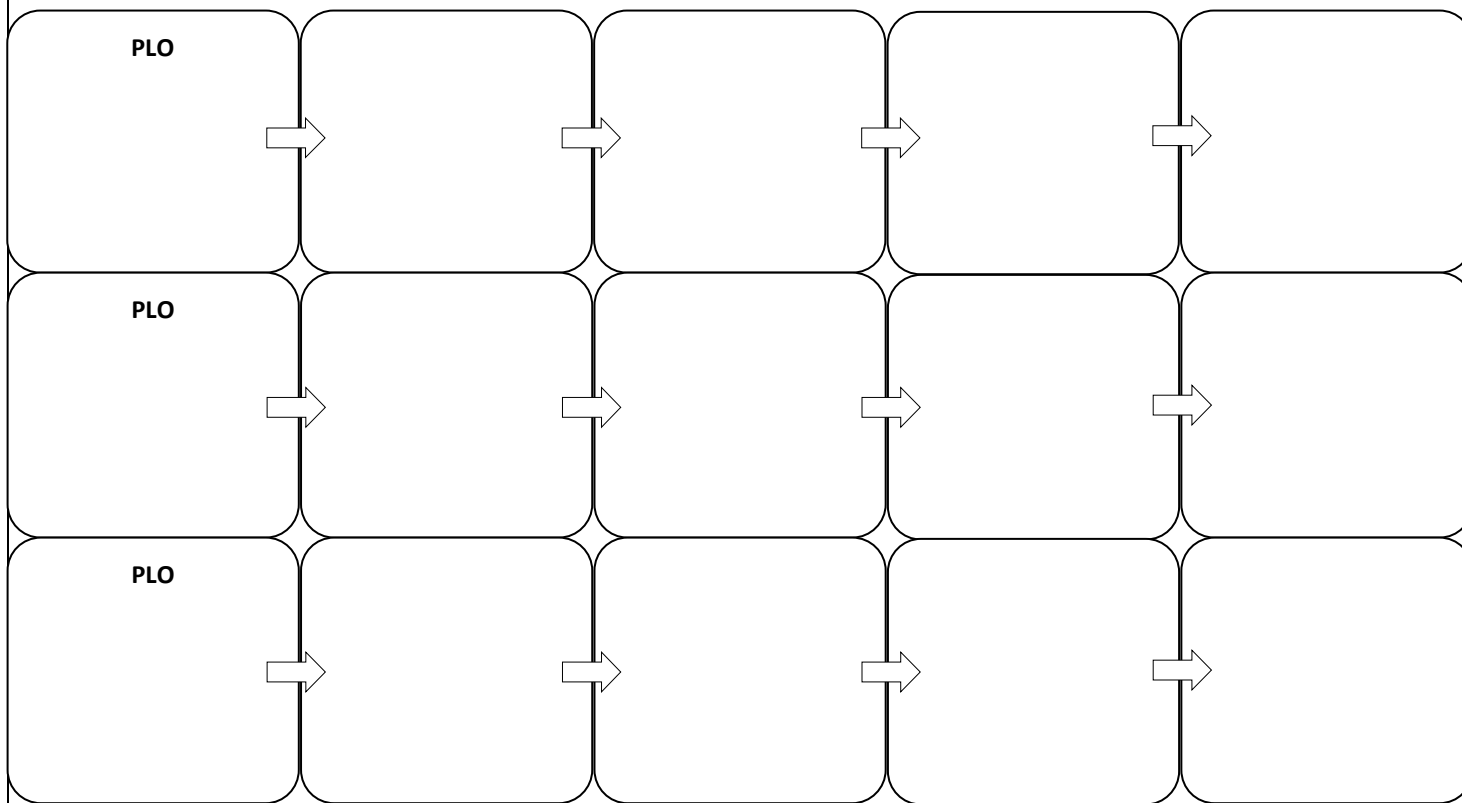
Example: Educational Technology (iMet), MA



Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations: to grasp to know to enjoy to believe to appreciate to understand	Fewer Interpretations: to write to recite to identify to construct to solve to compare
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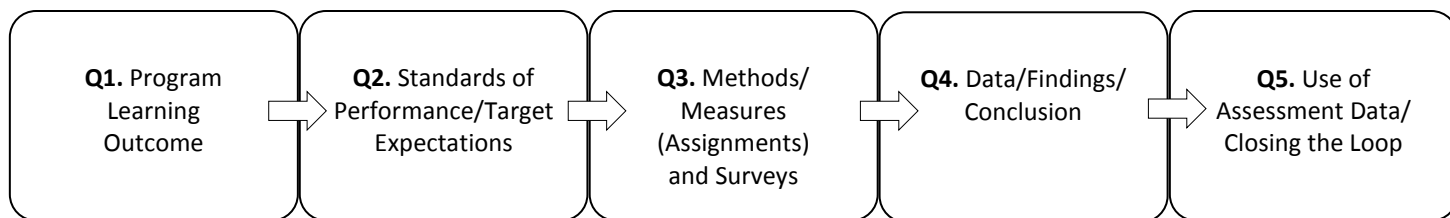
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

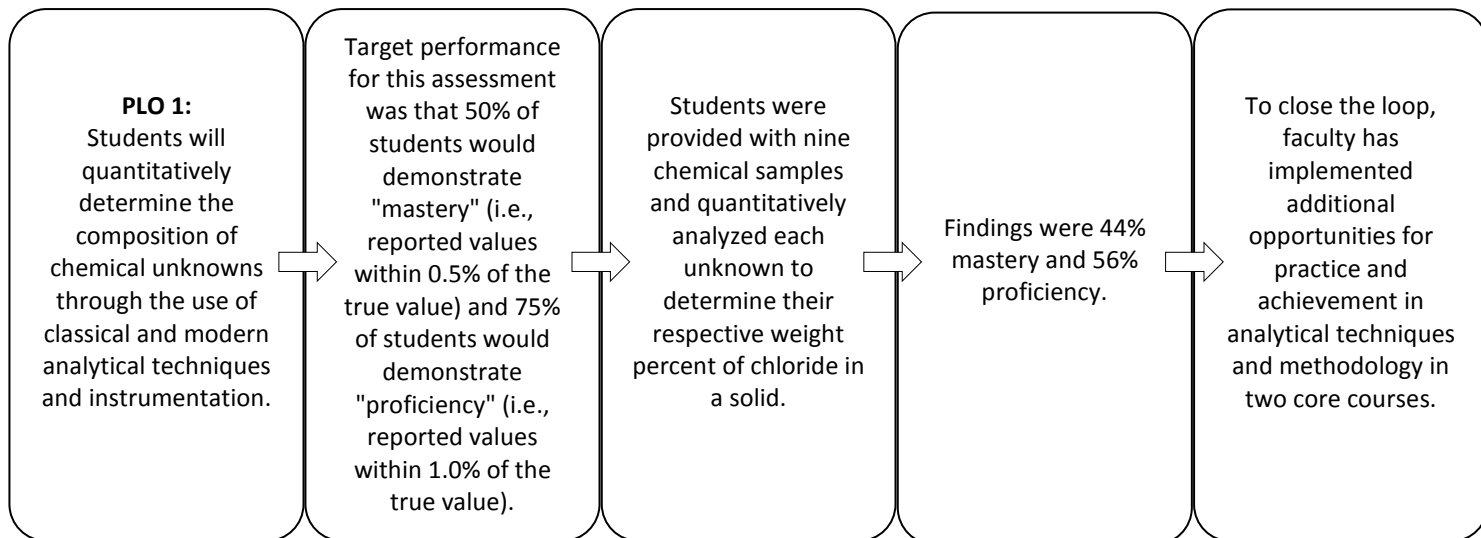
Basic Assessment



Examples:

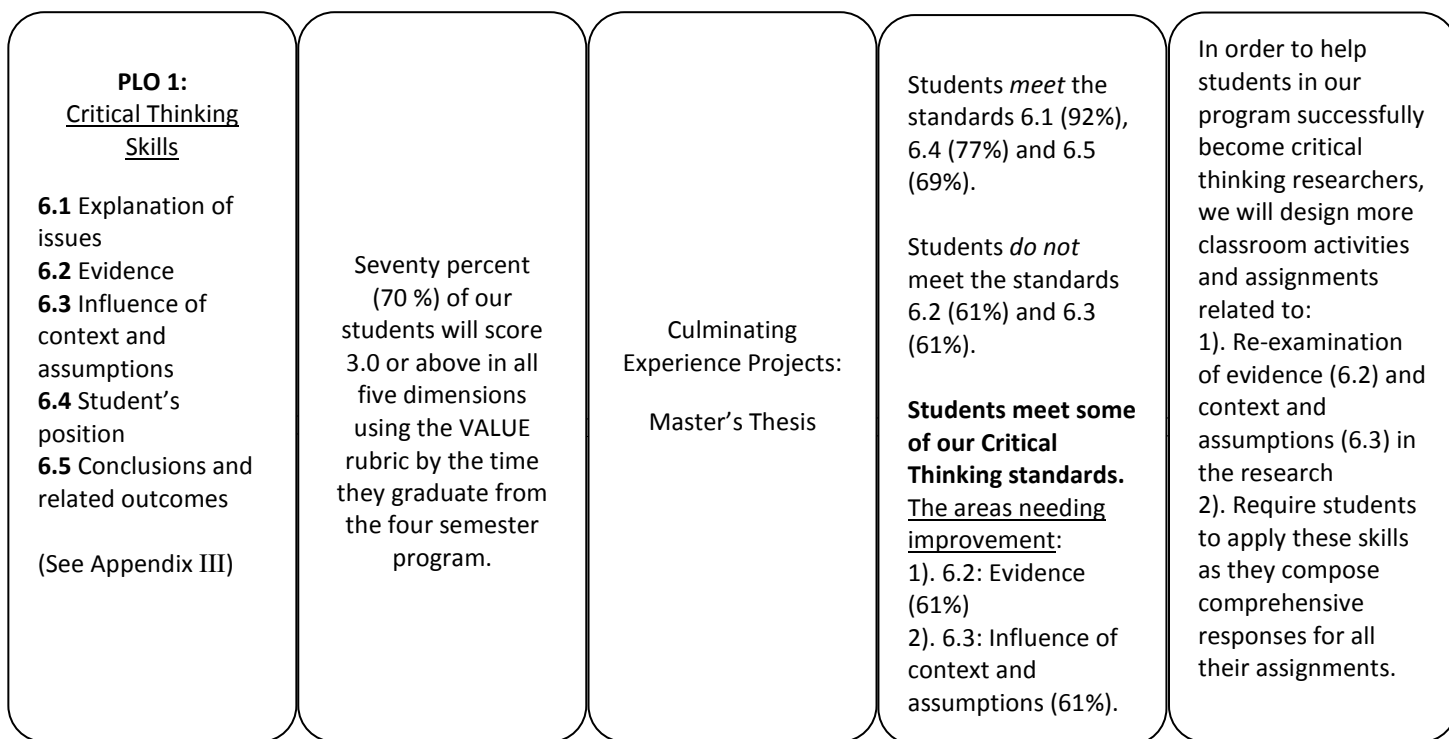
Chemistry, BS/BA

(Example of Content Knowledge)

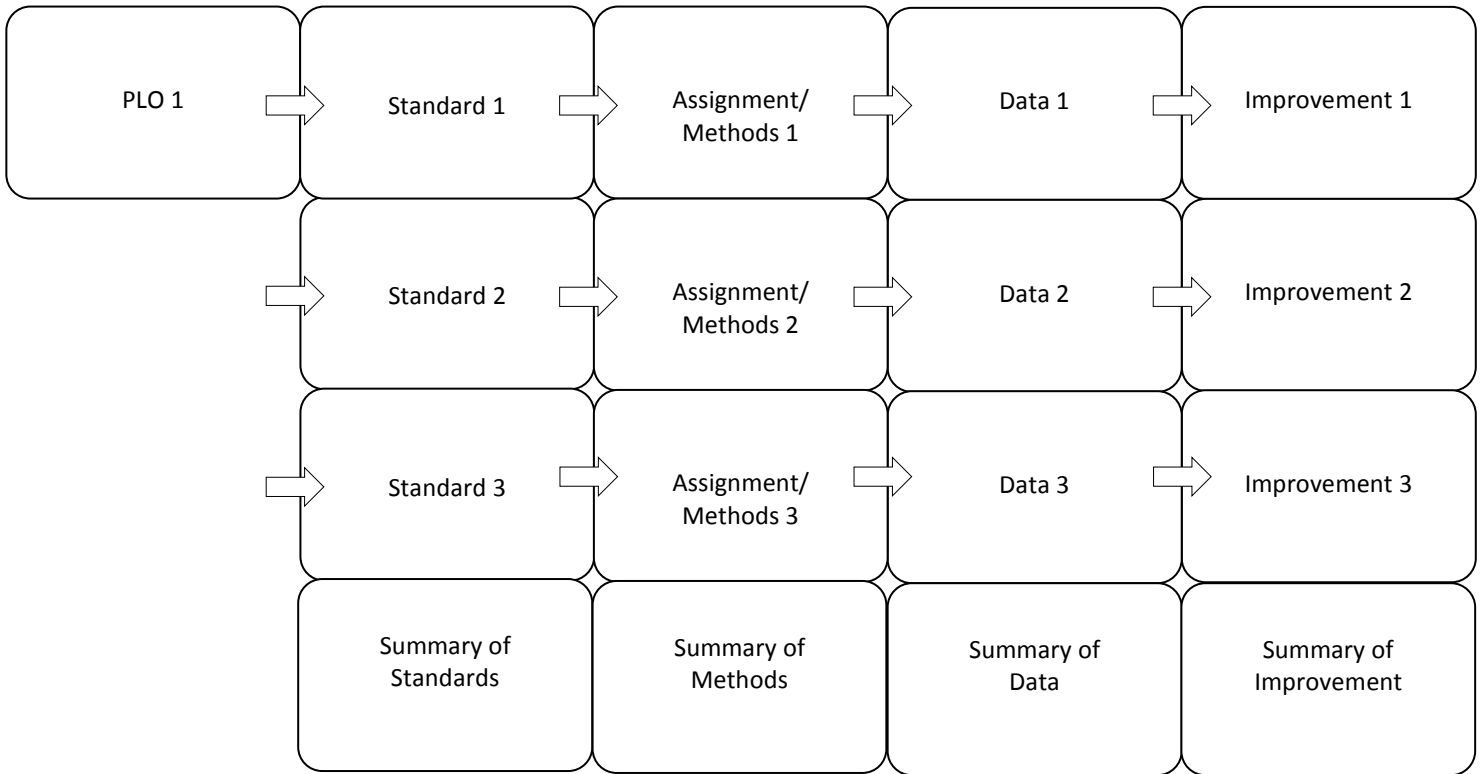


Educational Technology (iMet), MA

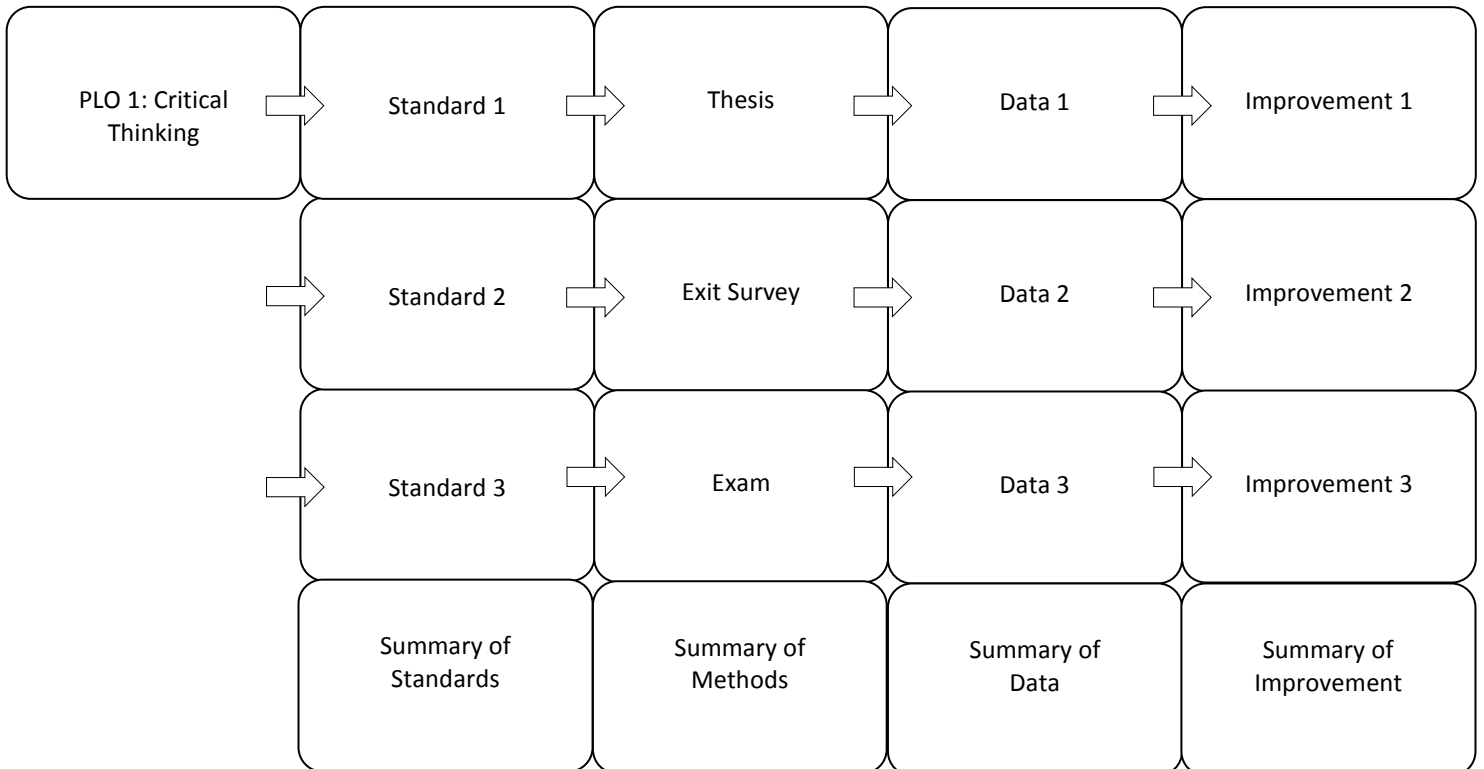
(Example of Complicated Skills)



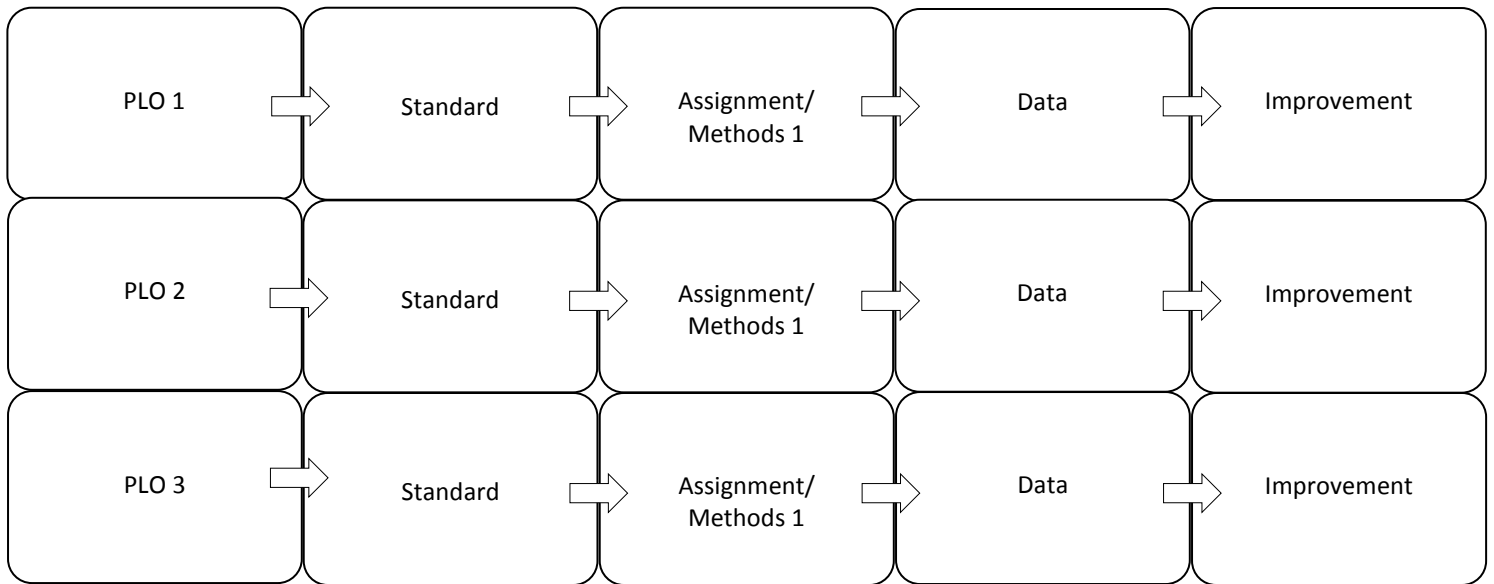
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



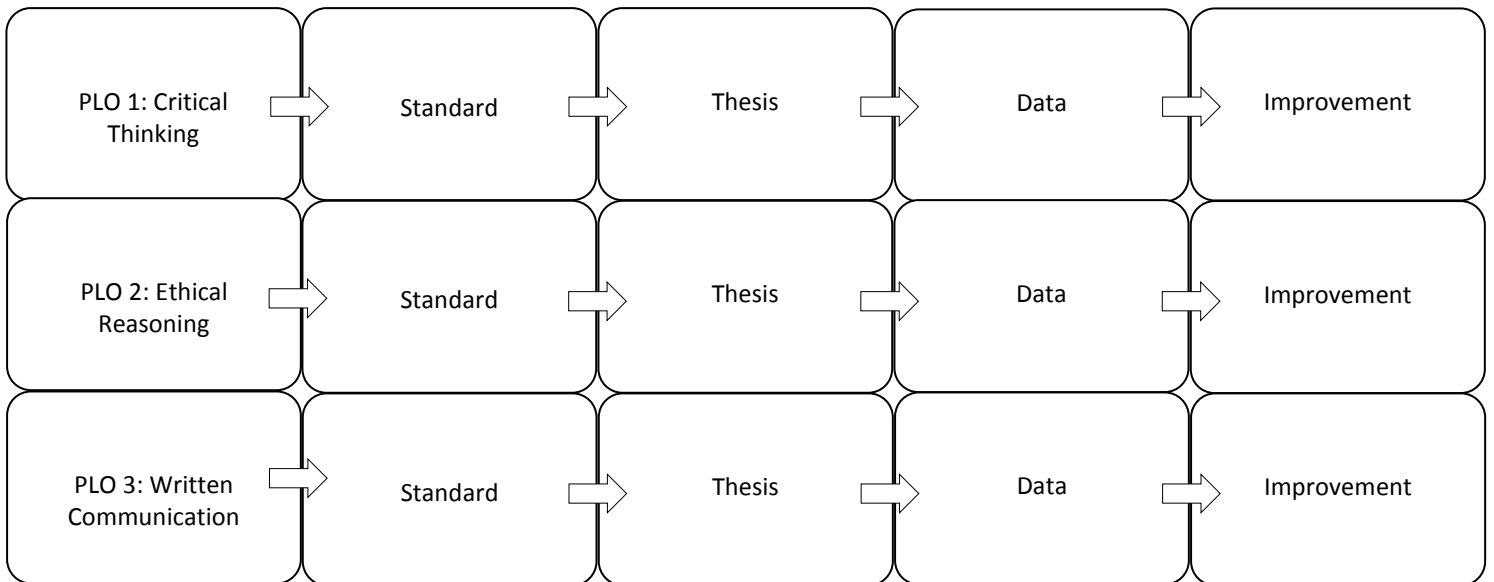
Multiple-Methods Example:



Assessment Flowchart – Multiple PLOs
Multiple PLOs Assessed by One Assignment



Multiple-PLOs Example



Attachment III: Program Learning Outcomes (PLOs) for the Educational Technology (iMet) Graduate Program

Table I: The Results for Critical Thinking Skill

Note: Data shown here drawn from Data Collection Sheet¹

Different Levels ² Five Criteria (Areas) ²	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=10)
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Q2.3. If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.*

¹Critical Thinking Data Collection Sheet

Different Levels ² Five Criteria (Areas) ²	(4)	(3)	(2)	(1)	Total (N=10)
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

²Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Appendix I: Critical Thinking Value Rubric for PLO 6: Critical Thinking Skill
(Rubric to Assess Master Thesis and ePortfolio)**

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Standards and Achievement Targets: 70 % of our first year graduate students should score **3 or above** by the time of their graduation.

**Appendix II: Key Assessment for the iMET Program
Culminating Experience Report**

Culminating Experience Report (Action Research Report): The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

Suggested Headings for iMET Action Research Report

	Title Page
	Abstract
	Introduction
Statement Of The Problem	
Significance	
Research Questions	
Definitions	
	Review of Literature
	Methods
Description of the Innovation/Intervention	
Setting	
Limitations/Delimitations of the Study	
Data Collection	
Types of data collected.	
Subjects.	
Variables.	
Steps taken.	
Data Analysis	
Procedures.	
Validity and reliability.	
	Findings
	Discussion
	References
	Appendices

Appendix III: Key Assessment for the iMET Program ePortfolio

The iMET culminating experience is an ePortfolio consisting of:

1. **Abstract:** Simply put, the portfolio abstract is an introduction to your e-portfolio. The basic components of the abstract includes elements such as:
 - a welcome to the reader
 - an overview of the portfolio components
 - an introduction to the navigation of the portfolio
2. **Process:** The process section of the portfolio consists of a personal reflection on your experience of the iMET program and a resume. In addition, many students include a narrative of their teaching history and philosophy in this section.
3. **Products:** In the product section of the portfolio, you link artifacts (products) you have created during your time in the program. Each product you include in the product section must be accompanied by:
 - a description of how the product was conceived (what was the individual or group process that led to the creation of the product).
 - a description of how technology and teaching strategies were utilized
 - standards covered by the use of the product
 - feedback on the product you have received from received 2 peers and 1 faculty on your project
 - Most portfolio's contain at least 3-5 Artifacts
4. **Report: Literature Review and Action Research**

Literature Review: The goal of the literature review is to introduce your readers to your research by synthesizing for them what has been written about your area of focus. It is also a place where you address the educational theories that motivated the design of your research. Ultimately, the review of literature should set the stage for your discussion of your research. Also remember that, though you can use a variety of sources, it is very important to share primary sources of information.

Action Research: The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).
5. **Symposium: Electronic Poster and/or Webinar**