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:

MS Parks & Rec

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 master's program in RPTA does not have a developed assessment plan. Our goal for this year was to create an assessment plan based on the undergraduate degree which follows our national accreditation (the master's program is not part of the accreditation).

We experienced a few challenges, and therefore, still do not have a full plan developed for the master's program. However, we did take this past year to look at one learning outcome which will be part of our assessment:

Understanding of the fundamental principles and procedures of management.

Currently our graduate program is small and we admit between six and ten students each year. To support the program, for the past three years we have been involved in a regional graduate collaborative with the recreation programs at SFSU and CSU, Chico. Through online, synchronous courses, students are able to take classes at the other campuses to make progress through the master's program.

Unfortunately at Sac State, we have not had a tenure-track faculty teaching in the graduate program for more than two years. We were able to have one of the faculty at CSU, Chico volunteer to review the above PLO for us and provide us with the results given in this report.

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):

> Professionalism

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.

> **Please see Q1.2.**

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.

N/A

☐ No file attached ☐ No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☐	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

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

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?

`1`

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:

> **The data was collected from specific assignments in RECR 642, which is the CSU, Chico equivalent of RPTA 203: Advanced Administration in Recreation, Parks and Tourism. This is a core class for all recreation master's students.**

(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:

> Students have a series of journal articles reviews related to management theory and best practice in RPT. The reviews are scored on the student's comprehension of management concepts and theories.

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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
(Faculty at Sacramento State)
```

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

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1 (Faculty who taught the cour…
```

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

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

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All students are graded and evaluated for this assessment. Because our graduate program is a collaborative with SFSU and CSU, Chico, we asked that students from all three campuses be evaluated.

Q3.6.1.
How did you **decide** how many samples of student work to review?

All students are graded and evaluated for this assessment. Because our graduate program is a collaborative with SFSU and CSU, Chico, we asked that students from all three campuses be evaluated.

Q3.6.2.
How many students were in the class or program?

17

Q3.6.3.
How many samples of student work did you evaluated?

17

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:

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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:

N/A

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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**:

From the faculty at CSU, Chico...

- Assignment: The best assignment to show a level of mastery and the ability to apply the course material to real-life situations is the three-part case study. It is worth 30% of the final grade.
- Results: One of the 17 students enrolled received less than 80% on this assignment, but that student was from a different campus than yours [not a Sacramento State student].

Given the above information, it would appear that 100% of Sacramento State students received 80% or above on this assignment.

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

In general, it seems Sac State students are performing well. Given that we still need to develop an assessment plan, it is a little hard to put this into the context of a full master's program. This is a course that students take in their first semester and may not be an indication of how well they will perform in other classes such as research methods or advanced theory.

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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.

> Given previous comments, it is again our intention to develop an assessment for the master's program. This will need to be done, at least in part, with the faculty at SFSU and CSU, Chico since they are responsible for delivering a good deal of the content to our graduate students.

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	○	○	○	○	◉
2. Modifying curriculum	○	○	○	○	◉
3. Improving advising and mentoring	○	○	○	○	◉
4. Revising learning outcomes/goals	○	○	○	○	◉
5. Revising rubrics and/or expectations	○	○	○	○	◉
6. Developing/updating assessment plan	○	○	◉	○	○
7. Annual assessment reports	○	○	◉	○	○
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	○	○	○	◉
10. Alumni communication	○	○	○	○	◉
11. WSCUC accreditation (regional accreditation)					

	○	○	○	○	◉
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉
21. Professional development for faculty and staff	○	◉	○	○	○
22. Recruitment of new students	○	○	○	○	◉

23. Other, specify: [   ]

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

Our graduate program needs support for the graduate coordinator to have time to work with our partner campuses and create an assessment plan. This has been noted to our College and listed as one of our department incentive programs. We hope to have the ability to provide release time for this. Otherwise the plan will most likely not happen.

Given that we did not have an assessment at all for the master's program last year, I do consider the assessment of one learning outcome to be an improvement.

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	○	◉	○	○	○
2. Standards of Performance	○	◉	○	○	○
3. Measures	○	○	○	◉	○
4. Rubrics	○	◉	○	○	○
5. Alignment	○	○	○	○	◉
6. Data Collection	○	○	○	◉	○
7. Data Analysis and Presentation	○	○	○	◉	○
8. Use of Assessment Data	○	◉	○	○	○
9. Other, please specify: [ ]	○	○	○	○	○

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:

The feedback was helpful even if we were not able to implement most of what we intended to do. The decision to begin this process by looking at one fairly accessible PLO was based on the feedback given and the understanding of the need to develop an assessment plan for the graduate program.

(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:

📎 No file attached   📎 No file attached   📎 No file attached   📎 No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

No.

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]

MS Parks & Rec

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 (10 in Graduate
Program)

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 **assessment plan**...	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
Q19. developed?	○	○	○	○	○	○	●	○
Q19.1. last updated?	○	○	○	○	○	○	○	○

Q19.2. (REQUIRED)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **No file attached**

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**:

📎 grad_plan.doc
119 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: RPTA 500A, B or C

○ 2. No

○ 3. Don't know

Q22.1.
Does your program have **any** capstone project?

● 1. Yes

○ 2. No

○ 3. Don't know

GRADUATE DEGREE PROGRESS FORM

Name: _____   Degree Start Date: Fall   Spring   20 __

Graduate Classified		Conditionally Classified	
Total Units Required = 30	Semester completed	**Total Units Required = 30** (plus conditional units)	Semesteru completed
No Conditional Classes	*0 units*	***Conditional Classes***	*3-15 units*
Required Classes	*12 units*	***Required Classes***	*12 units*
RPTA 200 (3 units)		RPTA 200 (3 units)	
RPTA 202 (3 units)		RPTA 202 (3 units)	
RPTA 203 (3 units)		RPTA 203 (3 units)	
RPTA 204 (3 units)		RPTA 204 (3 units)	
Elective Classes	*15 units*	***Elective Classes***	*15 units*
Choose from:		***Choose from:***	
RPTA 206 (3 units)		RPTA 206 (3 units)	
RPTA 207 (3 units)		RPTA 207 (3 units)	
RPTA 209 (3 units)		RPTA 209 (3 units)	
RPTA 295 (3 units)		RPTA 295 (3 units)	
RPTA 299 (3 units)		RPTA 299 (3 units)	
Up to 9 units UG RPTA classes		Up to 9 units UG RPTA classes	
Up to 6 units outside of RPTA		May take up to 6 units outside of RPTA with consent of Advisor	
Culminating Experience	*3 units*	***Culminating Experience***	*3 units*
RPTA 500		RPTA 500	
Other Requirements		***Other Requirements***	
▪ No more than 6 units of any combination of 295 and 299		▪ No more than 6 units of any combination of 295 and 299.	
▪ A maximum of 9 units of 100 level UG classes		▪ A maximum of 9 units of 100 level UG classes	
▪ At least 18 units of 200 level classes (excluding 295 and 299)		▪ At least 18 units of 200 level classes (excluding 295 and 299).	
▪ A maximum of 9 units may be transferred from another graduate institution, subject to approval of Advisor		▪ A maximum of 9 units may be transferred from another graduate institution, subject to approval of Advisor	

GRADUATE DEGREE PLAN – Update every semester with advisor

Name: _____   Date: _____

Conditional Units Required (circle)

0	3	6	9	12	15

Conditional Classes

Fall	Year: 20	Spring	Year: 20

Summer	Year: 20		

Fall	Year: 20	Spring	Year: 20

Summer	Year: 20		

Fall	Year: 20	Spring	Year: 20

Summer	Year: 20		

Fall	Year: 20	Spring	Year: 20