

2018 - 2019 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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BS Parks and Rec. - Rec. Therapy

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
- ☐ 21A. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

☐ 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

Undo

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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 the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

The PLO selected, Inquiry and Analysis, is required for our national accreditation, as well as relates directly professional competencies required in our outcome based profession. The course selected to demonstrate this PLO is RPTA 110, PTA 110: Research and Evaluation in Recreation, Parks and Tourism a required "core course" for all RPTA majors and where students complete an individual semester-long project that is evaluated by rubric. This project has been used over the years as a tool for student's success, helping students obtain required internship, employment, and other professional related opportunities.

This has some specific features, including (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 five 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.

In addition, this PLO is part of our national accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), meeting 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**

As an "outcome" based profession, all RT students in clinical or community settings must be able to effectively assess, implements, and report on their service and participation for clients. This course, RPTA 110, provides students in this course the opportunity to learn specific evaluation techniques and practically applied skills related to evaluating program and servicing in our profession. It is also a concurrent experience, directly related to the PLO as it applies to the RT capstone course, RPTA 119, where student create a RT program and evaluation of that program.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

See Attached Appendix A. RPTA 110 Learning Outcomes

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(
[See Appendix 15 Sample Answer to Q2.3](#)):

See Appendix B. RPTA 110 PROPOSAL GRADING RUBRIC



Appendix.A.RPTA 110 LEARNING OUTCOMES.docx
17.89 KB



Appendix.B.RPTA 110. Rubric.docx
24.67 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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**)

Undo

Q3.1.1.

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

2

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**)

Undo

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:

Data are collected via the RPTA Course Proposal Project.

Graded quizzes on all reading.

Graded assignment scores served as the primary data collection method, including graded and scored assignments throughout the semester, including the final course project.

In addition, the instructor conducts a retrospective evaluation periodically to assess all the 13 Learning Objectives for the course, which related specifically this PLO.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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)

Undo

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 **attach the assignment instructions that the students received to complete the assignment (**[See Appendix 1 Sample Answer to Q3.3.2](#)**):**

See Appendix C RPTA 110 Proposal Instructions



AppendixC.RPTA110Proposal.docx
177.83 KB



Click here to attach a file

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.**)

Undo

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

Undo

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

Undo

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

Undo

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

Undo

Q3.6.

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

Based on enrollement in courses, as a required core course for all RT major students.

Q3.6.1.

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

Each assignment is reviewed and graded by the course instructor.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

Approximately 150 students for the past academi...

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

All

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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:



Click here to attach a file



Click here to attach a file

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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:



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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](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

See Appendix D. NRPA 7.02 Standard



AppendixD.7.02NRPA.STANDARD.docx
15.26 KB

 Click here to attach a file

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

In general, students are successful. However, there are students that must take this course more than once 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. For example, since the fall of 2016 one section of this course, during the fall and spring semesters, has been taught as an online, concurrent course with the traditional classroom. The goal has been to facilitate student success, by way of a video "library" of lectures for students to refer back to if there were questions. The success of this course has been intermittent. Having the video library serves as very beneficial to student learning, with the reiteration of material available as reinforced learning opportunities. However, fully online leaning is more problematic as demonstrated with course evaluations on this mode. The conclusion is learning this material is generally, for most students, best done in a traditional classroom setting.

Historically, summer has served to be the best mode of learning the material and meeting the standard. Students working in a more condense setting, where material learning is practically applied at a more rapid and steady fashion (6 weeks vs 16 weeks), has demonstrated to be most success for students.



Click here to attach a file



Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

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, describe your plan:

- ☐ 2. No
- ☒ 3. Don't know

Undo

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	Quite	Some	Not at	N/A

	Much	a Bit		All	
1. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developed/updated 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: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

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 remedie


(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)


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:

 Click here to attach a file

 Click here to attach a file

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:

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. **Research**
- ☐ 21. 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?

Q9. Please attach any additional files here:

 Click here to attach a file	 Click here to attach a file
 Click here to attach a file	 Click here to attach a file

Q9.1.

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

See Attached Appendix A. RPTA 110 Learning Outcomes

See Appendix B. RPTA 110 PROPOSAL GRADING RUBRIC

See Appendix C RPTA 110 Proposal Instructions

See Appendix D. NRPA 7.02 Standard

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):

Dr. Lisa Easterla

Q11.1.

Department Chair/Program Director:

Dr. Tony Sheppard

Q11.2.

Assessment Coordinator:

N/A

Q12.

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

Recreation Parks and Tourism

Q13.

College:

College of Health & Human Services

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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

BS in Recreation Administration

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

2

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

MS in Recreation Administration

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

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

0

Q19.1. List all the names:

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 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"/>

Undo

Q20.2. (Required)

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



Click here to attach a file

Q21.

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Undo

Q21.1.

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



Click here to attach a file

Q22.

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

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

Undo

Q23.

Does your program have a capstone class?

- ☐ 1. Yes, specify:

- ☐ 2. No
- ☐ 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

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

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

- ☐ 1. PLO Assessed (**Q1.1, Q2.1**)
- ☐ 2. Definition of the PLO(s) (**Q2.1.1**)
- ☐ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
- ☐ 4. Direct Measures (**Q3.3.2**)
- ☐ 5. Data Table(s) (**Q4.1**)
- ☐ 6. Curriculum Map (**Q21.1**)
- ☐ 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!


ver. 03.11.19

RPTA 110 LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Comprehend the fundamental processes of conducting a professional evaluation
2. Comprehend theoretical and applied use of research methods, including surveys, interviews, and observations.
3. Understand the conceptual and applied components of collecting qualitative and quantitative data.
4. Demonstrate the ability to create questions structures for collecting quantitative and qualitative data.
5. Demonstrate ability to create evaluation purpose statement and objectives.
6. Demonstrate ability to create survey instruments that measure specific objectives
7. Recognize procedures for both probability and non-probability sampling
8. Design a detailed evaluation proposal.
9. Demonstrate ability to analyze, interpret, and report essential descriptive statistics.
10. Understand the process of compiling and interpreting qualitative data.
11. Demonstrate ability to create visual displays of data.
12. Demonstrate ability to interpret, summarize, and report data for decision making.
13. Demonstrate ability to orally present evaluation process, including creating data.

RPTA 110 ~PROPOSAL Project GRADING SHEET

 **Print, sign, and place this grading sheet between your Proposal cover page and the plastic cover)**

Name: _____

Date Submitted: _____

	Points Possible	Points Earned	Missing	Misc Errors	Length
Front End (formatting)	20		- 5 (tabs) -5	-1 to -3 (per)	
Criteria	5			-1 to -3 (per)	-2 ¼ page -3 page -4 ¾ page -5 full page
Methods	5			-1 to -3 (per)	-2 ¼ page -3 page -4 ¾ page -5 full page
Survey	25		-5 wrong question type to objective -5 missing 3 part directions	-1 to -3 (per)	-5 less or over the 2 page requirement
Results (with Visuals)	20		-4 opening -5 visual -3 paragraph	-1 to -3 (per)	-3 ¼ page -8 ½ page -12 ¾ page -10 full page
Conclusions Recommendations	20			-1 to -3 (per)	-3 ¼ page -8 ½ page -12 ¾ page -10 Full page
Reference Page (APA)	5		-2 not APA	-	
	100				

*Required page length *does not* INCLUDE Graphics

Honor Pledge: On my honor, I (print name) _____ have neither given or received unauthorized aid on this RPTA 110 Proposal Project.

Sign Name: _____

RPTA 110 PROPOSAL PROJECT OVERVIEW AND INSTRUCTIONS

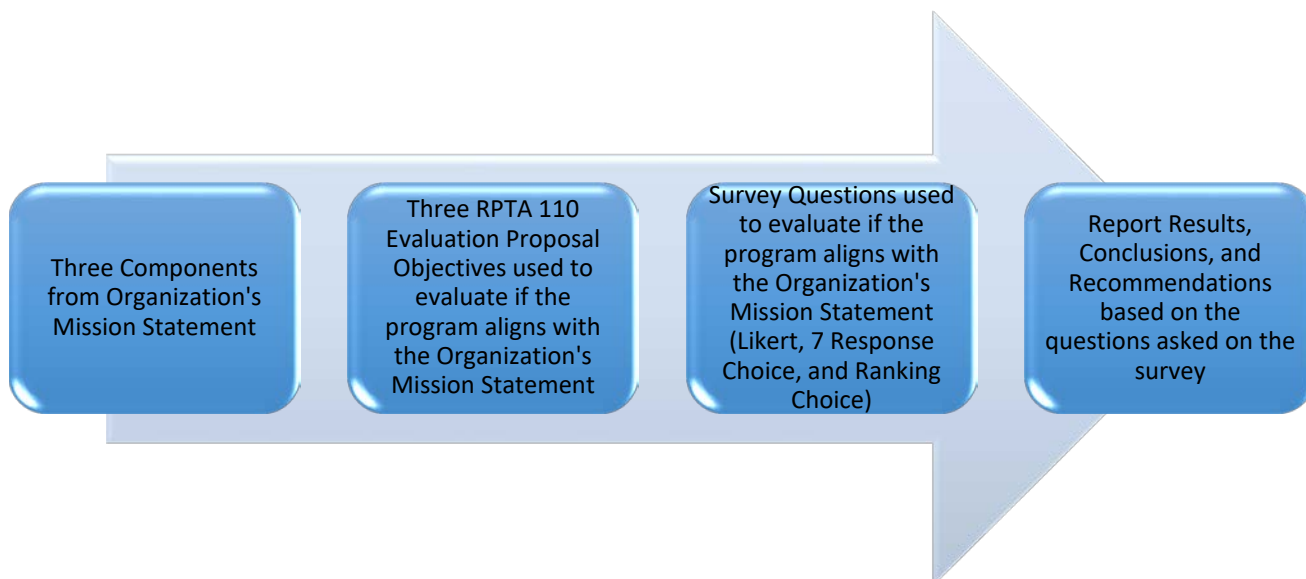
The course proposal project is a culminating experience for this class.

Disclaimer

- This proposal project is a fictitious work based on an actual organization and program in our profession.
- Students do not collect data and/or analyze actual data based on work created.
- The Proposal Project is an opportunity to practice skills of program evaluation, therefore all work is made up by the student and is NOT to be used outside of this classroom project.

Overview of the RPTA 110 Proposal Project

- ☐ Each student will select one program from one of the four agencies. Both the organization and the allowed programs to evaluate are listed below.
- ☐ In our profession, we may evaluate various aspects of a program and/or participant's experience, such as satisfaction, preferences, skills, program outcomes, and so on. For the purpose of this proposal project, student will only be evaluating the program they select by determining if it is aligning with components in the organization's mission statement.
- ☐ For each organization, three components of their mission statement have been taken to serve as the proposal evaluation objectives.
- ☐ These objectives are used "evaluated" if the program is aligning with the organization mission statement by three questions on the proposal evaluation survey.
- ☐ Students "create" the data for all questions on their survey (again fictitious), analyze, and report the results, the conclusion to the results, and recommendations to those conclusions ALL based on how the program aligned with the organization's mission statement.



RECREATION THERAPY

THE VA PALO ALTO HEALTHCARE SYSTEM

1. Pick one of the following programs to use for your evaluation.

Program	Website
Aquatic Fitness, Recreational Therapy	https://www.paloalto.va.gov/services/rectherapy/aquatic.asp
Music Therapy	https://www.paloalto.va.gov/services/rectherapy/music.asp
Art Therapy (Veteran's PTSD program)	https://www.paloalto.va.gov/services/rectherapy/art.asp
Wheelchair Dance Program	https://www.paloalto.va.gov/services/rectherapy/rehab.asp https://www.facebook.com/vapahcs/videos/377796825610854/

The VA Palo Alto Healthcare System Mission Statement

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>

EVALUATION PROPOSAL PURPOSE STATEMENT for the VA Palo Alto Healthcare System (based on 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.

EVALUATION PROPOSAL OBJECTIVES for the VA Palo Alto Healthcare System (based on Mission)

Objective One: To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service _____ program provide them with an improvement in functional levels because of participating in the program.

Objective Two: To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service _____ program provide them with the opportunity for community reintegration because of participating in the program.

Objective Three: To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service _____ program provide them with an enhancement in their quality of life because of participating in the program.

2. Copy the Mission, Purpose, and three Objective above to your Criteria Section (see where these go based on instruction for the Criteria Section below).

3. Replace the black spaces _____ for each objective with the **full name of the program you selected**. For example:

→ **Objective One:** To determine if patients think the VA Palo Alto Healthcare System Recreation Therapy Service Aquatic Fitness, Recreational Therapy program provide them with an improvement in functional levels because of participating in the program.

FAIR OAKS RECREATION AND PARKS DISTRICT MISSION

1. Pick one of the following programs to use for your evaluation.

Program	Website
Adult Softball	https://www.forpd.org/172/Softball
Spring Break Camp (Youth)	https://www.forpd.org/295/Spring-Break-Camp
Senior Stretch	https://www.forpd.org/209/Senior-Stretch
Hiking Group (Seniors)	https://www.forpd.org/294/Hiking-Group

Fair Oaks Recreation and Parks District Mission Statement

Our mission is to maximize all available resources to deliver well maintained parks, high quality recreation facilities, programs and events. We will do this through effective partnerships with other service providers thus helping meet the quality of life expectations, building community pride, and supporting the economic goals of the community. We will measure our success by providing adequate access and connections to trails, parks, sports and recreation facilities that meet the needs of our citizens and visitors. <http://fairoakspark.org>

EVALUATION PROPOSAL PURPOSE STATEMENT for the Fair Oaks Recreation and Parks (based on Mission)

The purpose of this evaluation is to determine if the Fair Oaks Recreation and Parks District _____ program aligns with their mission.

EVALUATION PROPOSAL OBJECTIVES for the Fair Oaks Recreation and Parks (based on Mission)

Objective One: To identify if the Fair Oaks Recreation and Parks District _____

Program provided participants an experience that helped meet quality of life expectations.

Objective Two: To identify if the Fair Oaks Recreation and Parks District _____

Program provided an experience that helped to build community pride.

Objective Three: To identify if the Fair Oaks Recreation and Parks District _____

Program provided an experience that meet the participant's recreational needs.

2. Copy the Mission, Purpose, and three Objective above to your Criteria Section (see where these go based on instruction for the Criteria Section below.

3. Replace the black spaces _____ for each objective with the **full name of the program you selected**. For example:

Objective One: To identify if the Fair Oaks Recreation and Parks District Adult Softball Program provided participants an experience that helped meet quality of life expectations.

OUTDOOR RECREATION

NATIONAL PARKS SERVICE (NPS) MISSION-POINT REYES NATIONAL SEASHORE

1. Pick one of the following programs to use for your evaluation.

Program	Website
Volunteer Stream Team Program	https://bit.ly/2zkR3fP
Nights of Nights Program	https://www.nps.gov/pore/planyourvisit/events_nightofnights.htm
Junior Ranger Program	https://www.nps.gov/pore/learn/kidsyouth/index.htm
Point Reyes Summer Camp	http://www.ptreyes.org/summer-camp
Birding Bear Valley Nature Walk	https://www.nps.gov/pore/planyourvisit/event-details.htm?event=96A78A8E-03C5-98A3-A6B15F8FE5900CC2

NPA Mission Statement

The National Park Service preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations. <http://www.nps.gov>

EVALUATION PROPOSAL PURPOSE STATEMENT for NPS (based on Mission)

Purpose: The purpose of this evaluation is to determine if the U.S. National Park Service Point Reyes National Seashore _____ program follows National Park Service mission.

EVALUATION PROPOSAL OBJECTIVES for NPS (based on Mission)

Objective One: To identify if the Point Reyes National Seashore _____ program provides visitors/participants opportunities for enjoyment.

Objective Two: To identify if Point Reyes National Seashore _____ program provides visitors/participants educational opportunities.

Objective Three: To identify if Point Reyes National Seashore _____ program provides visitors/participants experiences that inspire preservation.

2. Copy the Mission, Purpose, and three Objective above to your Criteria Section (see where these go based on instruction for the Criteria Section below.

3. Replace the black spaces _____ for each objective with the **full name of the program you selected**. For example:

Objective One: To identify if the Point Reyes National Seashore Nights of Nights program provides visitors/participants opportunities for enjoyment.

COMMERCIAL RECREATION

OMNI HOTELS

1. Pick one of the following programs to use for your evaluation.

Program	Website
Weddings (San Diego)	https://www.omnihotels.com/hotels/san-diego/weddings/venues
Golf Fitness Program (San Diego)	https://www.premierfitnesscamp.com/golf-fitness-program/
Guided Walking Tour (Omni San Francisco)	https://www.omnihotels.com/hotels/san-francisco/property-details
Meeting Planning (Omni San Francisco)	https://www.omnihotels.com/hotels/san-francisco/meetings

Omni Mission Statement

We are a luxury brand whose incredible family of associates puts the soul in hospitality every day. The needs of our guests, associates and owners are in the forefront of everything we do. Through authenticity and innovation, we create unique memorable experiences.

<https://www.omnihotels.com>

EVALUATION PROPOSAL PURPOSE STATEMENT for the Omni (based on Mission)

The purpose of this evaluation is to determine if the Omni Hotels and Resorts Wedding _____ program aligns with their mission.

EVALUATION PROPOSAL OBJECTIVES for the Omni (based on Mission)


Objective One: To identify if the Omni Hotels and Resorts _____ Program provided guests with a true hospitality experience.

Objective Two: To identify if the Omni Hotels and Resorts _____ Program provided guests with an authentic experience.

Objective Three: To identify if the Omni Hotels and Resorts _____ Program provided guests with an experience that created unique memorable experiences.

2. Copy the Mission, Purpose, and three Objective above to your Criteria Section (see where these go based on instruction for the Criteria Section below.

3. Replace the black spaces _____ for each objective with the full name of the program you selected. For example:

Objective One: To identify if the Omni Hotels and Resorts  Omni San Francisco Wedding Program provided guests with a true hospitality experience.

Important Notes for the Project

- Students are responsible for writing a comprehensive proposal for a systematic evaluation.
- Follow the instructions below in detail and precision.
- ***The grading for this is 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).
- There are TWO PART to the Proposal Project
 1. ***Course Proposal Project (Sections):*** there are four sections to complete during the last six weeks of the semesters. These sections are the sections for the Proposal Project and directions are below. ***LATE SECTIONS ARE NOT ACCEPTED.***
 2. ***Course Proposal Project (Document):*** *The final proposal project brings together the sections. Proposal Project Document is submitted as a Hard Copy document, and an electronic WORD copy* ***LATE PROPOSAL DOCUMENT NOT ACCEPTED.***

Note: students will not receive points for the final bound proposal document without an electronic copy submitted.

- ***Review the class syllabus for policies on writing, late assignments, and incomplete work.***
- Examples from form 110 students provide “relatively” good examples of student work (posted under the Proposal Project Documents at Sac Ct) and provide example for FORMATTING ONLY. DO not follow the content verbatim, even though the sections look the same, as they may have missed points for slight errors and/or they had a different content. Always, refer back to the Proposal Instructions for content in each section.

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.

Good Luck!

RPTA 110 ~PROPOSAL Project GRADING SHEET

 **Print, sign, and place this grading sheet between your Proposal cover page and the plastic cover)**

Name: _____

Date Submitted: _____

	Points Possible	Points Earned	Missing	Misc Errors	Length
Front End (formatting)	20		- 5 (tabs) -5	-1 to -3 (per)	
Criteria	5			-1 to -3 (per)	-2 ¼ page -3 page -4 ¾ page -5 full page
Methods	5			-1 to -3 (per)	-2 ¼ page -3 page -4 ¾ page -5 full page
Survey	25		-5 wrong question type to objective -5 missing 3 part directions	-1 to -3 (per)	-5 less or over the 2 page requirement
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Reference Page (APA)	5		-2 not APA	-	
	100				

*Required page length *does not* INCLUDE Graphics

Honor Pledge: On my honor, I (print name) _____ have neither given or received unauthorized aid on this RPTA 110 Proposal Project.

Sign Name: _____

INSTRUCTIONS FOR CREATING AND POSTING PROPOSAL SECTIONS

1. Create the Proposal Section based on the instructions for the Proposal Project (below). We will also review the instructions for each section during a class session.
2. Due dates for Sections are found on the Course Schedule.
3. **ALWAYS** create the section in a separate Word Document, saving as: **your last name.sectionnumber.**
4. **ONLY** include what is required for that section, do not add previous submission. For example, do not add Section One to the Section Two submission.
5. For the Sections, **Do NOT** add page numbers and/or graphics (will add to the final proposal only)
6. **POSTING SECTIONS**
When ready to submit the section, open tab titled "Sections" at the left margin of the Sac Ct 110 HomePage and find the Section number.

SECTION ONE – CRITERIA

- 1) Create Section One in a Word Document, 2) Attach the Word Document, and 3) Paste the text from the document Submission Box

SECTION TWO – METHODS

- 1) Create Section Two in a Word Document, 2) Attach the Word Document, and 3) Paste the text from the document Submission Box

SECTION THREE

➡ **Note: Section Three is the proposal survey and is in two submissions.**

Section Three - Part One

- 1) Create the **Opening Directions, Opening 3 Response Question, and the Likert Scale question (with the 3-part directions)** for Section Three in a Word Document, 2) Attach the Word Documents, and 3) Paste the text from the document in the Submission Box
 1. **Note: this is a partial entry of Section Three, therefore, there is no page requirement with this submission.**
 2. **Do not format this document, including adding graphics or page numbers.**

Section Three - Part Two

- 1) Create the **7-Response Choice question (with three part directions), 6-Ranking Choice question (with 3-part directions, the Partially-Closed question, the Open-ended question, and the Demographic questions)** for Section Three, 2) Attach the Word Documents, and 3) Paste the text from the document in the Submission Box
 1. **Note: this is a partial entry of Section Three, therefore, there is no page requirement with this submission.**

2. ***Do not format this document, including adding graphics or page numbers.***

SECTION FOUR

- 1) Create Section Four in a Word Document, 2) Attach the Word Document, and
3) Paste the text from the document Submission Box

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: **6 (ABSOLUTELY NO CARTOON CLIP ART)**
 - **IN COLOR**
 - Add professional style pictures throughout the document
 - Includes graphic on 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 a 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)

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

□ **INTRODUCTION** (Subheading/ heading, left margin)

□ Bullet the Following under the subheading

- o Name of Organization
- o Type of Organization (E.G. Community, RT, Etc.)
- o Types of Service/Product to Constituency
- o Populations Served
- o Your Position Within the Organization
- o Your Responsibilities at this Position

□ Create the following parts with subheading for each and in paragraph format

o **OVERVIEW OF EVALUATION** (Subheading)

- Brief (two sentences), that summarizes the service end with "...services...are guided by the agency (organization, hotel, hospital, so forth) mission.

o **MISSION STATEMENT FOR THE ORGANIZATION** (Subheading)

- Indent the mission statement directly under the brief summary and put in italics.

o **EVALUATION PURPOSE STATEMENT** (Subheading)

- Fill in name of your *YPCED program* to the purpose statement below, filling in the name of your program in the gray highlighted area.

o **EVALUATION OBJECTIVES** (Subheading)

- Fill in name of your *YPCED program* to below, filling in the name of your program in the gray highlighted area.

o **TIMING FOR THE EVALUATION**(Subheading)

- Assessment, Formative, Summative (just one)
 - Explain "why" you are using this timing

o **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).

o **EVALUATORS** (Subheading)

- Explain who will be conducting your evaluation (e.g. staff, front desk, so forth).

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)**
 - 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

- ☐ #____at top right margin
- ☐ Number questions
- ☐ Questions type are completely formatted and spaced the same
- ☐ Survey will include the following:
- ☐ Opening Directions (as demonstrated in class)
- ☐ **Directions for Likert, 7 Response must be on the same page, not split between two pages.**
- ☐ **Likert Scale item, 7 Choice responses, and Ranking responses must be on the same page, not split between two pages.**
- ☐ **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**
 - ➡ **MUST have the three-part directions**
 - ☐ **7-responsechoice** question (fully formatted with selection boxes and directions.
 - ➡ **Measures Objective TWO**
 - ➡ **Responses in phrases/string of descriptive words**
 - ➡ **MUST have the three-part directions**
 - ☐ **Ranking Scale** with **6 response choices** (fully formatted with selection boxes and directions.
 - ➡ **Measures Objective THREE**
 - ➡ **Ranking choices in phrases/string of descriptive words**
 - ➡ **MUST have the three-part directions**
 - ☐ **Partially-Closed Question**
 - ☐ **Open-Ended Question**
 - ☐ **Four Demographics**

- **Three Part Directions for Likert, 7 Response Choice, and Ranking Questions**
 - Each question that measure an objective (e.g. the Likert, 7 Response-Choice, and Ranking Choice) MUST include the 3-part directions
 - Part 1: Open 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...
 - Part 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...
 - Part 3: Finish by providing the specifics to **“how”** they are to respond (never assume they know what you want them to do)
 - ...look at 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.

SECTION FOUR – RESULTS (Heading)

(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)

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

Note: The Result Practical ONLY provides the analysis with NO interpretation of the results.

- **STEP ONE – ENTERING THE DATA**
 - Create “labels” in an Excel spreadsheet or of the each 4 closed-ended question choices (items, response choice and ranking choice)
 - Enter fictitious data for 50 respondents
 - *Data entered should vary to reflect highs and lows*
- **STEP 2 – CREATING A RESULTS REPORT**
 - **Demographics**
 - **Paragraph format**
 - 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%.*
 - Demographics begins the Practical (see examples)
 - **NO VISUALS FOR DEMOGRAPHICS**
 - **Body of Results Report**
 - **Each section begins with a text paragraph that will report the statistical findings for the 4 CLOSED-Ended questions on the survey (what was**

entering in the Excel sheet)

- *Opening 2 to 3 response choice (with visual); Likert Scale (with visual); 7 Response Choice; and Ranking Choice*
- **Followed by a visual, either a pie, column chart or table.**
- **Instructions for Body of 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)
- **Instructions for VISUALS**
 - **FOUR Visuals in the Results Practical: 1 Pie, 2 Columns, 1 Table**
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 reference is ABOVE the table; Figures reference is BELOW the figure*
 - *Visuals are 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 AND RECOMMENDATIONS (Heading)

(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)

TOTAL SECTION PAGE REQUIREMENT AT LEAST 2 PAGES (one full page for the Conclusions and one full page for the Recommendations)

☐ CONTENT OF CONCLUSIONS

- Provides an interpretation of the results for the 3 questions measuring objective (Likert, & Response Choice and Ranking Choice)
- In paragraph format, provide an interpretation of the Results section 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 use the words like "proved" or "fact"

☐ **CONTENT RECOMMENDATIONS**

- 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**

REFERENCE (HEADING)

NO PAGE REQUIREMENT

(MUST HAVE DIVIDER TAB WITH NAME OF SECTION)

- ☐ **No Subheadings for this section (Center the word "Reference")** APA

format (6th Edition)

- ☐ REFERENCE Organization website as an in text citations in the Criteria Section, after the Mission Statement.
- ☐ Add references to the Reference Page ONLY IF there is an in-text citation to reference.

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement and evaluate services that facilitate targeted human experiences and cultural dimensions of diversity							
Course Specific Learning Outcome (Taken from your course syllabus)	COPART Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Assessment Measure (7.02.02) (Specific assignment)	Performance levels/metrics	Assessment Results linked to learning outcomes (7.02.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*	Evidence of Continuous Program Improvement (7.02.04) (Based on how students performed or didn't perform on an assignment, what if any changes did you make in the course?)	This column for Visitor Use ONLY
Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making	7.02	RPTA 110	Evaluation Proposal Project – 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.	<p>Spring 17 - 88% of students achieved 80 % or higher on the Evaluation Proposal Project.</p> <p>Fall 16 – 72% of students achieved 80 % or higher on the Evaluation Proposal Project</p>	The RPTA 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.	<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding