

2015-2016 Annual Assessment Report Template

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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?** [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 assessed PLOs not included above:

a.

b.

c.

Q1.2.

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

For the 2015-2016 annual assessment, the department's undergraduate programs in Recreation and Park Management, and Recreation Therapy focused on the "group dynamics" requirement of the senior portfolio. This area is parallel to the "team work" PLO and for some of the projects, also encompasses the "civic knowledge and engagement" PLO. Because not all student groups were required to complete a project that would be defined as "civic engagement," this report will analyze the "team work" PLO.

This PLO also applies to our accreditation outcome, **7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement and evaluate services that facilitate targeted human experience and cultural dimension of diversity.**

Please see the table attached at the end of this document (Q.8) for the links to BLGs.

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

4. N/A

5. Other, specify:

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 Senior College and University Commission (WSCUC))?

1. Yes

2. No (skip to Q1.5)

3. Don't know (skip 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?

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

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO**Q2.1.**

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Team Work

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Team work is present in several courses in RPTA for both the RPM and RT concentrations. For the past academic year, we used the RPTA 136: Recreation and Event Programming course to measure (group dynamics) team work. The prerequisite for RPTA 136, RPTA 32: Leadership and Group Development, could also have been used.

RPTA 136 requires students to design, implement and evaluate a community event. Often these events are created for non-profit agencies and result in raising money for an organization such as the Mustard Seed School for homeless children. RPM students interested in non-profit administration, and RT students typically create events of this type. Students focused on hospitality, however, may choose to create an event that is less civically minded and more designed to promote an agency (a wine club event at a winery is an example of this).

Q2.2.

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

1. Yes
 2. No
 3. Don't know
 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached. The table shows the PLO and the results. This is also used for our annual accreditation update.



RPTA Learning Outcome 15-16.docx
19.22 KB



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Q2.4.
PLO

Q2.5.
Stdrd

Q2.6.
Rubric

Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="Course websites"/>

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

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

Q3.2.1.

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:

Much of this has been given, but the RPTA 136 course and its prerequisite, RPTA 32, both collect data for this PLO. Beginning in 2013, our national accreditation changed to an assessment-based model, and only the upper level courses (where a learning outcome was mastered) were required. To simplify our data collection, we have eliminated much of the lower division data collection for our learning outcomes and only 136 will be used for the data in this report (and our accreditation updates). However, in questions such as Q3.3.1, it should be understood that this PLO is also measured in our exit exam, senior portfolio, and other courses.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
2. No (skip to Q3.7)
3. Don't know (skip to Q3.7)

Q3.3.1.


Which of the following direct measures were used? [Check all that apply]


1. Capstone project (e.g. theses, senior theses), courses, or experiences
2. Key assignments from required classes in the program
3. Key assignments from elective classes
4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
5. External performance assessments such as internships or other community-based projects
6. E-Portfolios
7. Other Portfolios
8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

Working in small groups or pairs, all students are responsible for the planning, implementing and evaluating a community event. Students are evaluated by (1) their participation in the planning, implementation and evaluation of the event itself, (2 - direct measure) and the completion of a program notebook as outlined in the course's programming manual.

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Q3.4.

What tool was used to evaluate the data?

1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
5. The VALUE rubric(s) (skip to Q3.4.2.)
6. Modified VALUE rubric(s) (skip to Q3.4.2.)
7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
4. Other, specify: (skip to Q3.4.4.)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

One faculty teaches all sections of the course.

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

One.

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All students are required to complete the assignment. All projects are required to be evaluated for our accreditation summaries due teach year. The same information is used here.

Q3.6.1.

How did you **decide** how many samples of student work to review?

Accreditation standards.

Q3.6.2.

How many students were in the class or program?

Approximately 100 each year.

Q3.6.3.

How many samples of student work did you evaluated?

All.

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

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

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
 2. No (skip to **Q3.8**)
 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

1. National student surveys (e.g. NSSE)
 2. University conducted student surveys (e.g. OIR)


- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:


Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

All student internships require a final project. For some students, depending on the location, this may be a program or event that involves team work. It's not required that team work be involved, and therefore this indirect measure isn't applicable to the sample used for the direct measure.

Accreditation requires that we analyze the data for the internship supervisors' evaluation of student interns, but this data may include interns that had very different final projects.

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 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

All intership supervisors are strongly encouraged to complete the survey.

Q3.7.3.

If surveys were used, how did you **select** your sample:

Accreditation standards.

Q3.7.4.

If surveys were used, what was the response rate?

We have a higher response rate for agencies that have had multiple interns. Our response rate varies from 60% to 90%.

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
 2. No (skip to **Q3.8.2**)
 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

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


Q3.8.2.


Were other measures used to assess the PLO?

1. Yes
 2. No (skip to **Q4.1**)
 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions


Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

See attached.

It should be noted that the success rate, 87%, is slightly lower than last year's 92%. We feel that this may be due to an extra section of the course being added.

Also, as mentioned, all students in the major are required to pass this course and the assignment. The 87% is for the academic year, although students that fail will repeat the course. All students eventually pass this outcome.


 RPTA Learning Outcome 15-16.docx
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Q4.2.

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

Yes, it's certainly a program strong point.

 No file attached

 No file attached

Q4.3.

For the 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/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

Q5.1.

As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

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.

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? **[Check all that apply]**

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:


As mentioned, annual accreditation updates require this data. Additionally, successful student programs/events are discussed in student orientations on campus, with our Advisor Committee and with the Community Engagement Center on campus. Because the RPTA 136 is intensive and has one of our highest (first-time) failure rates due to the comprehensive work and requirements (students must repeat the course, which is part of the reason for the high success rates shown here), the department is for the first time in almost ten years looking for new faculty that can teach additional sections of the course. In fall 2016 we will have two new part-time faculty teaching sections of the class. Hopefully the high standard the course has maintained will continue.


(Remember: Save your progress)

Additional Assessment Activities

Q6.

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

 No file attached

 No file attached

Q7.

What PLO(s) do you plan to assess next year? [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 not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:



RPTA_PLOs-BLGs.doc
58 KB



Intern Supervisor assessment.doc
33 KB



4 year plan (RPTA-Rec and Park).doc
93 KB



rpm.pdf
60.18 KB

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Table showing the relationship of accreditation standards to BALGs.

The internship supervisor survey used. Related accreditation standards (7.0 series) are indicated on the survey. Most of our supervisors know these, but it is explained in the letter that goes to supervisors.

The roadmap is attached for RPM. This is what the university uses. In the department we use a much different tool, which is also attached.

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

BS Parks & Rec. - Park Management

P1.1.

Program/Concentration Name(s): [by department]

Parks & Rec. - Park Management

P2.

Report Author(s):

Greg Shaw

P2.1.

Department Chair/Program Director:

Greg Shaw

P2.2.

Assessment Coordinator:

Lisa Easterla

P3.

Department/Division/Program of Academic Unit

Recreation Parks and Tourism

P4.

College:

College of Health & Human Services

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

323 fall 2014. (SacVault has us listed as 400)

P6.

Program Type:

1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?**P7.1.** List all the names:

Recreation and Park Management

Recreation Therapy

P7.2. How many concentrations appear on the diploma for this undergraduate program?**P8.** Number of **master's degree programs** the academic unit has?**P8.1.** List all the names:

Recreation Administration

P8.2. How many concentrations appear on the diploma for this master's program?**P9.** Number of **credential programs** the academic unit has?**P9.1.** List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

P10.1. List all the names:

When was your assessment plan...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

P12.

Has your program developed a **curriculum map**?

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

P12.1.

Please attach your latest **curriculum map**:

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

P14.

Does your program have a capstone class?

1. Yes, indicate:
2. No
3. Don't know

P14.1.

Does your program have **any** capstone project?

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

(**Remember:** Save your progress)

2015-2016 RPM Assessment Summary – Team Work

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
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.	87% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the evaluation of the community event.	Although the percentage was slightly lower than last year (92%), no changes were made. The department concludes that the course added an additional section and we simply have more majors. The teaching may have been a bit "thinner."	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding

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>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 ¹ 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</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</p>

<p>Personal and Social Responsibility, Including: civic knowledge and engagement—local and global,* intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.</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</p>	<p>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>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>Skills: This relates to most closely to Baccalaureate outcomes and the RPTA portfolio. The RPTA student portfolio is completed by all RPTA undergraduates. The portfolio uses graded rubrics to measure student learning outcomes in three competency areas: oral skills (public presentations), written skills (formal written paper) and group work (team leadership and group dynamics administration). Students also are exposed to numerous opportunities for creative thinking and problem solving (both individually and in groups), and take core classes in information literacy (RPTA 110) and quantitative literacy (RPTA 160).</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</p>
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<p>including GE, departmental majors, the co-curriculum and assessments.</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>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>Recreation Therapy.</p> <p>Integrative Learning: This relates to mostly to the first, second and fourth outcomes. The RPTA internship requirements (RPTA 195) and the advanced administration workshop (RPTA 166) are required by all Recreation and Park Management Students. These courses (as well as capstone elective courses such as 185) require a synthesis and application of numerous skills from previous courses and pre-internship experiences.</p>
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Agency _____ Supervisor _____
Student _____ Date _____

1. Overall impressions of the students' understanding of the recreation, parks and tourism profession:

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)? (7.02)

3. To what extent did the student seem comfortable with leadership issues that include: conflict resolution and problem solving? (7.02)

4. To what extent did the student seem familiar with issues of administration (e.g., understanding organizational charts, interpersonal relationships, decision-making strategies, etc.)? (7.01b, 7.01c, 7.03)

5. To what extent did the student seem familiar with issues of marketing, public relations and promotions strategies (7.03):

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 (7.01b, 7.03)?

7. To what extent did the student seem comfortable working with a variety of individuals and populations? (7.02)

8. To what extent did the student seem to understand issues related to the need for evaluation within an agency setting? (7.01b, 7.03)

9. Are there issues in the classroom that you wish we had discussed with our students prior to their internship that would have been helpful for you and for them during their internship experience?

10. Any other comments or thoughts about the students' performance that you think might be helpful for us to know as we continue to update our curriculum?

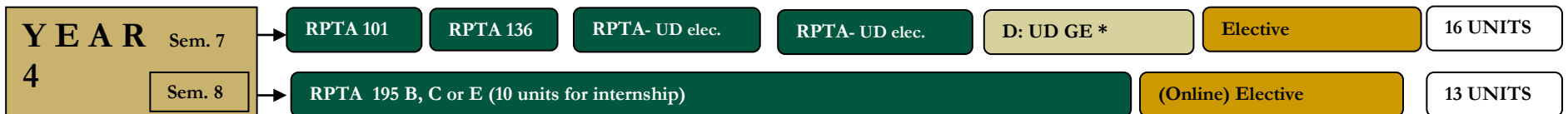
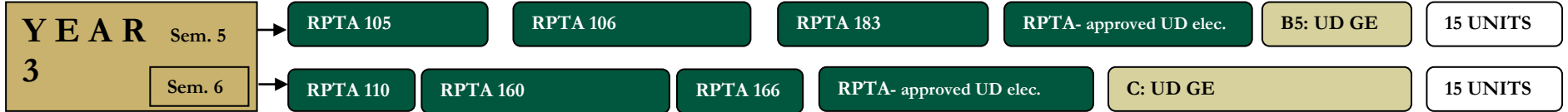
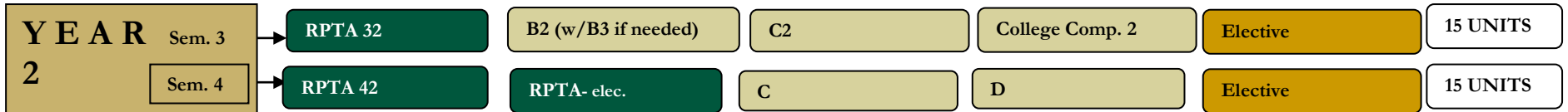
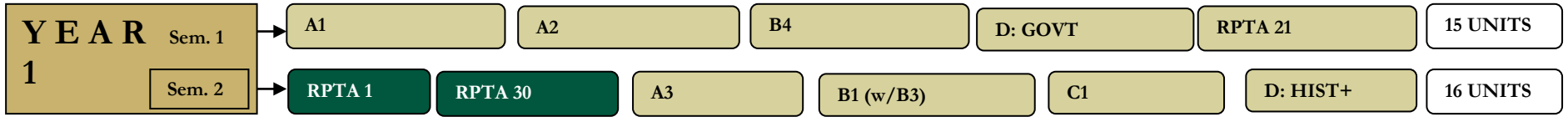
RECREATION, PARKS & TOURISM ADMINISTRATION – Recreation & Park Management

FOUR ♦ YEAR PLAN

Minimum total units required for B.S. Degree: 120 ▪

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!



KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or ENGL 109W/M before enrolling)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:

TOTAL = 120 UNITS



