

Title **0044** 02/27/2023
by **Dana Kivel** in **2023 COAPRT Annual Report** id. 35720724
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Each accredited program requires its own separate annual report. **For example if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports.**

Section 1: Contact Information

Name of institution **California State University - Sacramento**

Name of Accredited Program **Recreation Administration**

Total number of students enrolled in this program. **85**

Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person. **Jamie Hoffman**

Position Title **Incoming Department Chair (Fall of 2023)**

Address **3228 SERRA WAY
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Email **jamie.hoffman@csus.edu**

Phone **+19162786752**

Department Name **Recreation, Parks & Tourism Administration**

Website **<https://www.csus.edu/college/health-human-services/recreation-parks-tourism-administration/>**

Formal Name of your Institution's President **Robert Nelsen**

Section 2: Intent to Pursue Accreditation

Does the academic unit intend to pursue accreditation or re-accreditation as originally scheduled? **No**

Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)? **Yes**

Section 3: Statistics Summary Report - Faculty

Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03) **Yes**

Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field?
(Standard 1.04)

Yes

Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible?
(Standard 1.05)

Yes

Section 4: Statistics Report - Students Note: Council adopted the Graduation Rate definition used by the National Center for Education Statistics, <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>. As required by the Council on Higher Education Accreditation (CHEA), COAPRT is mandated to engage in “regular, critical, self-evaluation of its performance, standards, policies and impact” (CHEA Standard 12.M.1). This process includes “the review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning” (CHEA Standard 12.M.1). To meet this CHEA standards we are collecting the following program level data: Graduate school acceptance rate, post-graduation employment rate, and six-year graduation rate. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Suggested sources of evidence for this program-level data could include alumni or senior exit surveys completed within x months of graduation, centrally collected data if it can be disaggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate

57%

Graduate school acceptance rate

Report the number of last year's graduates from the accredited program who indicated they have been accepted to graduate school, the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number accepted to graduate school: 7 Percent of graduating students: 11% Method of measurement: Survey collected three months post-graduation Response rate: 83% of graduating students responded to survey Notes: We will monitor and assure we continue to achieve a response rate of greater than 80% Example B (have data) Number accepted to graduate school: 3 Percent of graduating students: 18% Method of measurement: Self-report on department database Response rate: 53% of graduating students Notes: We haven't worked to increase our response rate but will now use a student-employee to help us secure a response rate of 85%

Graduate School Acceptance Rate

Please see below

Method of measurement

Data are gathered through an Exit Exam -- please see notes below:

Response rate

100% (44/44)

Notes

Graduate School Acceptance Rate
While the overall interest of students in going to graduate school is relatively high for both RA and RT students (36%), the percentage of students who had been accepted to graduate school is quite small (.14%). The small percentage reflects students' comments which said that while they're interested in attending graduate school, they probably wouldn't be applying for one to two years after they graduate.

Method of Measurement:

All students, prior to graduation, are required to take a capstone course. Students in Recreation Administration take RPTA 101 and students in Recreation Therapy take RPTA 102. In these courses, students are required to complete an Exit Exam that asks them questions from core classes that align with COAPRT standards and that cut across both the RA and RT degrees. In 2021, the Exit Exam included a question about their interest in attending graduate school. Beginning in the Spring of 2022, we not only asked interest in students attending graduate school but also if they had been accepted to a graduate program.

Post-graduate
employment rate

**Report the number of last year's graduates from the accredited program who indicate they are currently employed (your program needs to determine if it will count part-time, employment outside the PRT profession, if it will subtract out those students from the total count who are not seeking employment for whatever reason, etc.), the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below:
Example A (have data) Number of employed students: 56 Percent of graduating students: 78% Method of measurement: Self-report on department database up to three-months post-graduation. Academic advisor reminds students to submit their employment data during the three-month window. Response Rate: 89% Notes: Not applicable
Example B (have data) Number of employed students: 36 Percent of graduating students: 64% Method of measurement: Self-report on department database Response Rate: 44% of graduated students Notes: We haven't ever followed up with students to increase our response rate, we will have our part-time club advisor do that in the future to bring up our response rate to at least 80%**

Post-graduate
employment rate

80% = 8/10 respondents

Method of
measurement

Alumni Survey

Response rate

18% (10/57)

Notes

We administered our alumni survey this February, without enough time to follow up with alumni. In the future, we will conduct the survey within 3 months of students graduating, which will allow us time for staff to follow-up with non-respondents and improve our response rate.

Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program

Section 5-1: Narrative Report - Learning Outcomes Assessment Please provide the following information COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.

PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

The BS in Recreation, Park and Nonprofit Management prepares students to work in a wide range of fields that serve the public; protect our natural, cultural and heritage resources; and support a healthy quality of life. Students follow a set of foundational core classes that are augmented with the student's choice of additional courses in one or more of the following areas:

Nonprofit and Community Engagement.

Leadership. Community Events & Fundraising. Volunteer Management.

In this area, students choose from courses that will help develop skills and improve confidence in the areas of grant writing, leadership, community outreach and advocacy, finding and managing volunteers, creating fundraising events, and other related areas. There is an emphasis on engaging diversity to help nonprofit agencies best serve their local communities.

Outdoor Recreation.

Natural Resource. Experiential Education. Parks & Protected Areas.

In this area, students choose from courses that will prepare them for ranger, park law enforcement, or wilderness interpreter jobs in federal or state government funded agencies such as the National Park Service, the United States Forest Service, the Army Corps of Engineers, California Department of Parks and Recreation, or the Bureau of Land Management. Additional coursework prepares students to serve as adventure recreation or experiential education leaders for recreation providers such as Peak Adventures.

Public and Agency Recreation.

Campus & Military Recreation. Community Sports. After-School Programming.

In this area, students will gain skills in planning, implementing, managing, and evaluating comprehensive recreation programs that are a vital part of healthy communities. Students choose from courses that will teach them age-appropriate recreation programming across a wide-range of location and facility types including campus recreation centers, community park settings, summer camps, military bases, after-school sites, and others.

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

RPTA 30 -- Recreation, Parks & Tourism in Contemporary Society 7.01(a) Demonstrate entry-level knowledge of the scope of the professions in recreation, parks, sport management, hospitality, and tourism.
RPTA 32 -- Leadership & Group Development 7.01(b) To practice leadership situations outside of the formal classroom to enhance their perspective of leadership.
RPTA 30 -- Recreation, Parks and Tourism in Contemporary Society 7.01(c) Demonstrate entry-level knowledge of historical and philosophical foundations of the recreation, parks, sport management, hospitality, and tourism professions

Describe the method by which the learning outcome for Standard 7.01 was assessed:

Fall 2021/Spring 2022
RPTA 30 -- 7.01 (a) Informational Interview -- Interviews with professionals and a paper
RPTA 32 -- 7.01 (b) Team Leadership Activity
RPTA 30 -- 7.01 (c) Module 1 Quiz

Indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.

Fall 2021/Spring 2022
RPTA 30-- 7.01 (a) -- Informational Interview Assignment -- 80% of students will score at least 70% and above
RPTA 32 -- 7.01 (b) -- Team Leadership Activity -- 80% of students will score 80% and above
RPTA 30 -- 7.01 (c) -- Module 1 Quiz-- 80 % of students will score at least 70% and above

Result of the assessment of the learning outcome for Standard 7.01:

Fall 2021

RPTA 30-- 7.01 (a) -- Informational Interview Assignment -- 86% of students scored at least 70% and above

RPTA 32 -- 7.01 (b) -- Team Leadership Activity

(Section 01) 92% of students scored 80% and above

(Section 02) 90% of students scored 80% and above

(Section 03) 80% of students scored 80% and above on the Team Leadership Activity

RPTA 30 -- 7.01 (c) -- Module 1 Quiz-- 78% of students scored at least 70% and above

Spring 2022

RPTA 30-- 7.01 (a) -- Informational Interview Assignment -- 70% of students scored at least 70% and above

RPTA 32 -- 7.01 (b) -- Team Leadership Activity

(Section 01) 100% of students scored 80% and above

(Section 02) 95% of students scored 80% and above

(Section 03) 90% of students scored 80% and above on the Team Leadership Activity

RPTA 30 -- 7.01 (c) -- Module 1 Quiz-- 88% of students will score at least 70% and above

Please provide the program-specific learning outcome consistent with COAPRT 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 that embrace personal and cultural dimensions of diversity.

RPTA 136 Program and Event Planning in RPTA7.02 To understand the recreation program planning process and factors involved

Describe the method by which the learning outcome for Standard 7.02 was assessed:

Fall/Spring

RPTA 136 -- 7.02 Program Manual

Please indicate whether this outcome measure is Direct or Indirect.

Direct

<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.</p>	<p>Fall/Spring</p> <p>RPTA 136 -- 7.02 Program Manual -- 70% of students will score 70% and above on the Program Manual Assignment</p>
<p>Result of the assessment of the learning outcome for Standard 7.02:</p>	<p>Fall 2021 RPTA 136 -- 98% of students scored 70% or above on the Program Manual Assignment</p> <p>Spring 2022 RPTA 136 -- 97% of students scored 70% or above on the Program Manual Assignment</p>
<p>Please provide the program-specific learning outcome consistent with COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p>	<p>Fall 2021/Spring 2022</p> <p>RPTA 60 -- Budgeting for Recreation Services (7.03) To distinguish various pricing strategies and appropriate settings for their use.</p>
<p>Describe the method by which the learning outcome for Standard 7.03 was assessed:</p>	<p>Fall 2021/ Spring 2022</p> <p>RPTA 60 -- Budgeting for Recreation Services (7.03) -- Program Grant Application with Budget Assignment</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.</p>	<p>Fall 2021/Spring 2022</p> <p>RPTA 60 -- Program Grant Application with Budget Assignment -- 80% of students will score 80% and above on the Budget Assignment</p>

Result of the assessment of the learning outcome for Standard 7.03:

Fall2021

RPTA 60 -- Final Project (Program Grant Application with Budget) -- 78% of students scored 80% or above on the Budget Assignment

Spring 2022

RPTA 60 -- Final Project (Program Grant Application with Budget) -- 83% of students scored 80% or above on the Budget Assignment

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.04. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organizations.

RPTA 195: Recreation Administration Internship -- Develop knowledge and understanding of the host organization, its organizational structure and operating procedures.

Describe the method by which the learning outcome for Standard 7.04 was assessed:

Fall 2021/Spring 2022

RPTA 195 -- Report #2 -- Describe the Organization and the Administration of the Organization

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.

Fall 2021

RPTA 195 -- 100% of students will score 80% or above on their five Internship Reports, Including Report #2

Spring 2022

RPTA 195 -- 100% of students will score 80% or above on their five Internship Reports, Including Report #2

Result of the assessment of the learning outcome for Standard 7.04:

Fall 2021

RPTA 195 -- 100% of students scored 80% or above on their five Internship Reports, Including Report #2

Spring 2022

RPTA 195 -- 100% of students scored 80% or above on their five Internship Reports, Including Report #2

Section 6: Narrative Report - Accountability and Informing the Public

An important aspect of accreditation is accountability. It is expected that the program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05).

n/a

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05.

<https://www.csus.edu/college/health-human-services/recreation-parks-tourism-administration/accreditation.html>

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06).

n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.06.

<https://www.csus.edu/college/health-human-services/recreation-parks-tourism-administration/accreditation.html>

It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07).

n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.07.

<https://www.csus.edu/college/health-human-services/recreation-parks-tourism-administration/accreditation.html>

Section 7: Program Changes

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

2.01 – In the past year, the department has refined its four-year strategic plan, with clear deadlines for goals, objectives, and related activities and responsible parties delineated for each academic year. The strategic plan has been reformatted into a table format which facilitates ongoing status updates. One of the primary goals is to increase enrollment in our Recreation Administration and Recreation Therapy Programs, and our Outreach Committee has already achieved some related outreach and recruitment objectives delineated in the strategic plan. We have also updated our Equity Statement, which is now published on our website alongside our previously developed mission and vision statements.

2.02 – Faculty in both the Recreation Administration and Recreation Therapy programs have been meeting monthly to conduct curricular development and improvement, including creating more streamlined timing and sequence of core course and electives delivery.

3.01 – The Department has updated and disseminated the improved Faculty Manual after gathering input and updates from faculty and staff.

3.04 – Each Departmental faculty committee's purpose and committee chair roles and responsibilities have been clearly delineated in the updated Faculty Manual. Improved committee structures have smoothed processes for developing and implementing new policies and procedures.

3.05 – In December 2022 the Department conducted a meeting with faculty and Advisory Committee members to review and affirm that the curriculum is meeting the needs of practitioners in the field.

4.01 & 4.02 – At the start of fall 2022 semester, the Department formed its first Justice, Equity, Diversity, and Inclusion (JEDI) committee, which includes faculty and staff (with plans to integrate a student representative in spring 2023). In January 2023 the Department held a faculty retreat with an anti-bias training intended to support faculty's ability to enact our Equity Statement and promote justice, equity, diversity, and inclusion in the classroom and during experiential learning.

5.01 – The Department has finalized a Student Climate Survey which will be administered in March 2023. Faculty, staff, and students will analyze survey findings and develop an improvement plan to better foster student belonging in the Department.

5.05 – The Department has re-invigorated our Student Association and also created an opportunity for students to interact with the board of our local chapter of the California Parks and Recreation Society, which was a successful networking opportunity for both students and local leaders in our field.

The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program.

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