

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information 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 and Rec.

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- ☒ 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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**:

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**)

Section 2: Report One Learning Outcome in Detail**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):

Select PLO

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.


Q2.2.


Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

 No file attached

 No file attached

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

Don't know

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:

(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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

 No file attached

 No file attached

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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

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.)?

Q3.6.1.

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

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

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:

 No file attached

 No file attached

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, please enter 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


 No file attached


(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.


Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):


 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?

 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.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- ☐ 1. Yes, describe your plan:

- ☐ 2. No
- ☐ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

1.	2.	3.	4.	5.
Very Much	Quite a Bit	Some	Not at All	N/A

1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input 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 type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

Q5.2.1.

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

Q5.3.To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

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

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

Q5.3.1.

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

(Remember: **Save your progress**)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

The Master's Program in RPTA is currently going through several changes related to making the program more manageable for students. For the 2017-2018 academic year RPTA focused on analyzing the program components that will result in course creation/elimination and a reevaluation of our collaborative with San Francisco State University and California State University, Chico.

Four major items arose from faculty discussions regarding the graduate program:

1. Thesis/project completion
2. Faculty to teach graduate courses
3. Lack of knowledge/confusion about graduate program requirements and guidelines
4. Graduate Coordinator release time

Details:

1. Like many graduate programs, there are issues surrounding the culminating experience, recognizing that faculty are not given credit for supervising theses/graduate projects. Faculty are often unwilling to take on graduate students, and even when they agree to do this, the time commitment often leaves students with inadequate guidance. To address this concern, the department introduced a comprehensive examination option in 2011. However, students still prefer a thesis or project. The department is now exploring a two-semester culminating experience *course* modeled on the course(s) used in the Division of Social Work. This discussion/development will continue into the 2018-2019 year.

2. RPTA currently teaches only one of our core graduate courses with the others being taught by faculty from SFSU or CSU, Chico. This is largely due to the lack of tenure-track faculty coverage in the department, with only 35% of courses delivered (undergrad and grad) being taught by tenure-track faculty. While the department has been given a new faculty search for 2018-2019, the undergraduate program continues to grow, and the percentage of courses taught by tenure-track faculty may actually drop even with a successful search. The issue of course coverage will continue for the next few years at least.

3. In a fall 2017 meeting between current RPTA graduate students and the Graduate Coordinator, it was determined that RPTA graduate students are generally unknowledgeable about graduate program deadlines, guidelines and expectations. This meeting was the result of a new Graduate Coordinator anecdotally learning from current and finishing students that the single biggest frustration was not being aware of guidelines and deadlines in the program. Students were asked to comment on their understanding of:

- **Advancement to Candidacy**
- **GWAR Requirements**
- **Thesis/Project/Comprehensive Examination Distinctions**
- **Conditional/Unconditional Status**
- **Continuous Enrollment**
- **Thesis/Project Approval**
- **ICE Form**
- **Sac State/CSU, Chico/SFSU Course Equivalents**
- **Course Sequencing**


In addition to the items above, students also had two main areas of concern:


- **Lack of connection with RPTA faculty**
- **Synchronous learning (through Zoom)**
- **The addressed lack of awareness of important deadlines/information**

Although the information is provided on the OGS and RPTA websites, it was found that students failed to comprehend what they were reading in relation to their past school experience, which was in undergraduate education.

4. The Graduate Coordinator position does not come with release time, making coordinating the program (including conducting assessments) something that happens after all other faculty work is complete. For the foreseeable near future, RPTA may not be able to adequately address the assessment requirements for the graduate program.

Actions:

 No file attached

 No file attached
Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

The new course created will not directly address any of the PLOs in that it does not focus on the theoretical or practical components of the degree program, but more on the logistics of making it through graduate school. In an indirect sense, this may relate to the PLO of Professionalism, but only through class discussions on careers after a master's degree. However, the department feels that this will be very valuable to students.

As far as relating to the department and university missions, this course will anchor the department and university missions of helping to prepare the region's workforce. Most of our graduate students come with undergraduate degrees in fields other than recreation. The master's is a change of career for them, allowing them to focus on an identified need in Recreation Therapy, Forest Service Management or Community Recreation Management.

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 explain how this year's assessment activities help you address recommendations from your department's last program review?


The department did not address the recommendations from last year's review. Our graduate program is behind in developing its program matrix and creating an assessment plan. Unlike the undergraduate program which is nationally accredited and has annual accreditation updates, the master's program has not had to prepare in the same fashion.

The goal for next year is to create a set of disciplinary markers that can be matched with PLOs. Beginning with measuring written communication will be helpful in that the master's program does not currently have it's own course to meet the GWAR, but has advanced writing in several class that could qualify.

Identifying a GWAR course will not complete the necessary elements of program assessment for the graduate program, but will move us forward towards compliance.

Q9. Please attach any additional files here:

 No file attached

 No file attached

 No file attached

 No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

N/A

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

Select Program

Q11.

Report Author(s):

Greg Shaw

Q11.1.

Department Chair/Program Director:

Greg Shaw

Q11.2.

Assessment Coordinator:

Lisa Easterla

Q12.

Department/Division/Program of Academic Unit (select):

Recreation Parks and Tourism

Q13.

College:

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

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:

Q16. Number of **undergraduate degree programs** the academic unit has?**Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?**Q17.** Number of **master's degree programs** the academic unit has?**Q17.1.** List all the names:**Q17.2.** How many concentrations appear on the diploma for this master's program?**Q18.** Number of **credential programs** the academic unit has?**Q18.1.** List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

Q19.1. List all the names:

N/A

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

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

 No file attached


Q21.

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

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q21.1.

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

 GradWORKSHEET.518.pdf
43.99 KB

Q22.

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

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

Q23.

Does your program have a capstone class?

- ☒ 1. Yes, specify:

RPTA 500A, B or C

- ☐ 2. No
☐ 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

- ☒ 1. Yes
☐ 2. No

☐ 3. Don't know

(Remember: **Save your progress**)
Save When Completed!

ver. 10.31.17

Student's Name: _____ Date of Advising: _____

Emphasis Area: _____ Advisors/Readers: _____

RPTA GRADUATE PROGRAM COURSEWORK PLAN

	<i>*CORE COURSEWORK (Hybrid Courses) with SF State and Chico (12 units)</i>	<i>Units</i>	<i>Semester and Year</i>	<i>Final Grade</i>
	<i><u>Offered Fall Semester Only</u></i>			
<input type="checkbox"/>	<i>** (SFSU) RPT 700: Orientation and Professional Development (Equivalent RPTA 200)</i>	3		
<input type="checkbox"/>	<i>** (Chico) RECR 642: Seminar in Leisure Service Management (Equivalent to RPTA 203)</i>	3		
	<i><u>Offered in Spring Semester Only</u></i>			
<input type="checkbox"/>	<i>** (SFSU) RPT 810: Research Methods in Recreation and Leisure (Equivalent to RPTA 204)</i>	3		
<input type="checkbox"/>	<i>** (Sac State) RPTA 202: Policies, Issues and Problems in Rec, Parks and Tourism</i>	3		
	<i>RPTA GRAD ELECTIVES (15 Units)</i>			
	<i><u>Offered in Fall Semester Only</u></i>			
<input type="checkbox"/>	¹ RPTA 200A – Orientation to the M.S. Degree Program in RPTA			
<input type="checkbox"/>	² (Chico) RECR 645: Seminar in Leadership	3		
	<i><u>Offered in Spring Semester Only</u></i>			
<input type="checkbox"/>	³ (Chico) RECR 611: Theory of Leisure and Recreation (<i>Equivalent to RPTA 201</i>)	3		
<input type="checkbox"/>	<i>*** (Sac State) RPTA Grad Elective (May be grad-level elective, or ⁴ upper-division undergraduate course)</i>	3		
<input type="checkbox"/>	<i>*** (Sac State) RPTA Grad Elective (May be grad-level elective, upper-division undergraduate course³, or 299)</i>	3		
<input type="checkbox"/>	<i>*** (Sac State) RPTA Grad Elective (May be grad-level elective, upper-division undergraduate course³, 299, or 295)</i>	3		
<input type="checkbox"/>	<i>** CULMINATING REQUIREMENT (500 A, B, or C)</i>	3		
	Total Units	30		

*Required: Of the 30 units, 18 units must be completed in Graduate Level Classes and does not include 295 and/or 299.

** Hybrid Collaborative Course and MUST have a completed Application for Intrasystem Concurrent or Visitor Enrollment (ICE) Form. This form must be completed THE SEMESTER BEFORE the course is offered. See due dates each semester. ICE Forms are on the RTPA website under "Graduate Forms."

***Note: Upper-division undergraduate courses may not include RPTA 100 or RPTA 122.

****Must select 500A (Thesis); 500B (Project); or 500C (Comprehensive Examination)

¹RPTA 200A is an orientation class for new grad students and may be taken once for credit under grad electives. (TBA).

²RECR 645 may be substituted with another grad-level elective with Grad advisor permission.

³RECR 611 (RPTA 201) is listed in your elective section, but all Sac State Grad students must take RECR 611. Make sure to add this course under Electives.

⁴ RPTA Grads may use up to 6 units (2 courses) of RPTA undergraduate coursework for Grad Electives.

GRAD ELECTIVE COURSEWORK WORKSHEET for 299s and/or 295s (use this worksheet when 299s and 295s have been taken in incremental units (e.g. 1 or 2 units a time).

Course		Units	Semester/Year

Worksheet for Grad Students with a “CONDITIONAL” Status 100-LEVEL COURSEWORK

RTPA 100 Level Class	Units	Semester/Year
	3	
	3	
	3	
	3	
	3	
Total	15	

Worksheet RT Graduate Students (ONLY)

	<u>Required COURSE for RT</u>	<u>Units</u>	<u>Semester and Year</u>	<u>Final Grade</u>
	*RT Core Coursework (15 Units)			
<input type="checkbox"/>	RPTA 106 Intro to Inclusive Rec and RT	3		
<input type="checkbox"/>	RPTA 115 Assessment/Documentation	3		
<input type="checkbox"/>	RPTA 116 RT Principles & Practice	3		
<input type="checkbox"/>	RPTA 117 RT Contemp Disabilities	3		
<input type="checkbox"/>	RPTA 118 Facilitation Tech in RT	3		
<input type="checkbox"/>	RPTA 119 RT Services/Systems	3		
	Non-RPTA RT Supportive Coursework : 18 Units			
<input type="checkbox"/>	BIOL 25 Human Anatomy and Physiology	4		
<input type="checkbox"/>	PSYC 168 Abnormal Psych	3		
<input type="checkbox"/>	CHDV 030 Child Development (life/death)	3		
<input type="checkbox"/>	*Non-RT Elective	3		
<input type="checkbox"/>	*Non-RT Elective	3		
<input type="checkbox"/>	*Non-RT Elective	3		
<input type="checkbox"/>	(See RT Advisor for list of Non-RT Elective Courses)			
<input type="checkbox"/>	RPTA 195D Internship : 14 units for a 560 hour internship	14		

* Non-RT Elective Courses must be approved by NCTRC; see RT Supportive Coursework Sheet under "Recreation Therapy Advising" at the RPTA Department Website (<http://www.csus.edu/hhs/rpta/>)