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

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

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

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

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

*Please see 7.0(b) Series Learning Outcomes (Recreation Therapy)*
7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) **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**.

<table>
<thead>
<tr>
<th>Course Specific Learning Outcome (Taken from your course syllabus)</th>
<th>COPART Learning Outcome (IDENTIFY: 7.01 a, and/or 7.01 b, and/or 7.01 c)</th>
<th>Evidence of Learning Opportunity (7.01.01)</th>
<th>Assessment Measure (7.01.02) (Specific assignment)</th>
<th>Performance levels/metrics</th>
<th>Assessment Results linked to learning outcomes (7.01.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*</th>
<th>Evidence of Continuous Program Improvement (7.01.04) (Based on how students performed or didn’t perform on an assignment, what if any changes did you make in the course?)</th>
<th>This column for Visitor Use ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete an advising form to develop a plan for taking RPTA core and elective classes</td>
<td>7.01a</td>
<td>RPTA 01 (1 unit Credit/No Credit Course) Inventory Paper, Reflection assignment, and Major Advising Form</td>
<td>Completion of these three assignments is needed to complete the course (<a href="#">Hyperlink to RPTA 01 syllabus – on s drive under accreditation 2014</a>)</td>
<td>100% of students will complete these assignments</td>
<td>97% of all students completed these assignments</td>
<td>We are looking to create additional learning opportunities that complement students’ understanding of the different professional pathways in the major</td>
<td>□Absent □Emerging □Present □Outstanding</td>
</tr>
<tr>
<td>The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;</td>
<td>7.01a</td>
<td>RPTA 30</td>
<td>Writing Assignment 3: Interview and Tour of existing RPTA agency</td>
<td>Students will receive a grade of 70% or higher on assignment</td>
<td>92% of the students scored 70% or higher, 7 students scored 90% or higher, 10 students scored between 80-89%, 11 students scored between 70-79%, and 2 students scored between 50-59%.</td>
<td>After analyzing the results of the assignment, clarification is needed on a couple requirements/limitations regarding choosing a valid interview/tour site, and the questions that need to be covered during the interview</td>
<td>□Absent □Emerging □Present □Outstanding</td>
</tr>
<tr>
<td>The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;</td>
<td>7.01a</td>
<td>RPTA 30</td>
<td>Guest lecture series on the topics of Public Recreation</td>
<td>Students will score 70% or above on the</td>
<td>19 out of 30 students scored 70% or higher on the final exam.</td>
<td>After analyzing the results of the exam there were 10 questions that either need</td>
<td>□Absent □Emerging □Present</td>
</tr>
<tr>
<td>Recognize the social benefits natural places provide for human health and well-being</td>
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<tr>
<td><strong>7.01a RPTA 42</strong></td>
<td>Recreation Experience paper (<a href="#">hyperlink here</a>)</td>
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<td>Students will score 70% or above on the assignment reflection paper</td>
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<tr>
<td>Achieved for all terms since assignment was created (Fall12, Sp13, Fall13)</td>
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<td>No change</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe how various human and professional values relate to natural resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.01a RPTA 42</strong></td>
</tr>
<tr>
<td>70% of the students will score 70% or higher on the exam questions</td>
</tr>
<tr>
<td>Achieved for terms since present exams were designed (Sp13 to present)</td>
</tr>
<tr>
<td>Re-instated use of previously used text (Dennis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulate the difference between managing recreation opportunities in contrast to programming recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.01a RPTA 42</strong></td>
</tr>
<tr>
<td>70% of the students will score 70% or higher on the assignment</td>
</tr>
<tr>
<td>Achieved for all terms since assignment was created (Fall12, Sp13, Fall13)</td>
</tr>
<tr>
<td>No change</td>
</tr>
<tr>
<td>experiences</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Describe the role of government agencies in managing natural resources for recreation</td>
</tr>
<tr>
<td>Explain the missions of agencies involved in natural resource management</td>
</tr>
<tr>
<td>Demonstrate their understanding of 7.01 standards through participation in an Exit Exam</td>
</tr>
<tr>
<td>Ability to use various leadership techniques to enhance individual, group, and community experiences</td>
</tr>
<tr>
<td>Gain exposure to recreation services for</td>
</tr>
<tr>
<td>Techniques and processes used by professionals and workers in these industries: Development of outcome-oriented goals and objectives.</td>
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<tr>
<td>Techniques and processes used by professionals and workers in these industries: Understanding of Leisure Delivery Systems/Program Delivery Systems</td>
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<tr>
<td>Techniques and processes used by professionals and workers in these industries: Leisure through the Lifespan</td>
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<td>7.01b</td>
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<td>7.01b</td>
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<td>Course</td>
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<td>7.01b</td>
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<tr>
<td>7.01b</td>
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<tr>
<td>Procedure</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Ability to utilize the tools of professional communication</td>
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<td>Understanding current issues and trends in the profession.</td>
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<td>Understand the conceptual foundations and historical/philosophy of inclusive recreation.</td>
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<td>Develop awareness of one’s own attitudes towards all individuals regardless of abilities and/or background.</td>
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<td>Increase one’s potential to provide all peoples with leisure</td>
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<tr>
<td>---------------</td>
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<tr>
<td>Understanding current issues and trends in the profession.</td>
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</table>

| 7.01c | RPTA 30 | Powerpoint/lectures on the following topics: leisure concepts, leisure benefits, history, philosophy, ethics, motivational theories, leisure in the lifespan, wellness, stress management, issues/trends | Students will score 70% or above on mid-term exam, which addresses topics listed (copy of exam is available) | 21 out of 32 students scored 70% or higher on the mid-term exam. Breakdown is as follows: 90-100% (1), 80-89% (11), 70-79% (9), 60-69% (8), 50-59% (2), 40-49% (1) | More detailed analysis of mid-term results will occur before Fall, 2014 semester to determine specific areas where scores were lower in order to determine where more focus is needed in lecture content |
| The foundation of the profession in history, science and philosophy. |       |          |                               |                                                 |                                                 | □ Absent □ Emerging □ Present □ Outstanding |

| 7.01c | RPTA 42 | Midterm and Final Exams: Questions on the exam relate to the spectrum of values for natural resources. | 70% of the students will score 70% or higher on the exam questions | Achieved for terms since present exams were designed (Sp13 to present) | Re-instated use of previously used text (Dennis) |
| Describe the history of environmental preservation and conservation in the U.S. |       |          |                               |                                                 |                                                 | □ Absent □ Emerging □ Present □ Outstanding |

| 7.01c | RPTA 42 | Trends Research paper (hyperlink here) | Students will score 70% or above on the | Achieved this in Sp11, Fall11, Sp13, and Fall 13 (but not in Sp12 and | Changed research planning process by facilitating library research sessions |
| Explain the overall aim of recreation |       |          |                               |                                                 |                                                 | □ Absent □ Emerging □ Present □ Outstanding |
resource management, and how it relates to the broader professional field of recreation, parks and tourism administration.

| Understanding of the fundamental principles and procedures of management. | 7.01c | RPTA 105 | Exam 1, FIB #2 | At least 70% of the students will answer the question correctly on the given exam | Approximately 75% of students answered the question correctly. | This is a marked improvement from last year, and the areas of management will continue to be emphasized in class. |
| Develop an awareness of the general characteristics and unique issues associated with diverse populations. | 7.01c | RPTA 106 | Midterm Exam Question #3 & 4 | At least 70% of the students will answer the question correctly on the given exam | 97% students scored 70% or higher on the questions | Exam was reviewed in class so that students were aware of the unique characteristics of diverse populations. |

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

<table>
<thead>
<tr>
<th>Course Specific Learning Outcome (Taken from your course syllabus)</th>
<th>COPART Learning Outcome</th>
<th>Evidence of Learning Opportunity (7.02.01)</th>
<th>Assessment Measure (7.02.02) (Specific assignment)</th>
<th>Performance levels/metrics</th>
<th>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)*</th>
<th>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)</th>
<th>This column for Visitor Use ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate their understanding of 7.02 standards through participation in an Exit Exam</td>
<td>7.02</td>
<td>RPTA 101</td>
<td><a href="#">Hyperlink to Exit Exam</a></td>
<td>80% of students will score 80% or higher on the Exit Exam</td>
<td>Achieved</td>
<td>Fall of 2013 was the first time we had given the Exit Exam incorporating the 7.0 standards. We used the 7.0-7.03 standards generally and we need to review the Exam and be more specific in our application of these standards to the questions.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement marketing and Promotional Strategies</td>
<td>7.02</td>
<td>RPTA 136</td>
<td>Students will be responsible for marketing a program they have created for the community. <a href="#">Hyperlink program manual</a></td>
<td>This portion of the program is graded within a larger rubric of the program in its entirety. 70% of students will score 70% or above on their program.</td>
<td>96% of students scored 70% or above on their program.</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Develop and implement marketing and Promotional Strategies</td>
<td>7.02</td>
<td>RPTA 136</td>
<td>The student will research and develop a 3-fold (minimum), 2-sided brochure publicizing the program they are planning in class. <a href="#">Hyperlink syllabus</a></td>
<td>70% of students will score 70% or above on the brochure.</td>
<td>97% of students scored 70% or above on their brochure.</td>
<td>2. No changes</td>
<td></td>
</tr>
<tr>
<td>Plan, implement and evaluate a community event in a small group.</td>
<td>7.02</td>
<td>RPTA 136</td>
<td>All students are responsible for the planning, implementing and evaluating a community event.</td>
<td>70% of students will score 70% or above on the assigned event and notebook.</td>
<td>In the Spring of 2013, 91% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the</td>
<td>No changes were made.</td>
<td></td>
</tr>
</tbody>
</table>

Sacramento State, RPM Concentration
### Course Information

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Evaluation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.02 RPTA 136</td>
<td></td>
<td>All students are responsible for the planning, implementing and evaluating a community event. Students are graded by their participation in the planning, implementation and evaluation of the event itself and the completion of a program notebook as outlined in the programming manual. 70% of students will score 70% or above on the assigned event and notebook.</td>
<td>In the Spring of 2013, 91% of students scored above 70% in the planning, implementation and evaluation of the planning, implementation and the evaluation of the community event.</td>
<td>No changes</td>
</tr>
</tbody>
</table>

To understand the recreation program planning process and factors involved, i.e. timing, facility needs, supply and equipment needs, cost, promotion and evaluation.
| To gain an understanding of how to establish leisure program mission statements. | 7.02 | RPTA 136 | Students are required to write a mission statement for the program they plan. | 100% of the students will fulfill the requirement. It must be approved by me before they can proceed in the planning of the program. | In the Fall of 2013, 100% of the students wrote this mission statement for their program. | No changes | □Absent □Emerging □Present □Outstanding |
| To understand budgeting and resource attainment in the process of leisure service programming. | 7.02 | RPTA 136 | Students are required to create a budget for their program. | 100% of the students will create a budget for their program. | In the Fall 2013, 100% of the students created a budget for their program. | No changes. | □Absent □Emerging □Present □Outstanding |
| 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. [Hyperlink program proposal project](#) 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. [Hyperlink Proposal Rubric](#) | Spring 13 - 88% of students achieved 80 % or higher on the Evaluation Proposal Project. Fall 13 – 74% of students achieved 80 % or higher on the Evaluation Proposal Project | The RTPA Proposal Project has been the cumulative project for this course for 7 years (taught by the same instructor). Each year or semester, the instructor has implemented modifications 1) to response to student course evaluations feedback, 2) to increase the level of student’s professional competencies in the area of evaluation and technical ability to create such an evaluation project, 3) to reinforce outcome and evidence based professional practice, and 4) to | □Absent □Emerging □Present □Outstanding |
| Demonstrate an understanding of evaluation in recreation and leisure agencies, including sampling, evaluation design, data analysis, and data based decision making | 7.02 | RPTA 110 | Formal Assessment – Mid Term Examination. The textbook is covered in seven weeks, with the reminder of time working on proposal – reviewing practically what was covered theoretical. As such, this examination serves as their “final” exam. The examination is in two parts: 1) part one provides students the opportunity to demonstrate their ability to recall and demonstrate information learned by responding to five scenarios; each scenario has five parts; and 2) part Students work is assessed by the number of correct responses and/or their ability to accurately demonstrate the ability to create an aspect of an evaluation (e.g. evaluation objective, survey directions, question, scales, etc.) | Fall 13 - 80% of students achieved 80% or higher on the Mid Term | Spring 13 – 70% of students achieved 80% or higher | In Fall 2013, students were given the opportunity to each extra credit by creating an open-ended and closed-ended question for each topic on the exam study guide. | □Absent □Emerging □Present □Outstanding |

Hyperlink to Mid Term
two provides students opportunity to recall information learned by responding to multiple choice and true/false questions.

Assess students ‘self-report on the learning outcomes for the course, as it pertain specifically to the 13 learning outcomes for the course.

7.02 | RPTA 110 | End of Semester Retrospective Evaluation – students complete as self-report by completing a retrospective survey that assess 10 of the 13 learning outcomes for the course from a pre/post perspective. Retrospective is assessed by the difference between averages for “before” and “after completing” the course across 10 of the 13 learning outcomes items on a 5-point Likert

Spring 2011 The average across the 13 items went from 2.82 to 4.62.

Spring 2012 The average across the 13 items went from 2.41 to 4.52.

In spring 2011, the instructor of this course began administering this assessment each spring semester. Using a tool use by a Colleague at Clemson University, Dr. Marieke VanPuymbroeck, Associate Professor, the Retrospective Evaluation was modified to specifically assess the processes of the proposal project as they pertain to the learning outcomes of this class.

Analyze and plan recreation activities for people with disabilities

7.02 | RPTA 106 | Service Experience and Advocacy Letter– Student volunteer 15 hours with an agency/organization. Student learning is assessed by two measures: 1. Full completion of the 15 hours. 2. Advocacy

Spring 13 - 80% of students completed all 15 hours. 80% achieved 90% or better on the Advocacy Letter

Based on the need for our community partners to have evidence of outcomes, the Advocacy Letter was incorporated as the written component to this assignment.
### Analyze and plan recreation activities for people with disabilities

**7.02**  
**RPTA 106**  
**Group Presentation**  
Working in a group, students create an inclusive program based on one of four scenarios. Four groups are assigned to the same scenario, each creating their own program.  
[Hyperlink to Group Presentation](#)  

**Students work is assessed using a grading rubric that determines their ability to create an inclusive program as it pertains to the criteria of the assignment and their specific scenario.**  
[Hyperlink to Grading Coversheet for Group Presentations](#)  

**Spring 13** - 85% of students achieved an 80% or better on the Group Presentation  
**Spring 2012,** the group presentation was changed to allow students the opportunity to apply what they learned to a practical experience.

---

### 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.

<table>
<thead>
<tr>
<th>Course Specific Learning</th>
<th>COPART Learning Outcome</th>
<th>Evidence of Learning Opportunity</th>
<th>Assessment Measure (7.03.02) (Specific assignment)</th>
<th>Performance levels/metrics</th>
<th>Assessment Results linked to learning outcomes</th>
<th>Evidence of Continuous Program Improvement (7.03.04) (Based on how)</th>
<th>This column for Visitor Use ONLY</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Outcome (Taken from your course syllabus)</th>
<th>(7.03.01)</th>
<th>(7.03.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*</th>
<th>students performed or didn’t perform on an assignment, what if any changes did you make in the course?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate their understanding of 7.03 standards through participation in an Exit Exam</td>
<td>7.03</td>
<td>RPTA 101 Exit Exam 80% of students will score 80% or higher on the Exit Exam Achieved</td>
<td>Fall of 2013 was the first time we had given the Exit Exam incorporating the 7.0 standards. We used the 7.0-7.03 standards generally and we need to review the Exam and be more specific in our application of these standards to the questions. □Absent □Emerging □Present □Outstanding</td>
</tr>
<tr>
<td>Understanding the principles and procedures of supervisory leadership.</td>
<td>7.03</td>
<td>RPTA 105 Managerial Report The Managerial Report is written after a student serves as the “manager” for their group. Each student must complete this task once during the semester. The report involves reflection, analysis and critique of the student's own performance in the different areas of management from decision making to communication to delegation to evaluation. The manager must 46 of 48 students successfully completed the managerial report with at least a score of 75. Most students scored in the 80-95% range.</td>
<td>No changes have been recently made to the managerial report, although there have been changes to the four managerial assignments that the groups completed. These changes have reflected the overall changes in the workplace and industry – from the inclusion of social networking to addressing diversity topics such as “size-ism.” □Absent □Emerging □Present □Outstanding</td>
</tr>
<tr>
<td>Describe the basic elements of a supervisor/administrator’s responsibilities</td>
<td>7.03</td>
<td>RPTA 166</td>
<td>Competency Presentation – working in groups students present a Management Competency to the class by way of a creative and interactive meeting setting.</td>
</tr>
</tbody>
</table>

[Hyperlink to Group Presentation](#)
### 7.03 RPTA 166 Case Studies – 
**Students complete 5 different Case Studies throughout the semester.** Each Case Study is based on a management competency, and students are required to respond to prompts and questions regarding their personal management style.

**Students work is assessed using a grading rubric that pertains the specific criteria of the assignment.**

<table>
<thead>
<tr>
<th>Season</th>
<th>Percentage Achieved</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 13</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

- □ Absent
- □ Emerging
- □ Present
- □ Outstanding

### 7.04 RPTA 166 Formal Examinations (5 total throughout the semester). 

Student learning is assessed using multiple choice and true/false questions.

- □ Absent
- □ Emerging
- □ Present
- □ Outstanding

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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Section</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Description</strong></td>
<td><strong>Achievement</strong></td>
</tr>
<tr>
<td>RPTA 166</td>
<td>7.03</td>
<td>Case Studies</td>
<td>Students complete 5 different Case Studies throughout the semester. Each Case Study is based on a management competency, and students are required to respond to prompts and questions regarding their personal management style.</td>
<td>Spring 13 - 70% of the students achieved an average of 70% and higher across the 5 cases scenarios.</td>
</tr>
<tr>
<td>RPTA 166</td>
<td>7.03</td>
<td>Formal Examinations</td>
<td>5 total throughout the semester.</td>
<td>70% of the students achieved an average of 70% or higher across the 5 examinations.</td>
</tr>
</tbody>
</table>
ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy and stimulate innovation.

*This table includes:*

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

<table>
<thead>
<tr>
<th>Course Specific Learning Outcome (Taken from your course syllabus)</th>
<th>COPART Learning Outcome</th>
<th>Evidence of Learning Opportunity (7.04.01)</th>
<th>Assessment Measure (7.04.02) (Specific assignment)</th>
<th>Performance levels/metrics</th>
<th>Assessment Results linked to learning outcomes (7.04.03) (Two measures of learning outcomes MUST be included – test scores from two semesters on the assignment is fine)*</th>
<th>Evidence of Continuous Program Improvement (7.04.04) (Based on how students performed or didn’t perform on an assignment, what if any changes did you make in the course?)</th>
<th>This column for Visitor Use ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented completion of hours</td>
<td>7.04.01</td>
<td>RPTA 195</td>
<td>Signed bi-weekly reports and logs for RPM</td>
<td>Signed bi-weekly reports and logs for RT</td>
<td>Internship syllabus showing report assignments</td>
<td>Internship Manual for RPM</td>
<td>Internship Manual for RT RPM Intern</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
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