

## 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BS Parks & Rec. - Park Management

OR

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) 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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Recreation and Park Management (RPM) Concentration of the Bachelor of Science in Recreation Administration chose our PLO: Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making. This course PLO is one that is used to meet the accreditation standard: 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**

This PLO is part of our national accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). The PLO is addressed in several RPM courses, and "mastered" in the senior-level class, RPTA 110: Research and Evaluation in Recreation, Parks and Tourism where students complete an individual semester-long project that is evaluated by rubric.

This PLO relates to the university BLG: Intellectual and Practical Skills.

**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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Inquiry and Analysis

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

As stated in Q1.2., this PLO is required for our national accreditation. As with the Recreation Therapy program, the RPM program chose a PLO that is essentially a required course for all RPM students. The course that focuses entirely on this PLO, RPTA 110, has some interesting characteristics: (1) the course is a bottleneck in RPTA, (2) the course has the second highest failure/repeat rate of any RPTA course, and (3) the course is also the only RPTA major course that the department has successfully moved into summer, offering one or two sections each summer for the past three years. Part of this summer success is the need for repeating the class. The department discovered, however, that the summer success rate has been much higher than during fall or spring, and with this knowledge, many students are requesting the summer session rather than fall or spring.

Since the recent recession, research and evaluation has become more critical in the RPM area, especially in the non-profit/government funded/tax-supported recreation sectors. Students have more frequently been involved with this work during internships, and on more than one occasion, students have designed evaluation tools for the agencies they interned with.

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.

Please see Appendix A.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> 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
			4. In the university catalogue

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" 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 type="checkbox"/>	10. Other, specify: <input type="text"/>

### 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:

*Q3.1.1: This PLO is addressed in specific assignments in the core classes, RPTA 105, 110 (see Q3.2.1.), and 136. The PLO is also addressed in elective courses such as RPTA 107: Grant Writing in Leisure Services, RPTA 129: Youth Development in RPT, RPTA 185: Advanced Seminar in Commercial Recreation, RPTA 166: Administration in RPT, and RPTA 154: Recreation Facility Management, but not all students take these courses.*

Q3.2.1. RPTA 110: Research and Evaluation in Recreation, Parks and Tourism is the course used to measure this PLO. The course-long assignment is a five-chapter research project manual (once students develop their evaluation instrument, hypothetical survey data is used to allow them to finish within one semester). The current COAPRT accreditation assesses only when a standard is "mastered," rather than assess all course assignments leading to the mastery. For that reason, RPM will only address the results of RPTA 110 for the university assessment.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

Evaluation Manual.

Please see Appendix B (pp. 20-24)

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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?

1  
However, all of the faculty review the PLOs related to accreditation.

**Q3.5.1.**

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

1

**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 RPM students are required to take RPTA 110 and complete the assignment.

**Q3.6.1.**

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

The instructor reviews the assignment for every student.

**Q3.6.2.**

How many students were in the class or program?

Approximately 150 students for the past academic 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:

**Q3.7.2.**If surveys were used, how was the sample size **decided**?**Q3.7.3.**If surveys were used, how did you **select** your sample:**Q3.7.4.**

If surveys were used, what was the response rate?

### 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

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(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 in **Q2.1**:

Q4 PARKS REC PARK MANAGEMENT

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><b>Course Specific Learning Outcome (Taken from your course syllabus)</b></p>	<p><b>COPART Learning Outcome</b></p>	<p><b>Evidence of Learning Opportunity (7.02.01)</b></p>	<p><b>Assessment Measure (7.02.02) (Specific assignment)</b></p>	<p><b>Performance levels/metrics</b></p>	<p><b>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)*</b></p>	<p><b>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?)</b></p>
<p>Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making</p>	<p>7.02</p>	<p>RPTA 110</p>	<p><b>Evaluation Proposal Project</b> – students apply practically what they learned theoretically by creating an evaluation proposal.  This assignment address all 10 Learning Outcomes for this course (see RPTA 110 Syllabus)</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><b>Spring 17 - 88% of students achieved 80% or higher on the Evaluation Proposal Project.</b>  <b>Fall 16 – 72% of students achieved 80% or higher on the Evaluation Proposal Project</b></p>	<p>The RTPA Proposal Project has been the cumulative project for this course for 7 years (taught by the same instructor). Each year or semester, the instructor has implemented modifications 1) to response to student course evaluations feedback, 2) to increase the level of student's professional competencies in the area of evaluation and technical ability to create such an evaluation project, 3) to reinforce outcome and evidence based professional practice, and 4) to provide students the ability to create a high quality, professional document to be used for prospective internship and employment interviews.</p>


 No file attached No file attached**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?

In general, students are successful. However, there are students that must take this course three times in order to meet the standard. As the major has grown, this has impacted the number of seats in the course for new students and created a bottleneck around meeting this standard.

As there is not an option to adjust the standard, and therefore the PLO, we have experimented with how the course is structured. In fall 2016, we began taping all class session for RPTA 110 in the hopes of creating a "library" of lectures for students to refer back to if there were questions. The initial response from students has been positive, however, monitoring of SacCT sign-ins suggests that a third of students never sign in to review the recorded lectures. Interestingly, the failure rate for these students was higher than those that referred back to the lectures. SacCT makes this easy to check.

As mentioned, the department has also turned RPTA 110 into a summer class, offering it in both six-week and three-week intensive options. Surprisingly, the three-week option resulted in the highest success rate for the class, with all students making the required C- or higher. The jury is still out on this as it was done only one time (we are repeating this again in summer 2017 for comparison), but a voluntary focus group of students interviewed by the instructor suggested that the intensive format didn't allow students to lose focus or forget lessons that had been previously taught. It helps the project seem cohesive with one aspect of research flowing right into the next. We aren't sure if this would work for every student, but it appears that at least for some of them, this may be a solution. We will know more after this summer's grades come in.

 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.

The comments in the areas where the program received "no" were related to data provided in the report. This is a department issue that can be remedied, but we have not yet formally collected all scores and put them into tables for the assessment committee. This data has been maintained in the past and it is not unreasonable to expect that we will do so again. It has been a matter of time and available faculty.

This issue is related to the issues for the Master's program and RT program.

**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.**

Since your last assessment report, **how have the assessment data from then been used** so far?

	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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input checked="" type="radio"/>	<input 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:

Event Planning has long been a popular area of our program, although this is the only course with "event" in the title. In the area of recruitment of new students (#22), the RPM program developed a new certificate program in Event Planning that started in fall 2016. It has been successful and the elective courses that are part of this certificate have gone from being half-full to exceeding demand to the point where we are considering adding an additional section of one course for spring 2018.

The RPTA 136 course event project raise several thousand dollars for community non-profits and small commercial agencies. The course has never focused on large corporate events. Following this assessment, the instructor of the course, Dr. Beth Erickson, has expressed an interest in formalizing the manner in which we preserve this information for department promotions. Currently, the events are treated as a course assignment, and nothing more. She hasn't yet implemented this aspect, but we are glad to see her thinking about it.

**Q5.3.**

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

As mentioned in Q5.1.1., RPTA does not do a good job of formally storing and presenting data related to what is actually occurring in the classroom. We have maintained what is required for our national accreditation updates, but given the stress on faculty, additional data presentation has not been maintained as well as it should be. Last years' feedback makes this clear, although the situation has not be remedied.

(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, Competency, and Perspectives**
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. **Global Learning and Perspectives**
16. Integrative and Applied Learning
17. Overall Competencies for GE Knowledge
18. **Overall Disciplinary Knowledge**
19. **Professionalism**
20. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.** Please attach any additional files here:



RPTA 110 rubric.docx  
35.52 KB



RPTA 110 proposal form.docx  
55.67 KB



RPM Outline.docx  
41.61 KB



No file attached

**Q8.1.**

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

Appendix A: Grading rubric for RPTA 110 evaluation assignment

Appendix B: RPTA 110 evaluation project proposal form (with details on how learning objective is met)

Appendix C: Outline of national accreditation learning outcomes and where they are met in the program

## Program Information (**Required**)

**Program:**

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

BS Parks & Rec. - Park Management

**Q10.**

Report Author(s):

Greg Shaw

**Q10.1.**

Department Chair/Program Director:

Greg Shaw

**Q10.2.**

Assessment Coordinator:

N/A

**Q11.**

Department/Division/Program of Academic Unit

Recreation Parks and Tourism

**Q12.**

College:

College of Health & Human Services

**Q13.**

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

342 total (226 in RPM  
Concentration)

**Q14.**

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:

**Q15.** Number of **undergraduate degree programs** the academic unit has?

1

**Q15.1.** List all the names:

BS in Recreation Administration

**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

2

**Q16.** Number of **master's degree programs** the academic unit has?

1

**Q16.1.** List all the names:

MS in Recreation Administration

**Q16.2.** How many concentrations appear on the diploma for this master's program?

0

**Q17.** Number of **credential programs** the academic unit has?



0

**Q17.1.** List all the names:

N/A

**Q18.** Number of **doctorate degree programs** the academic unit has?

0

**Q18.1.** List all the names:

N/A

When was your <b>assessment plan</b> ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
<b>Q19.</b> developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q19.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19.2. (REQUIRED)**

Please **obtain** and **attach** your latest **assessment plan**:



7.0 (a) Series Learning Outcomes (RPM).docx  
32.73 KB

**Q20.**

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

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

**Q20.1.**

Please **obtain** and **attach** your latest **curriculum map**:



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

**Q21.**

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

- 1. Yes
- 2. No

3. Don't know

**Q22.**

Does your program have a capstone class?

1. Yes, indicate:

2. No

3. Don't know

**Q22.1.**

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

1. Yes

2. No

3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17



## Appendix C

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

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

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

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

- **RPTA 101: Senior Seminar (1 unit)**
- **RPTA 160: Legal and Budget Topics in RPTA (3 units)**
- **RPTA 166: Administration in Recreation, Parks and Tourism (3 units)**
- **RPTA 183: Marketing Recreation Services (3 units)**

*\*Please see 7.0(b) Series Learning Outcomes (Recreation Therapy)*

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

Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome (IDENTIFY: 7.01 a, and/or 7.01 b, and/or 7.01 c)	Evidence of Learning Opportunity (7.01.01)	Assessment Measure (7.01.02) (Specific assignment)	Performance levels/metrics
Students will complete an advising form to develop a plan for taking RPTA core and elective classes	7.01a	RPTA 01 (1 unit Credit/No Credit Course) Inventory Paper, Reflection assignment, and Major Advising Form	Completion of these three assignments is needed to complete the course	100% of students will complete these assignments
The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;	7.01a	RPTA 30	Writing Assignment 3:  Interview and Tour of existing RPTA agency	Students will receive a grade of 70% or higher on assignment
The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;	7.01a	RPTA 30	Guest lecture series on the topics of Public Recreation (local/state/federal), Non-Profits, Commercial Recreation, Recreation Therapy, Unique Groups – Sports, Campus, Corrections, Faith Based, worksite and Military Recreation plus assigned readings from Text – Introduction to Recreation and Leisure (Publisher: Human Kinetics)	Students will score 70% or above on the assigned content areas on the rubric. This will be achieved through embedded test questions (to be written)
Recognize the social benefits natural places provide for human health and well-being	7.01a	RPTA 42	<u>Recreation Experience paper</u>	Students will score 70% or above on the assignment reflection paper

Describe how various human and professional values relate to natural resources	7.01a	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Articulate the difference between managing <i>recreation opportunities</i> in contrast to programming <i>recreation experiences</i>	7.01a	RPTA 42	<u>Recreation Experience paper</u> and <u>Recreation Opportunity paper</u>	70% of the students will score 70% or higher on the assignment
Describe the role of government agencies in managing natural resources for recreation	7.01a	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Explain the missions of agencies involved in natural resource management	7.01a	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Demonstrate their understanding of 7.01 standards through participation in an Exit Exam	7.01 (a b c)	RPTA 101 (1 unit Credit/No Credit Course)	Exit Exam	80% of students will score 80% or higher on the Exit Exam
Ability to use various leadership techniques to enhance individual, group, and community experiences	7.01a	RPTA 105	Mini-Assignment (Sections A-C)	Students will score 70% or above on the assigned content areas on the rubric
Gain exposure to recreation services for individuals with disabilities by experiencing service learning.	7.01a	RPTA 106	Service Learning Project	Students will score 70% or above on the assigned project from the syllabus

Techniques and processes used by professionals and workers in these industries: Development of outcome-oriented goals and objectives.	7.01b	RPTA 30	In class reflective assignment on developing goals and objectives	Students will score 70% or above on the assigned content areas
Techniques and processes used by professionals and workers in these industries: Understanding of Leisure Delivery Systems/Program Delivery Systems	7.01b	RPTA 30	Powerpoint/Lecture on the topics of Leisure Delivery Systems/Program Delivery Systems	At least 70% of the students will answer the questions correctly on the given exam
Techniques and processes used by professionals and workers in these industries: Leisure through the Lifespan	7.01b	RPTA 30	In class group reflective exercise involving addressing needs and program ideas to fulfill the needs of various age groups	At least 70% of the students will receive 70% or higher in in-class assignment
To demonstrate the ability to organize, lead, and debrief an “outcome” based activity and evaluate their own modes of leading and following as they pertain to leadership behavioral styles.	7.01b	RPTA 32	<b>Team Leadership Activity</b> - students work in a team of two developing and implementing an “outcome” based activity.	Teams are assessed using a grading rubric that evaluates their ability to create and leadership an outcome based activity; the activity is assessed specifically to the criteria for the assignment.
To practice leadership situations outside of the formal classroom to enhance their perspective of leadership.	7.01b	RPTA 32	<b>Leadership Initiative</b> - students participate in a campus Leadership Certificate Program where they participate in up to <u>8</u> leadership activities sponsored by various campus groups or organizations. All sponsored activities are outcome based under Six Areas Of Leadership Growth: 1) Appreciating Diversity; 2) Campus Life; 3) Leadership;	Students are assessed by their completion of the number of events attended.

			4) Professional Development, 5) Service; and 6) Wellness	
To assess the student recall of content covered in class readings, lectures, and activities.	7.01b	RPTA 32	<b>Formal Final Examination</b>	Student's learning is assessed by a 50 question comprehensive exam on a 50 question final examination.
Articulate why natural places are an important part of the field of recreation, parks and tourism	7.01b	RPTA 42	Trends Research paper assessed by a rubric	70% of the students will score 70% or higher on the assignment
Development of outcome-oriented goals and objectives.	7.01b	RPTA 105	Managerial Assignment #1: Mission Leisure (Sections F-H)	Students will score 70% or above on the assigned content areas on the rubric
Understanding of the principles and procedures of human resource management.	7.01b	RPTA 105	Exam 2, M/C Question #14	At least 70% of the students will answer the question correctly on the given exam
Ability to utilize the tools of professional communication	7.01b	RPTA 105	Exam 1, M/C Question #4	At least 70% of the students will answer the question correctly on the given exam
Understanding current issues and trends in the profession.	7.01b	RPTA 105	Managerial Assignment #2: Mission Organization (Sections A, B)	Students will score 70% or above on the assigned content areas on the rubric
Understand the conceptual foundations and historical/philosophy of inclusive rec and RT.	7.01b	RPTA 106	Midterm Exam Question #1 & 2	Students will score 70% or above on the questions on the given exam



Develop awareness of one's own attitudes towards all individuals regardless of abilities and/or background.	7.01b	RPTA 106	Assignment: Wheelchair Experience Paper	Students will score 70% or above on the assigned content areas on the syllabus
Increase one's potential to provide all peoples with leisure services by assessing individual needs, activity analysis, guidelines for program design, individualized accommodation, and methods of resource development.	7.01b	RPTA 106	Inclusion Group Presentation	Students will score 70% or above on the assigned content from the syllabus
Understanding current issues and trends in the profession.	7.01b	RPTA 106	Leisure in the News Assignment	100% of students will present in front of the class on their designated day
The foundation of the profession in history, science and philosophy.	7.01c	RPTA 30	Powerpoint/lectures on the following topics: leisure concepts, leisure benefits, history, philosophy, ethics, motivational theories, leisure in the lifespan, wellness, stress management, issues/trends	Students will score 70% or above on mid-term exam, which addresses topics listed (copy of exam is available)
Describe the history of environmental preservation and conservation in the U.S.	7.01c	RPTA 42	<u>Midterm and Final Exams:</u>  Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Explain the overall aim of <i>recreation resource management</i> , and how it relates to the broader professional	7.01c	RPTA 42	<u>Trends Research paper</u>	Students will score 70% or above on the assignment based on a rubric

field of recreation, parks and tourism administration				
Understanding of the fundamental principles and procedures of management.	7.01c	RPTA 105	Exam 1, FIB #2	At least 70% of the students will answer the question correctly on the given exam
Develop an awareness of the general characteristics and unique issues associated with diverse populations.	7.01c	RPTA 106	Midterm Exam Question #3 & 4	At least 70% of the students will answer the question correctly on the given exam

**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**

<b>Course Specific Learning Outcome (Taken from your course syllabus)</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity (7.02.01)</b>	<b>Assessment Measure (7.02.02) (Specific assignment)</b>	<b>Performance levels/metrics</b>
Demonstrate their understanding of 7.02 standards through participation in an Exit Exam	7.02	RPTA 101		80% of students will score 80% or higher on the Exit Exam
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.	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.

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.	70% of students will score 70% or above on the brochure.
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.
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.

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.
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.
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><b>Evaluation Proposal Project</b> – students apply practically what they learned theoretically by creating an evaluation proposal.</p> <p>This assignment address all 10 Learning Outcomes for this course (see RPTA 110 Syllabus)</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.
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 reminder of time working on proposal – reviewing practically what was covered theoretical. As such, this examination serves as their “final” exam. The examination is in two parts: 1) part one provides students the opportunity to	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.)

			demonstrate their ability to recall and demonstrate information learned by responding to five scenarios; each scenario has five parts; and 2) part two provides students opportunity to recall information learned by responding to multiple choice and true/false questions.	
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.	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
Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	<b>Service Experience and Advocacy Letter</b> – Student volunteer 15 hours with an agency/organization that provides services for individuals with disabilities. Upon completion of the hours, students wrote an advocacy letter for their agency.	Student learning is assessed by two measures: 1. Full completion of the 15 hours. 2. Advocacy letter is graded using a grading rubric based on the criteria for the assignment.

Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	<p><b>Group Presentation</b></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>	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.
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**7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.**

<b>Course Specific Learning Outcome (Taken from your course syllabus)</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity (7.03.01)</b>	<b>Assessment Measure (7.03.02) (Specific assignment)</b>	<b>Performance levels/metrics</b>
Demonstrate their understanding of 7.03 standards through participation in an Exit Exam	7.03	RPTA 101	Exit Exam	80% of students will score 80% or higher on the Exit Exam
Understanding the principles and procedures of supervisory leadership.	7.03	RPTA 105	Managerial Report	The Managerial Report is written after a student serves as the “manager” for their group. Each student must complete this task once during the semester. The report involves reflection, analysis and critique of the student’s own performance in the different areas of management from decision making to communication to delegation to evaluation. The manager must

				also evaluate the other group members.
Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Competency Presentation – working in groups students present a Management Competency to the class by way of a creative and interactive meeting setting.	Students work is assessed by a grading rubric that assesses their ability to present the competency – as it pertains to the criteria for the assignment
Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Case Studies – Students complete 5 different Cases Studies throughout the semester. Each Case Study is based on a management competency, and students are required to respond to prompts and questions regarding their personal management style.	Students work is assessed using a grading rubric that pertains the specific criteria of the assignment
Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Formal Examinations (5 total throughout the semester).	Student learning is assessed using multiple/choice and true/false questions.

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

*This table includes:*

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

Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Assessment Measure (7.04.02) (Specific assignment)	Performance levels/metrics
Documented completion of hours  Completion of Goals and Objectives	7.04.01	RPTA 195	Signed bi-weekly reports and logs for RPM  Signed bi-weekly reports and logs for RT  Internship syllabus showing report assignments  Internship Manual for RPM  Internship Manual for RT  RPM Intern Evaluation  RT Intern Evaluation	95% of students will complete their five bi-weekly logs at the completion of their internship





## RPTA 110 SYSTEMATIC EVALUATION PROPOSAL PROJECT

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### Overview of Proposal Project

- Students are responsible to write a comprehensive proposal for a systematic evaluation; this project serves as your culminating project for this class.
- Follow the instructions below in detail and precision.
- [This assignment will be graded quite rigorously;](#) Proposals missing or lacking any of the required components for this assignment will be graded accordingly.
- Complete ALL page requirements as specified for each section.
- Adhere to the sequencing of sections in the order of sections (as stated below).
- An [electronic WORD copy of the final proposal](#) MUST be sent to Dr. Easterla's campus email by the same due date the Proposal hard copy is due.

**Note: students will not receive points without an electronic copy submitted**

- Review the class syllabus for policies on writing, late assignments, and incomplete work.
- Note: Posted examples of RPTA Proposals created by former students will be posted at the Sac Ct. These examples are provided as “relatively” good examples of student work. HOWEVER, they are not to be used verbatim (you are to create your own independent work) and you should not follow the example/s as instructions for the Proposal. They are to be used as an Example of formatting and an attempt at content. Always, refer back to the Proposal Instructions.

### **Important Notes about the 110 Proposal Project**

Dr. Easterla has been teaching this RPTA Evaluation for 12 years, 10 of those years in our department. This project has benefited many former RPTA students. They have used their Proposal to demonstrate professional work during employment interview, as well as on the job evaluation work. Former students ALWAYS have the same recommendations for success to current RPTA students: 1) stay up on work and DO NOT FALL BEHIND; 2) ask questions; and 3) be patient with the process of learning.

**This is YOUR PROJECT.** It is important you be able to complete without much supervision from me as your instructor. As such, I will assist you by providing information through lectures, discussion, in class activities, and review of work that is submitted. Regardless of where you work you WILL be expected to do this type of work as a recreation professional. To benefit from this class, you will need to engage in one critical process, THINKING! I will leave that up to you. Importantly, It is up to you to work diligently at understanding context as the course progresses.

*Good Luck!*

## Evaluation Organizations

- Though there are various aspects that may be evaluated, e.g. satisfaction, preferences, skills, outcomes, and so forth, all students in RPTA will be focusing on one specific aspect, evaluating a mission statement as it pertains to one particular program/service.
- The purpose of this project is to allow you an opportunity to create an evaluation that will measure objectives in order to determine if a program/service aligns with the organizations mission statement. You will select from six organization provided below, and find a program/service to evaluate within that organization.
  - You are required to become familiar with the organization and select one program/service provided by the agency to evaluate (we will do this the first day of class).
  - Once you have determined the program/service, copy the purpose and objectives from below (for your organization), and paste into a word document.
  - Fill in the spaces with the name of your program or service.
  - These will be your evaluation purpose statement and objectives.
    - **Note: though student are able to select the same organization no two student are to evaluate the same program/service for an organization.**
- Your evaluation proposal project will be based only on the one program and measuring three objectives for the program.
- Below are all the specifics of the evaluation proposal project.

## ORGANIZATIONS MISSION AND EVALUATION PURPOSE AND OBJECTIVES

### I. VA PALO ALTO HEALTHCARE SYSTEM MISSION

*The VA Palo Alto Healthcare System's mission statement is to provide clinical and holistic services that improve functional levels, promote optimal wellness, facilitate community reintegration, and enhance quality of life. <http://www.paloalto.va.gov/services/rectherapy/>*

### Evaluation Purpose Statement for VA PALO ALTO HEALTHCARE SYSTEM MISSION

The purpose of this evaluation is to determine if the patients think the VA of Palo Alto Healthcare System's \_\_\_\_\_ Program aligns with their mission.

### Objectives of Evaluations VA PALO ALTO HEALTHCARE SYSTEM MISSION

1. To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service \_\_\_\_\_ Program provided an experience that improved their levels of functioning because of participating in the program.
2. Objective Two: To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service \_\_\_\_\_ Program provided them with the opportunities for community reintegration because of participating in the program.
3. Objective Three: To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service \_\_\_\_\_ Program provided opportunities to enhanced

their quality of life because of participating in the program.

## II. SUNRISE RECREATION AND PARK DISTRICT

*“The mission of the Sunrise Recreation and Park District is to be responsive to its communities’ needs for an enhanced quality of life and to advocate for positive social interaction.” <http://sunriseparks.com/>*

### Evaluation Purpose Statement for SUNRISE RECREATION AND PARK DISTRICT

The purpose of this evaluation is to determine if the patients think the *Sunrise Recreation and Park District* \_\_\_\_\_ Program aligns with their mission.

### Objectives of Evaluation for SUNRISE RECREATION AND PARK DISTRICT

1. To identify if the *Sunrise Recreation and Park District* Program \_\_\_\_\_ provided an experience that was responsive to its participant’s needs.
2. To identify if the *Sunrise Recreation and Park District* Program \_\_\_\_\_ provided an experience that enhanced quality of life for participants.
3. To identify if the *Sunrise Recreation and Park District* \_\_\_\_\_ Program provide an experience that advocated positive social interactions.

## III. RITZ CARLTON CREDO

*The Ritz-Carlton Hotel is a place where the genuine care and comfort of our guests is our highest mission. We pledge to provide the finest personal service and facilities for our guests who will always enjoy a warm, relaxed, yet refined ambience. The Ritz-Carlton experience enlivens the senses, instills well-being, and fulfills even the unexpressed wishes and needs of our guests.*

<http://www.ritzcarlton.com/en/Properties/LakeTahoe/Default.htm>

### Evaluation Purpose Statement for the RITZ CARLTON CREDO

The purpose of this evaluation is to determine if the Ritz Carlton \_\_\_\_\_, \_\_\_\_\_ provide guests (or clients) an experience that aligns with the company credo.

### Objectives of Evaluation for the RITZ CARLTON CREDO

1. To identify if the Ritz Carlton \_\_\_\_\_ Program provided their guests (or clients) services that reflect genuine care.
2. To identify if the Ritz Carlton \_\_\_\_\_ Program provided their guests (or clients) an experience that enlivens their senses.

To identify if the Ritz Carlton \_\_\_\_\_ Program provided their guests (or clients) service that met their unexpressed wishes.

#### IV. THE FLORIDA STATE PARK SYSTEM VISION

*The Florida State Park System creates a sense of place and is recognized as containing the best of Florida's diverse natural and cultural heritage sustained for future generations while providing quality and appropriate resource-based recreational opportunities, interpretation and education that help visitors connect to "The Real Florida." <http://www.dep.state.fl.us/parks/aboutus.htm>*

#### Evaluation Purpose Statement for FLORIDA STATE PARK SYSTEM

The purpose of this evaluation is to determine if the *The Florida State Park System*

\_\_\_\_\_ provided services that align with the Florida State Park System Vision Statement.

#### Objectives of Evaluation for FLORIDA STATE PARK SYSTEM

1. Objective One: To identify if the *Florida State Park System* \_\_\_\_\_ provide visitors services create a sense of place.
2. Objective Two: To identify if the *Florida State Park System* \_\_\_\_\_ provide visitors a quality resource-based recreation opportunities.
3. Objective Three: To identify if the *Florida State Park System* \_\_\_\_\_ help visitors connect to "The Real Florida."

#### V. ESKATON VILLAGE

*The primary mission is to enhance the quality of life of seniors through innovative health, housing and social services.* <http://www.eskaton.org/who-we-are.html>

### Evaluation Purpose Statement for **ESKATON VILLAGE**

The Purpose of this evaluation is to determine if Eskaton is fulfilling their mission statement by enhancing their clientele's quality of life.

### Objectives of Evaluation for **ESKATON VILLAGE**

1. To identify if Eskaton is enhancing quality of life through innovative health practices.
2. To identify if Eskaton is enhancing quality of life through their housing establishments.
3. To identify if Eskaton is enhancing quality of life through the social services they provided.

## INSTRUCTIONS FOR SUBMITTING SECTION

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1. Due dates for Sections are found on the Course Schedule
2. Open tab titled "Sections" at the left margin of the Sac Ct 110 Home Page
3. Follow the directions specifically for submitting each Section (they vary), see below.

### Section One – Criteria

- 1) Cut and Paste in the Box and 2) Attach a Word Document of this Section

### Section Two – Methods

- 1) Cut and Paste in the Box and 2) Attach a Word Document of this Section

### Section Three Part One

Attach a Word document with 1) the **Opening directions for your survey**, and 2) your **complete Likert Scale question (with 3-part directions) for Objective ONE**, 3) **Send a copy to Dr. Easterla's campus email, lisa.easterla@csus.edu, and put your objectives in the body of that email. This Section will not be graded until email is received.**

### Section Three Part Two

Attach a Word document with 1) your **two/three response choice question**, and 2) your **complete 7 Response-Choice Question (with 3-part directions) for Objective TWO**, and 3) **Send a copy to Dr. Easterla's campus email, lisa.easterla@csus.edu, and put your objectives in the body of that email. This Section will not be graded until email is received.**

### Section Three Part Three

Attach a Word document with the Your 1) complete 6 Ranking-Choice Question (with 3-part directions) for Objective THREE, 2) partially closed question, 3) open-ended question, and 4) four demographic questions. You will NOT need to cut/paste for the survey section. **Send a copy to Dr. Easterla's campus email, lisa.easterla@csus.edu, and put your objectives in the body of that email. This Section will not be graded until email is received.**

### Section Four

- 1) Cut and Paste in the Box and 2) Attach a Word Document of this Section

# INSTRUCTIONS FOR THE RPTA 110 EVALUATION PROPOSAL PROJECT

## PROPOSAL FORMAT INSTRUCTIONS

### FORMAT

- MARGINS: 1 inch (all sides)
- TEXT SIZE:
  - Body
    - Block Style (single spaced in paragraph, with double space between paragraphs)
    - **12 point font**
  - Headings
    - Centered top of each section
    - **14 point font**
  - Subheadings
    - Left Margin, above each part of a section
    - **12 point font**
- PAGE NUMBERS: Centered, bottom of page
- GRAPHICS: **8 (ABSOLUTELY NO CARTOON CLIP ART) IN COLOR**
  - Add professional style pictures throughout the document
    - Does NOT include the Cover Page photo or the Result Section Visuals
- TABS:
  - WHITE ONLY
  - One for EACH SECTION of the Proposal
  - Place at the right side BETWEEN the major sections of the proposal (e.g. Criteria,

**NOTE: DO NOT PASTE ON WORDS; MUST BE TYPED**  
**MUST BE Legible; large enough to read**

### COVER PAGE

- Place in this order:
  - Photo (large, centered)
  - Optional: Organization Logo
  - Name of Organization and Program
  - Student's Name

**NOTE: Do not add instructor name or course number to cover page.**
- Grading Cover Sheet last page of these instructions)
  - Print a copy
  - Fill in name and sign **Honor Statement**
  - Placed between the plastic cover and the cover page of your proposal.

**NOTE: Do not add your Grading Cover Sheet to the spiraled document.**

### TABLE OF CONTENTS

- Follows cover page of the proposal
  - Includes name and page numbers for ALL HEADINGS AND SUBHEADING
  - Bullets (dots) connect name to page number
  - Numbering for the document begins with the **first** Section Heading.
- NOTE: Table of Contents DOES NOT have a page number**

### SUBMITTING PROPOSAL

- 1) Completed Proposal **Hard Copy** (all formatting and complete sections)
- 2) COLOR PRINT
- 3) Send an WORD copy of the completed proposal to Dr. Easterla's campus email address.
- 4) Spiral bound at left side with plastic cover on top (over Cover Page) and solid black backing



**SECTION ONE – CRITERIA (Heading)**  
**(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

***TOTAL SECTION PAGE REQUIREMENT 2 PAGES (of text, does NOT count graphics)***

- INTRODUCTION (Subheading/ heading, left margin)**
- Bullet the Following under the subheading***
  - Name of Organization
  - Type of Organization (E.G. Community, RT, Etc.)
  - Types of Service/Product to Constituency
  - Populations Served
  - Your Position Within the Organization
  - Your Responsibilities at this Position
- Create the following parts with subheading for each and in paragraph format***
  - **OVERVIEW OF EVALUATION (Subheading)**
    - Brief (two sentences), that summarizes the service.
      - Follow with “...services...are guided by the agency (organization, hotel, hospital, so forth) mission.
  - **MISSION STATEMENT FOR THE ORGANIZATION (Subheading)**
    - Indent the entire mission statement directly under the brief summary and put in italics.
  - **EVALUATION PURPOSE STATEMENT (Subheading)**
    - From the Organization and Objectives Document
    - Cut/paste the Purpose Statement Objective for your Organization
    - Fill in name of your program
  - **EVALUATION OBJECTIVES (Subheading)**
    - From the Organization and Objectives Document
    - Cut/paste the Objective for your Organization
    - Fill in the name of your program
  - **TIMING FOR THE EVALUATION(Subheading)**
    - Assessment, Formative, Summative (just one)
      - Explain “why” you are using this timing
  - **SAMPLE POPULATION (Subheading)**
    - Explain who is our sample group and “why” you are sampling this population
  - **STAKEHOLDERS (Subheading)**
    - People internal and external to the agency (i.e. people (or groups) who might benefit from or care about the results of your proposal
  - **EVALUATORS (Subheading)**
    - Explain who will be conducting the evaluation

**SECTION TWO – METHODS (Heading)**  
**(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

***TOTAL SECTION PAGE REQUIREMENT AT LEAST 1 PAGE of TEXT***

- Create the following parts with subheading for each and in paragraph format***
  - **METHOD (Subheading)**
    - Explain why you used this type of method to collect data
  - **ADDITIONAL METHODS (Subheading)**
    - Add any type of additional or follow up methods you think you might use in addition to the survey; cannot be another survey.

- **Sampling Technique (*Subheading*)**
  - You are to use one of the three types from class, *Simple Random Sampling, Stratified Random Sampling, or Systematic Random Sampling.*
  - Explain “Why” and “How” you used this type of sampling. Be specific.
- **Administration of Survey (*Subheading*)**
  - Type (phone interview, mail, on-site, etc. (why?). Be specific.

**SECTION THREE – SURVEY (Heading)**  
**(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

***TOTAL SECTION PAGE REQUIREMENT NO MORE THAN TWO PAGES***

- Survey will include the following:
  - Opening Directions (as demonstrated in class)
  - Each question that measure an objective (e.g. the Likert, 7 Response-Choice, and Ranking Choice) MUST include the 3-part directions
    - 1. **Establish** what they are going to be responding to in the question. Do this with a statement that reflects on what they have just done in the program and/or your organizations goal to do something for them. For example:
      - While you were at our camp...
      - As part of our program, we offer...
      - Over the past few weeks you have participated in several...
      - Our goal at XXX is to offer our guest XXX...
    - 2. Follow with a sentence that **connects what** you what them to consider when responding. For example:
      - Reflecting on your experience with XXX...
      - Thinking about XXX...
      - Now that you have finished XXX...
    - 3. Finish by providing the specifics to “**how**” they are to respond (never assume they know what you want them to do)
      - ...look a the follow 8 statements and rate your level of agreement as they pertain to your experience in the XXX program.
      - Please select all the responses below that pertain to your experience with XXX.
      - Please rank the following in the order they most XXX, with 1 being your first selection and 6 being our last selection.
  - #\_\_\_\_ at top right margin
  - **QUESTIONS**
    - Opening question** with either **2 or 3 response** choices (e.g. yes, no, maybe)
    - Likert Scale** with **8 items** statements (fully formatted with items, values, anchors and directions.
      - ➡ **Measures Objective ONE**
      - ➡ **Items in full statement with period marks**
    - 7-response choice** question (fully formatted with selection boxes and directions.
      - ➡ **Measures Objective TWO**
      - ➡ **Responses in phrases/string of descriptive words**
    - Ranking Scale** with **6 response choices** (fully formatted with selection boxes and directions.
      - ➡ **Measures Objective THREE**
      - ➡ **Ranking choices in phrases/string of descriptive words**
    - Partially-Closed Question**
    - Open-Ended Question**
    - Four Demographics**
  - Include Sequential numbering of questions
  - Question Directions FOR the questions measuring an objective MUST be in the **3-part format**

- Number questions in sequential order
- Questions type are completely formatted and spaced

**Note: the directions and the responses (item, response choice, and ranking) are to be together, not split between two pages.**

**Former Student Examples posted at Sac Ct**

- Provided to demonstrate a “good work” from a former student
- Review as it pertains to 1) formatting, 2) creating survey questions/responses that measure the objective, 3) results figures with APA, 4) Conclusions and Recommendations, and 5) creativity.

**SECTION FOUR – RESULTS (Heading)  
(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

**TOTAL SECTION PAGE REQUIREMENT AT LEAST 2 PAGES (OF TEXT and VISUALS)**

**ENTERING DATA**

- o Statistics for the 4 closed-ended question on the evaluation survey will be entered in an Excel Sheet
- o These results are to be fictitious for 50 respondents
- o *Data entered should vary to reflect highs and lows*

**➡ You WILL NOT INCLUDE YOUR EXCEL SHEET IN YOUR PROPOSAL DOCUMENT**

**Note: The Result section ONLY provide the statistic for the question and NO interpretation of the stats**

**CONTENTS OF THE RESULTS SECTION**

- o **Demographics**
  - Paragraph format
  - Begins the section
  - NO VISUALS FOR DEMOGRAPHICS
    - For example: *There were a total of 50 participants for this study (N=50), with 30 females and 20 males, with majority between the ages of 26-65 (80%). Most participants visited the respective park at least once a month, at 22%, or they visited the park at least once a week, at 55%.*
- o **Results for the 4 CLOSED-Ended questions on the survey**
  - 1) *Opening 2 to 3 response choice*
  - 2) *Likert*
  - 3) *7 Response Choice*
  - 4) *Ranking Choice*

**Number of Visuals in the Results Section: 4**

- o *1 Pie, 2 Columns, 1 Table*

**Results for each question must include:**

- o TEXT
  - Introduce the question (do NOT use the word “objective” OR “question on survey”)
  - State the high and the low
  - Add an in-text reference after the text and stats (i.e. Table 1)
  - Add the question response (or item) *IN ITALICS* followed by the statistic for that response
  - For example: Participants were asked to rate their level of agreement to 8 statements that pertained to how the program provided enjoyment. The high for this question was “*I felt like I was actually looking at animals in the wild*” (4.39) and the low was “*The terrain added a uniqueness to the experience* (2.98) (Figure 1)
- o VISUALS
  - Tables are referenced as a “Table”

- All other visuals (e.g. pie, column) are referenced as a “Figure”
  - VERY IMPORTANT: THE VISUAL (FIGURE AND TABLE) ALWAYS FOLLOWS THE TEXT.
  - CONTENTS FOR A VISUAL
    - Must have a title for the visual
    - Axis MUST be reflective of the question responses (for example, if the scale is 5 points, then the axis will be at 5 (for the 5-point scale); for ranking the axis would be at 6 (for the 6 ranking choices), and/or if the axis reflects the number of survey respondents (e.g. 50), then axis must be at 50)
    - Must have numbers to indicate all the statistics for the question
    - Must have an APA reference for the title (e.g. Table 1: Enjoyment of the Program)
      - *Table the reference is ABOVE the table*
      - *Figure the reference is BELOW the table*

**Additional formatting notes for the Results Section**

- All visuals are to be the same size (including size of Title, Words, Numbers, so forth)
- White or light color background for all visuals (NO dark background)

**SECTION FIVE - CONCLUSIONS (Heading)**  
**(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

***TOTAL SECTION PAGE REQUIREMENT AT LEAST 1 PAGE***

- Provides an interpretation of the results for the 3 questions that measure an objective (Likert, & Response Choice and Ranking Choice)
- In paragraph format
- CONTENT OF CONCLUSIONS
  - Provide an interpretation of what the results section statistics MEAN as they pertain to what was measured in the objective
  - **NOTE: DO NOT DISCUSS as the OBJECTIVE NUMBER OR AS THE QUESTION ON THE SURVEY.**
    - For example: ...other responses with a high number of choices were a *reduction in stress levels, learning about the vernal pools, and having a reduction in their stress levels.* This may indicate that those who participate in Guided “Flower Walk” Tours enjoy being surrounded by nature, learning about nature, and that nature has a calming effect on them.
  - When writing an interpretation, use words such as, demonstrates, appears, shows, so forth. Do not sure the words like “proved” or “fact”

**SECTION SIX – RECOMMENDATIONS (Heading)**  
**(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

***TOTAL SECTION PAGE REQUIREMENT AT LEAST 1 PAGE***

- CONTENT OF CONCLUSIONS
  - Provide recommendations as they relate to the conclusions drawn from the results and the purpose and objectives of the evaluation and what type of *decision* should be made BASED on the results of your evaluation.
  - **NOTE: DO NOT DISCUSS as the OBJECTIVE NUMBER OR AS THE QUESTION ON THE SURVEY.**
  - Discuss per the main point of the objective.

**SECTION REFERENCE (References)**  
**(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)**

**(Center the word “Reference”)**

- APA format (6<sup>th</sup> Edition)
- Add reference for the in-text citation after the Mission Statement.



## Appendix A

### RPTA 110 ~PROPOSAL Project GRADING SHEET

(place this grading sheet between your Proposal cover page and the plastic cover)

	Points	Missing	Nonprofessional	Misc Errors	*Length Short	Points Earned
<b>Front End</b>	<b>20</b>	- 8 (tabs) - 3 (graphics)	-3 to -5	-1 to -3 (per)		
<b>Criteria</b>	<b>10</b>	-3	-3 to -5	-1 to -3 (per)	-3 ¼ page -5 page -8 ¾ page -10 full page	
<b>Methods</b>	<b>10</b>		-3 to -5	-1 to -3 (per)	-3 ¼ page -5 page -8 ¾ page -10 full page	
<b>Survey</b>	<b>65</b>	-8 questions -10 objective to question -5	-3 to -5	-1 to -3 (per)	-5 less or over the 2 page requirement	
<b>Results (with Visuals)</b>	<b>30</b>	-4 opening -5 visual -3 paragraph	-3 to -5	-1 to -3 (per)	-7 ¼ page -15 ½ page -22 ¾ page -30 full page	
<b>Conclusions</b>	<b>30</b>		-3 to -5	-1 to -3 (per)	-7 ¼ page -15 ½ page -22 ¾ page -30 full page	
<b>Recommendations</b>	<b>30</b>				-7 ¼ page -15 ½ page -22 ¾ page -30 full page	
<b>Reference Page (APA)</b>	<b>5</b>	-2 not APA		-		
	<b>200</b>					

**\*Required page length *does not* INCLUDE Graphics**

**Honor Pledge**

On my honor, I have neither given nor received unauthorized aid on this RPTA 110 Proposal Project.

---

Student Name  
(Print)

Student Name  
(Signature)





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

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

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

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

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

*\*Please see 7.0(b) Series Learning Outcomes (Recreation Therapy)*

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) <b>the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;</b> b) <b>techniques and processes used by professionals and workers in these industries;</b> and c) <b>the foundation of the profession in history, science and philosophy.</b>				
Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome (IDENTIFY: 7.01 a, and/or 7.01 b, and/or 7.01 c)	Evidence of Learning Opportunity (7.01.01)	Assessment Measure (7.01.02) (Specific assignment)	Performance levels/metrics
Students will complete an advising form to develop a plan for taking RPTA core and elective classes	7.01a	RPTA 01 (1 unit Credit/No Credit Course) Inventory Paper, Reflection assignment, and Major Advising Form	Completion of these three assignments is needed to complete the course	100% of students will complete these assignments
The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;	7.01a	RPTA 30	Writing Assignment 3: Interview and Tour of existing RPTA agency	Students will receive a grade of 70% or higher on assignment
The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;	7.01a	RPTA 30	Guest lecture series on the topics of Public Recreation (local/state/federal), Non-Profits, Commercial Recreation, Recreation Therapy, Unique Groups – Sports, Campus, Corrections, Faith Based, worksite and Military Recreation plus assigned readings from Text – Introduction to Recreation and Leisure (Publisher: Human Kinetics)	Students will score 70% or above on the assigned content areas on the rubric. This will be achieved through embedded test questions (to be written)
Recognize the social benefits natural places provide for human health and well-being	7.01a	RPTA 42	<u>Recreation Experience paper</u>	Students will score 70% or above on the assignment reflection paper
Describe how various human and professional values relate to natural resources	7.01a	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions

Articulate the difference between managing <i>recreation opportunities</i> in contrast to programming <i>recreation experiences</i>	7.01a	RPTA 42	<u>Recreation Experience paper</u> and <u>Recreation Opportunity paper</u>	70% of the students will score 70% or higher on the assignment
Describe the role of government agencies in managing natural resources for recreation	7.01a	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Explain the missions of agencies involved in natural resource management	7.01a	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Demonstrate their understanding of 7.01 standards through participation in an Exit Exam	7.01 (a b c)	RPTA 101 (1 unit Credit/No Credit Course)	Exit Exam	80% of students will score 80% or higher on the Exit Exam
Ability to use various leadership techniques to enhance individual, group, and community experiences	7.01a	RPTA 105	Mini-Assignment (Sections A-C)	Students will score 70% or above on the assigned content areas on the rubric
Gain exposure to recreation services for individuals with disabilities by experiencing service learning.	7.01a	RPTA 106	Service Learning Project	Students will score 70% or above on the assigned project from the syllabus
Techniques and processes used by professionals and workers in these industries: Development of outcome-oriented goals and objectives.	7.01b	RPTA 30	In class reflective assignment on developing goals and objectives	Students will score 70% or above on the assigned content areas
Techniques and processes used by professionals and workers in these industries: Understanding of Leisure Delivery Systems/Program Delivery Systems	7.01b	RPTA 30	Powerpoint/Lecture on the topics of Leisure Delivery Systems/Program Delivery Systems	At least 70% of the students will answer the questions correctly on the given exam
Techniques and processes used by professionals and workers in these industries: Leisure through the Lifespan	7.01b	RPTA 30	In class group reflective exercise involving addressing needs and program ideas to	At least 70% of the students will receive 70% or higher in in-class assignment

			fulfill the needs of various age groups	
To demonstrate the ability to organize, lead, and debrief an “outcome” based activity and evaluate their own modes of leading and following as they pertain to leadership behavioral styles.	7.01b	RPTA 32	<b>Team Leadership Activity</b> - students work in a team of two developing and implementing an “outcome” based activity.	Teams are assessed using a grading rubric that evaluates their ability to create and leadership an outcome based activity; the activity is assessed specifically to the criteria for the assignment.
To practice leadership situations outside of the formal classroom to enhance their perspective of leadership.	7.01b	RPTA 32	<b>Leadership Initiative</b> - students participate in a campus Leadership Certificate Program where they participate in up to 8 leadership activities sponsored by various campus groups or organizations. All sponsored activities are outcome based under Six Areas Of Leadership Growth: 1) Appreciating Diversity; 2) Campus Life; 3) Leadership; 4) Professional Development, 5) Service; and 6) Wellness	Students are assessed by their completion of the number of events attended.
To assess the student recall of content covered in class readings, lectures, and activities.	7.01b	RPTA 32	<b>Formal Final Examination</b>	Student’s learning is assessed by a 50 question comprehensive exam on a 50 question final examination.
Articulate why natural places are an important part of the field of recreation, parks and tourism	7.01b	RPTA 42	Trends Research paper assessed by a rubric	70% of the students will score 70% or higher on the assignment

Development of outcome-oriented goals and objectives.	7.01b	RPTA 105	Managerial Assignment #1: Mission Leisure (Sections F-H)	Students will score 70% or above on the assigned content areas on the rubric
Understanding of the principles and procedures of human resource management.	7.01b	RPTA 105	Exam 2, M/C Question #14	At least 70% of the students will answer the question correctly on the given exam
Ability to utilize the tools of professional communication	7.01b	RPTA 105	Exam 1, M/C Question #4	At least 70% of the students will answer the question correctly on the given exam
Understanding current issues and trends in the profession.	7.01b	RPTA 105	Managerial Assignment #2: Mission Organization (Sections A, B)	Students will score 70% or above on the assigned content areas on the rubric
Understand the conceptual foundations and historical/philosophy of inclusive rec and RT.	7.01b	RPTA 106	Midterm Exam Question #1 & 2	Students will score 70% or above on the questions on the given exam
Develop awareness of one's own attitudes towards all individuals regardless of abilities and/or background.	7.01b	RPTA 106	Assignment: Wheelchair Experience Paper	Students will score 70% or above on the assigned content areas on the syllabus
Increase one's potential to provide all peoples with leisure services by assessing individual needs, activity analysis, guidelines for program design, individualized accommodation, and methods of resource development.	7.01b	RPTA 106	Inclusion Group Presentation	Students will score 70% or above on the assigned content from the syllabus
Understanding current issues and trends in the profession.	7.01b	RPTA 106	Leisure in the News Assignment	100% of students will present in front of the class on their designated day
The foundation of the profession in history, science and philosophy.	7.01c	RPTA 30	Powerpoint/lectures on the following topics: leisure concepts, leisure benefits, history, philosophy, ethics, motivational theories, leisure in the lifespan, wellness,	Students will score 70% or above on mid-term exam, which addresses topics listed (copy of exam is available)

			stress management, issues/trends	
Describe the history of environmental preservation and conservation in the U.S.	7.01c	RPTA 42	<u>Midterm and Final Exams:</u> Questions on the exam relate to the spectrum of values for natural resources.	70% of the students will score 70% or higher on the exam questions
Explain the overall aim of <i>recreation resource management</i> , and how it relates to the broader professional field of recreation, parks and tourism administration	7.01c	RPTA 42	<u>Trends Research paper</u>	Students will score 70% or above on the assignment based on a rubric
Understanding of the fundamental principles and procedures of management.	7.01c	RPTA 105	Exam 1, FIB #2	At least 70% of the students will answer the question correctly on the given exam
Develop an awareness of the general characteristics and unique issues associated with diverse populations.	7.01c	RPTA 106	Midterm Exam Question #3 & 4	At least 70% of the students will answer the question correctly on the given exam

**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**

<b>Course Specific Learning Outcome (Taken from your course syllabus)</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity (7.02.01)</b>	<b>Assessment Measure (7.02.02) (Specific assignment)</b>	<b>Performance levels/metrics</b>
Demonstrate their understanding of 7.02 standards through participation in an Exit Exam	7.02	RPTA 101		80% of students will score 80% or higher on the Exit Exam
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.	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.

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.	70% of students will score 70% or above on the brochure.
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.
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.	70% of students will score 70% or above on the assigned event and notebook.

			They are also required to do a budget for this program.	
To gain an understanding of how to establish leisure program mission statements.	7.02	RPTA 136	Students are required to write a mission statement for the program they plan.	100% of the students will fulfill the requirement. It must be approved by me before they can proceed in the planning of the program.
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.
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	<b>Evaluation Proposal Project</b> – students apply practically what they learned theoretically by creating an evaluation proposal.  This assignment address all 10 Learning Outcomes for this course (see RPTA 110 Syllabus)	Students work is grade using a grading rubric; each area of the rubric assesses each component of the project as it pertains to specific course outcomes.
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 reminder of time working on proposal – reviewing practically what was covered theoretical. As such, this examination serves as their “final” exam. The examination is in two parts: 1) part one provides students the opportunity to demonstrate their ability to recall and demonstrate information learned by responding to five scenarios;	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.)



			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.	
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.	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
Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	<b>Service Experience and Advocacy Letter</b> – Student volunteer 15 hours with an agency/organization that provides services for individuals with disabilities. Upon completion of the hours, students wrote an advocacy letter for their agency.	Student learning is assessed by two measures: 1. Full completion of the 15 hours. 2. Advocacy letter is graded using a grading rubric based on the criteria for the assignment.
Analyze and plan recreation activities for people with disabilities	7.02	RPTA 106	<b>Group Presentation</b> Working in a group, students create an inclusive program based on one of four scenarios. Four groups are assigned to the same	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.

			scenario, each creating their own program.	
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<b>7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</b>				
<b>Course Specific Learning Outcome (Taken from your course syllabus)</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity (7.03.01)</b>	<b>Assessment Measure (7.03.02) (Specific assignment)</b>	<b>Performance levels/metrics</b>
Demonstrate their understanding of 7.03 standards through participation in an Exit Exam	7.03	RPTA 101	Exit Exam	80% of students will score 80% or higher on the Exit Exam
Understanding the principles and procedures of supervisory leadership.	7.03	RPTA 105	Managerial Report	The Managerial Report is written after a student serves as the “manager” for their group. Each student must complete this task once during the semester. The report involves reflection, analysis and critique of the student’s own performance in the different areas of management from decision making to communication to delegation to evaluation. The manager must also evaluate the other group members.
Describe the basic elements of a supervisor/administrator’s responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Competency Presentation – working in groups students present a Management Competency to the class by way of a creative and interactive meeting setting.	Students work is assessed by a grading rubric that assesses their ability to present the competency – as it pertains to the criteria for the assignment

Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Case Studies – Students complete 5 different Cases Studies throughout the semester. Each Case Study is based on a management competency, and students are required to respond to prompts and questions regarding their personal management style.	Students work is assessed using a grading rubric that pertains the specific criteria of the assignment
Describe the basic elements of a supervisor/administrator's responsibilities Differentiate between the various management, supervisory and administrative styles	7.03	RPTA 166	Formal Examinations (5 total throughout the semester).	Student learning is assessed using multiple/choice and true/false questions.

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

*This table includes:*

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

Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Assessment Measure (7.04.02) (Specific assignment)	Performance levels/metrics
Documented completion of hours  Completion of Goals and Objectives	7.04.01	RPTA 195	Signed bi-weekly reports and logs for RPM  Signed bi-weekly reports and logs for RT  Internship syllabus showing report assignments  Internship Manual for RPM  Internship Manual for RT RPM Intern Evaluation  RT Intern Evaluation	95% of students will complete their five bi-weekly logs at the completion of their internship

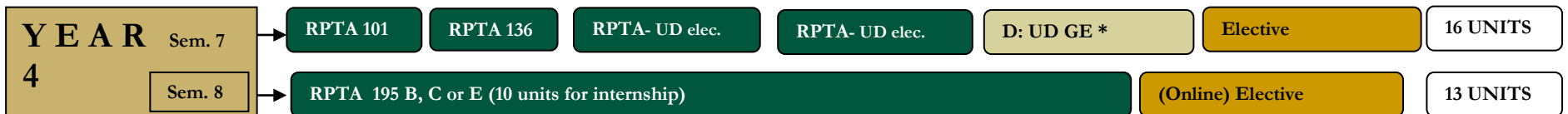
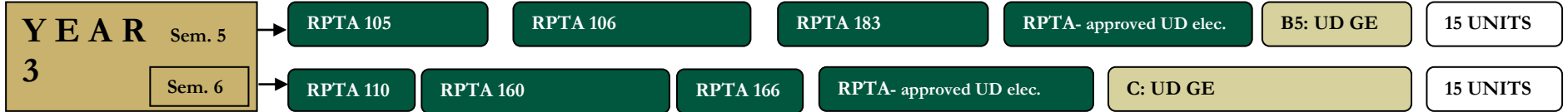
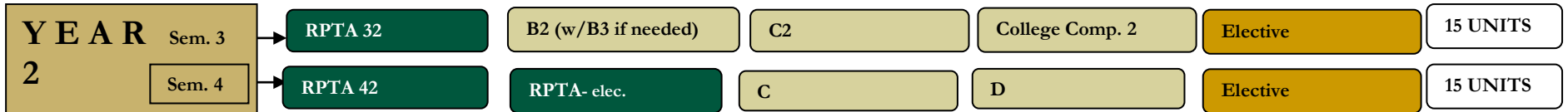
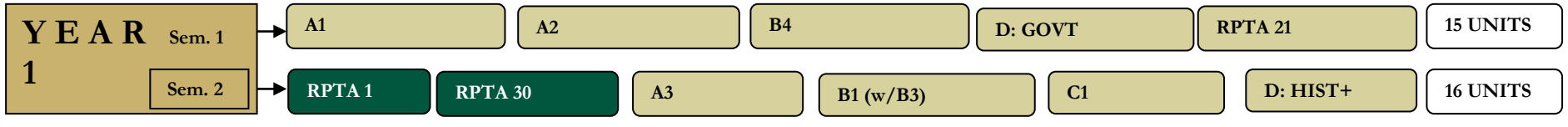
# RECREATION, PARKS & TOURISM ADMINISTRATION – Recreation & Park Management

## 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**

