Assessment Report

Recreation, Parks, and Tourism Administration Department

California Polytechnic State University

Academic Year 2010-2011

Assessment Report, AY 2010-2011

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Introduction

This document is a record of the Recreation, Parks, and Tourism Administration Department's learning assessment plan for 2010-2011. It includes the mission, vision, and values of the Department, a context for assessment, as well as:

- Specific educational objectives and learning outcomes
- Metrics used to assess those outcomes
- Plans for data collection and analysis
- A calendar for assessment
- Examples of tools used for assessment

The assessment plan for the 2010-2015 academic years will include the learning outcomes associated with COAPRT accreditation standards as well as the University, Diversity, and Sustainability Learning outcomes approved by the Cal Poly academic senate.

Institutional Policy on Assessment

The assessment of student learning outcomes is increasingly important among colleges and universities. This is in response to demands both internal and external to institutions of higher education for accountability for student learning. Academic units must be able to develop and document their assessment programs and to illustrate how assessment leads to informed curricular improvement. The Western Association of Schools and Colleges (WASC) is the regional accrediting body for the California Polytechnic State University, San Luis Obispo, and provides the institutions it evaluates with the *WASC 9 Standards of Accreditation*:

http://www.academicprograms.calpoly.edu/accred_progrev/wasc/compliance/compliance.html

Standard four stresses the "evaluation of student learning" and "assessment" as integral to the effective operation of an institution's educational programs. Standard four highlights the importance of "systematic and reflective planning and self-assessment" as important to the institution's purpose, planning processes, and overall effectiveness.

California Polytechnic State University, San Luis Obispo is governed by and complies effectively with the WASC Standards of Accreditation. On November 21, 2000, the Academic Senate adopted AS-553-00/IALA Resolution on Academic Program Review:

http://www.academicprograms.calpoly.edu/accred_progrev/progrev_files/documents/AS-552-00.pdf

This document provides an institutional mandate for the periodic review of academic program, including mandates the self study of academic programs that is instrumental in

program improvement; links program learning outcomes to program goals; and provides accountability for program goals.

Mission, Vision, Values, and Goals of the Academic Program

Mission
The mission of the Recreation, Parks, and Tourism Administration Department is to advance leadership and knowledge in recreation, parks, and tourism.

Vision
The vision of the department of Recreation, Parks, and Tourism Administration is to promote healthy lifestyles, protect memorable places, and facilitate life-enhancing experiences.

Values
The values of the department of Recreation, Parks, and Tourism Administration are:
- Life-long learning
- Environmental stewardship
- Diversity of experiences
- Healthy lifestyles
- Personal and leadership development
- Service
- Community
- Celebration

Goals
- The RPTA Program is a student focused "Learn by Doing" environment dedicated to the following goals:
  Faculty will demonstrate a commitment to teaching excellence and innovation
- The program will promote environmental stewardship as it relates to the recreation, parks, and tourism discipline
- The program will seek opportunities to develop resources and partnerships
- Faculty will enhance the curriculum through state of the art resources, methods, and learning environments
- Faculty will prepare students professionally and academically for career success
- Faculty will pursue professional development and scholarship
- The program will enhance student academic environment and achievement

Learning Outcomes

The RPTA faculty members have identified eighteen learning outcomes for the undergraduate program that are aligned with the University Learning Outcomes, as well as outcomes required for professional accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions[1].

- **Undergraduate Learning Outcome 1:** RPTA graduates should be able to demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences or human service industries (COAPRT Standard 7.01).

- **Undergraduate Learning Outcome 2:** RPTA graduates should be able to demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).

- **Undergraduate Learning Outcome 3:** RPTA graduates should be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services (COAPRT Standard 7.03).

- **Undergraduate Learning Outcome 4:** RPTA graduates will demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation (COAPRT Standard 7.04).

- **Undergraduate Learning Outcome 5:** RPTA graduates should be able to think critically and creatively (ULO 1).

- **Undergraduate Learning Outcome 6:** RPTA graduates should be able to communicate effectively, both orally and in writing (ULO 2).

- **Undergraduate Learning Outcome 7:** RPTA graduates should be able to demonstrate an expertise in the field of Recreation, Parks, and Tourism Administration and understand the field in relation to the larger world (ULO 3).

- **Undergraduate Learning Outcome 8:** RPTA graduates should be able to work effectively and productively as individuals and in groups (ULO 4)

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[1] The NRPA Accreditation Standards are further broken down into sub-standards, further explained in their respective sections of the report.

- **Undergraduate Learning Outcome 9:** RPTA graduates should be able to use their knowledge and skills in the field of Recreation, Parks, and Tourism Administration to make a positive contribution to society (ULO 5).

- **Undergraduate Learning Outcome 10:** RPTA graduates should be committed to lifelong learning (ULO 7).

- **Undergraduate Learning Outcome 11:** RPTA graduates should be able to demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally (DLO 1).

- **Undergraduate Learning Outcome 12:** RPTA graduates should be able to demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities (DLO 2).

- **Undergraduate Learning Outcome 13:** RPTA graduates shall be able to consider the perspectives of diverse groups when making decisions (DLO 3).

- **Undergraduate Learning Outcome 14:** RPTA graduates shall be able to function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own (DLO 4).

- **Undergraduate Learning Outcome 15:** RPTA graduates shall be able to define and apply sustainability principles within the recreation, parks, and tourism administration field (SLO 1).

- **Undergraduate Learning Outcome 16:** RPTA graduates shall be able to explain how natural, economic, and social systems interact to foster or prevent sustainability within the recreation, parks, and tourism administration field (SLO 2).

- **Undergraduate Learning Outcome 17:** RPTA graduates shall be able to analyze and explain local, national, and global sustainability using a multidisciplinary approach (SLO 3).

- **Undergraduate Learning Outcome 18:** RPTA graduates shall be able to consider sustainability principles while developing their personal and professional values (SLO 4).

Metric Selection Matrices

The RPTA faculty members have decided on specific tools to assess learning outcomes. For the 2010-2011 academic year, assessment activities will be limited to those indicated in the following metric selection matrix as direct or indirect measurements (Figure 1).

Specifically, the following learning outcomes were assessed in the 2010-2011 academic year:

1. <u>Foundation Understandings of the RPTA Field</u>. RPTA graduates shall demonstrate the following entry-level knowledge of the: a) 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 those industries; and c) the foundations of the profession in history, science, and philosophy(COAPRT Standard 7.01).

2. <u>Facilitating Recreation Experiences</u>. RPTA graduates shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).

3. <u>Management, Marketing, and Finance</u>. RPTA graduates shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions(COAPRT Standard 7.03).

4. <u>Internship</u>. RPTA graduates shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation (COAPRT Standard 7.04).

	Assessment Tool	Direct or Indirect	7.01.01 Know scope and practices	7.01.02 History, Philosophy, Science Fndts	7.01.03 Apply found. to dec. making	7.02.01 Design experience offerings	7.02.02 Exp offer cntx diversity	7.02.03 Ability to evaluate offerings	7.03.01 Mgmt/ Admin (Recog)	7.03.02 Mgmt/ Admin (Apply)
-	Dept. Examinations	Direct	101	101	350			360	350	350, 405
RPTA 101	Conference Paper	Direct	X							
RPTA 101	Journal Review Assignment	Direct		X						
RPTA 205	Facilitation Experiences	Direct					x			
RPTA 210	Event Promotional Materials	Direct							X	
RPTA 260	FUNdamental Sport Clinic	Direct				X	X			
RPTA 260	League/Tournament Org/Mgmt.	Direct				X	X	X		
RPTA 350	Lab Report	Direct								X
RPTA 350	Historic Octagon Barn Project	Direct								X
RPTA 360	Final Project	Direct						X		
RPTA 405	Hurd Competency Self-Assessment	Indirect							X	
RPTA 405	Human Resource Exercise/Quiz	Direct							X	
RPTA 424	Budget Project	Direct								X
RPTA 424	Student-Self-Assessment	Indirect							X	X
RPTA 461	Senior Project as a Capstone Experience	Indirect						X		

Figure 1 RPTA Assessment Matrix

Data Collection and Analysis Procedures

This section is a description of the procedures used to collect data for the RPTA Department's assessment program. Learning outcomes for the undergraduate program include exams in courses required for all RPTA majors, as well as student self-assessments and class assignments in both core and concentration classes.

Department Exams

Exams were undertaken in select RPTA core courses during the 2010-2011 fall, winter, and spring quarters. For this assessment year, those classes included RPTA 101, 350, 360, and 405. Questions specific to the learning outcomes assessed in these courses were identified on these exams prior to administration.

Midterm examinations (RPTA 101 and 350) and final examinations (RPTA 101, 350, 360, and 405) were administered. Using exam keys and grading rubrics, the faculty analyzed student responses on the selected questions.

Questions identified as assessing learning outcomes were scored according to grading rubrics/exam keys. Frequencies and percentages of correct responses were tabulated. Success rates equal to or greater than 80% on the identified questions indicate successful achievement of specific learning outcomes.

Student Self-Assessments

Student self-assessments were used in three courses, RPTA 405, and 424 to assess student perceptions of the learning outcomes identified in the Academic Year 2010-2011 measurement matrix (Table 2).

RPTA 405 Self-Assessment
An assessment of entry-level competencies developed by Hurd (2008) undertaken in RPTA 405 Recreation, Parks and Tourism Management during winter quarter 2010 was repeated during fall 2010 and winter 2011. Students completed Hurd's (2008) competency assessment during the first week of the quarter and again during the tenth week of the quarter.

Students rated their skills, knowledge, and abilities on each item of the Hurd Competency Assessment (on a 4-point Likert-type scale; 1=poor, 4=excellent). Mean scores for the pre- and post-test for each of the 19 competencies were calculated. A paired-sample t-test was conducted to determine significant differences between pre- and post-test mean scores for winter 2010 students and fall 2010/winter 2011 students.

A description of the RPTA 405 Self-Assessment is available in appendix A.1.

RPTA 424 Self-Assessment
At the end of winter quarter 2011 RPTA 424, students were asked to assess themselves on the following learning outcomes for financial management in the RPTA field:

- Understand basic accounting terminology
- Describe different types of financial documents (income statement, balance sheet, operating and capital budgets)
- Understand the difference between the finance administration practices of public, private, and nonprofit organizations
- Understand principles and procedures of budgeting and financial management
- Understand recreation, parks, and tourism funding sources
- Conduct program cost analysis for fee development
- Describe and apply capital financial measurement tools in decision-making
- Use computer applications for financial planning
- Develop program and organization budgets

Average levels of confidence, as well as frequencies and percentages of responses were calculated.

Students assessed their achievement of the items stated previously on a 10-point scale (1=not confident at all, 10=very confident). Frequencies and percentages of responses were calculated.

RPTA 460 Self-Assessment
The RPTA faculty assessed a senior project completed by Cristina de Ocampo in June 2010 entitled *Opinions of Cal Poly Recreation, Parks, & Tourism Administration Students and Alumni Regarding the RPTA Senior Project Requirements*. In May of 2010, 90 alumni and students participated in the survey regarding their opinions of the RPTA's senior project requirements. The project addressed the following research questions:
1. Do RPTA students and alumni think the current senior project is an appropriate learning experience for students in the major?
2. Do students and alumni differ on their opinions regarding the appropriateness of a senior project learning experience?
3. Does the RPTA senior project support the major's tagline 'Live it, Protect it, Explore it"?
4. Do the senior project requirements support the major's vision? "Healthy lifestyles, memorable places, life-enhancing experiences"
5. Do the senior project requirements support the major's mission to advance knowledge and leadership in RPTA?

Nineteen items were measured on a 4-point scale (1=strongly disagree, 4=strongly agree) to assess both alumni and student opinions of the RPTA senior project requirements. A t-test was conducted to assess differences between student and alumni mean scores.

Student Assignments

RPTA 101 Journal Review Assignment
To assess understanding of the knowledge of the scientific foundation of the RPTA field, students in Spring 2011 reviewed two journal articles representing their concentrations.

They compared and contrasted the articles, reflected on their opinion of the articles, and discussed how RPTA professionals could apply the articles.

Grading for the RPTA 101 Journal Review Assignment Students was conducted using a rubric. The range of scores achieved as well as the average score were calculated.

A description of the Journal Review Assignment as well as the grading rubric is available in Appendix B.1.

RPTA 205 Facilitation Experiences

As an in-class assignment, students in RPTA 205 in Spring 2011 were given the opportunity to articulate their ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contacts. Students were presented with different scenarios and asked to share how they would facilitate the different scenarios, demonstrating their ability to:

1) Consider diverse clientele when marketing for an event
2) Create a welcoming and inclusive setting/environment
3) Appropriately greet and acknowledge participants
4) Anticipate and accommodate for participant differences
5) Decrease anxiety and increase participation

Grading for the RPTA 205 Facilitation Scenarios was conducted utilizing a rubric created by the instructor. Each competency was graded individually; then, an average score was calculated.

Examples of facilitation scenarios as well as the grading rubric are available in Appendix B.2.

RPTA 210 Event Promotional Materials

Students in RPTA 210 (Winter 2011) were asked to develop promotional materials (a flyer and public service announcement) for their group projects. Students were graded based on their achievement of the assignment requirements and an average score was calculated.

Grading for the RPTA 210 Event Promotional Materials assignment was based on the student achievement of the requirements of the assignment; no grading rubric was used. The range of scores achieved as well as the average score were calculated.

A description of the Event Promotional Materials assignment is available in Appendix B.3.

RPTA 260 FUNdamental Sport Clinic

Students in RPTA 260 in Spring 2011 partnered with San Luis Obispo Parks and Recreation to aid in the development of an inclusive sports skills clinic program that welcomes all children, including those with autism spectrum disorder. They were

evaluated on their facilitation of activities with participants and their written program plan using a rubric developed by the instructor. Specifically, they were assessed on their punctuality, personal appearance, energy and enthusiasm, engagement, leadership, roles, interaction (with peers and staff), and confidence, in addition to their application of Applied Behavior Analysis (ABA) and Positive Youth Development (PYD) knowledge.

Of the five clinic sessions, students were provided ratings and feedback for 3 of the 5 sessions by the instructor in collaboration with the clinic staff who helped lead and organize the clinic. Although students were provided a facilitation grade, the rating system was meant as a feedback mechanism to help students to improve. Grades were later translated from overall student performance as a facilitator across all of the aforementioned categories. The grading rubric, as well as a sample facilitation rating and feedback form has been provided in Appendix B.4.

Students in RPTA 260 also reflected on their facilitation of the FUNdamental Sports Clinic in the form of a Blog. The goal of the personal reflection was to increase student self-reflection about the clinic and the lessons they learned about themselves and facilitating experiences for children.

Personal reflections were graded according to a rubric developed by the instructor (Appendix B.5.).

The written program plans, which mapped out one full sports skills clinic session, were graded on all of the aforementioned categories according to a rubric developed by the instructor. The students selected a sport, then had to anticipate the participation of 15-20 children, five of whom having various disabilities. They were also required to program the experience anticipating the support of five staff members and 8-10 volunteers. The written program plan description and grading rubric are available in Appendix B.6.

RPTA 260 League/Tournament Organization and Management
Students in RPTA 260 in Spring 2011 were responsible for organizing their own recreational sport league and tournament. They were responsible for organizing and managing all aspects of league and tournament play: league philosophy and target market determination, marketing, planning, management, equipment acquisition, scheduling, and tournament planning.

Students worked with partners to organize their league and tournament. They were evaluated using a grading rubric developed by the instructor. A description of the assignment is available in Appendix B.7.

RPTA 350 Lab Report
As a component of their required lab reports, students in RPTA 350 in Spring 2011 were evaluated on their ability to apply the FACE (Functionality, Aesthetics, Construction, Economics) method of evaluation to recreation areas and facilities. Students worked individually and with partners on their assessments of area recreation, parks, tourism and related industry facilities. A rubric was created by the instructor and used to assess lab reports.

Grading for the RPTA 350 Lab Reports was conducted using a rubric created by the instructor. Each component of the FACE evaluation method was graded individually; then, an average score was calculated.

A description of the Lab Report Assignment as well as the grading rubric is available in Appendix B.8.

RPTA 350 Historic Octagon Project

Students in RPTA 350 in Spring 20111 were required to fully evaluate the Historic Octagon Barn in San Luis Obispo as an event venue. They conducted a SWOT analysis of the site and assessed the functionality and aesthetics planned for the site. A rubric was created by the instructor and used to assess the components of the project used to assess learning objectives.

Grading for the RPTA 350 Historic Octagon Barn project was conducted using a rubric created by the instructor. Students were assessed on their ability to integrate facility and event management concepts.

A description of the Historic Octagon Project as well as the grading rubric is available in Appendix B.9.

RPTA 405 Human Resources Exercise/Quiz

The RPTA 405 Human Resources Quiz contained 10 legal and 10 illegal potential interview questions. Students were directed to circle the number corresponding to all questions that were illegal. Percentages of correct responses and average mean scores of correct answers for each quarter were analyzed.

Grading for the RPTA 405 Human Resources Exercise/Quiz was conducted using an exam key. Average scores for Fall 2010 and Winter 2011 were calculated and compared.

RPTA 424 Budget Project

Students in RPTA 424 were assigned the role of a division supervisor for a municipal recreation department and asked to develop a budget proposal for that division. Students were graded based on their achievement of the assignment requirements.

Grading for the RPTA 424 Budget Project was conducted using a rubric developed by the instructor. The students were graded on a five-point scale (1=poor, 5=excellent) on eight categories (for example, goals, follow budget policies). The range of scores achieved, as well as the average were calculated.

Assessment Area 1: Foundation Understandings of the RPTA Field – 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 those industries; and c) the foundations of the profession in history, science, and philosophy.

7.01.01

Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the program, along with professional practices of that profession.

RPTA 101 Final Examination.

A direct measure of embedded questions was implemented during Spring 2011 using five multiple choice, five true/false, and five short-answer questions from the final exam. Students (N=58) in RPTA 101 averaged 70% correct responses on questions relating to the scope of the profession (Table 1). RPTA 101 was taught as a hybrid course with two sections. The questions used for assessment purposes were the same questions used in fall 2009 RPTA 101 assessment. It should be noted that topics that were not covered in class (through a lecture or discussion points) were not as highly scored as those items visited in online lectures, readings, and face-to-face meetings. It is also noted that several students obtained partially correct answers on the short answer, which could indicate they knew some of the material but not all of it.

These findings indicate that RPTA students have the ability to demonstrate entry-level knowledge of the scope of the profession and professional practices.

Table 1
RPTA 101 Student Performance on Embedded Final Exam Questions by Mean and Percentage

Question	%
Multiple Choice	83.79
True/False	75.52
Short Answer	
Partially Correct	37.07
Completely Correct	50.00
Average Correct	69.77%*

*Note: overall average correct percentage does not include partially correct responses

7.01.02

Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the program prepares students.

RPTA 101 Midterm Exam

A direct measurement was implemented in the spring of 2011 in the RPTA 101 midterm to assess student entry level knowledge of the historic, scientific, and philosophical foundations of the profession. The midterm was administered as a quiz instead of an exam because of time constraints. Five multiple choice, five true/false, and five short-answer questions were analyzed. Students (N=58) averaged 68% correct responses on midterm embedded questions (Table 2).

Student scores indicated they either knew the answer or did not know the answer. Since each question was only worth one-quarter point and the total score on the midterm quiz was only 4 points, the motivation to study and learn the material may have been lacking. Questions on which the students performed better were on topics covered not only in the reading and the lectures posted online, but in face-to-face class meetings as well.

Table 2
RPTA 101 Student Performance on Embedded Midterm Quiz Questions by Mean and Percentage

Question	%
Multiple Choice	82.07
True/False	76.89
Short Answer	45.17
Average Correct	68.04%

Once again, it should be noted that topics that were not covered in class (through a lecture or discussion points) were not as highly scored as those items visited in online lectures, readings, and face-to-face meetings. It is also noted that several students obtained partially correct answers on the short answer, which could indicate they knew some of the material but not all of it.

Individual exam questions and student examinations are available for review by request but are not included in this report to protect both student privacy and test security.

RPTA 101 Journal Review Paper

To assess understanding of the scientific foundations of RPTA, students were given an assignment in spring 2011 to assess two scholarly journal articles from the RPTA and related fields. Students were required to summarize the main points of the articles, compare and contrast them, state their opinions about the articles, and explain how recreation, parks, and tourism professionals could use the articles. There were a total of 58 students in two sections of the course, including one graduate student. The average

grade on the assignment was 87.45% and the grade range (out of 100 points) was 75 to 98.

Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession in decision-making.

RPTA 350 Final Exam Embedded Questions
To assess achievement of standard 7.01.03, students in RPTA 350 in Spring 2011 answered a combination of multiple choice, short answer, and problem-solving questions designed to measure attainment of learning outcomes. Students (N=31) averaged 76% correct responses on final exam embedded questions (Table 3).

Table 3
RPTA 350 Student Performance on Final Exam Embedded Questions, Standard 7.01.03

Learning Outcomes (Final exam question #/s)	% Correct
Describe the key elements associated with universal and accessible design including history, legislation, enforcement, justification, and implementation (Q13, 18)	69
Discuss the costs and benefits of LEED certification for existing buildings (Q23)	82
Debate outsourcing versus in-house operations for essential services and core product extensions (Q24)	77
Total % correct for Standard 7.01.03	76%

Each of these questions required students to demonstrate critical thinking in the course of successfully addressing the issue at hand. All students attempting to provide a solution to the issue were assigned a score reflective of their attainment of the above stated learning outcomes in combination with the critical thinking that was exhibited in the course of addressing the issue.

The breakdown of scores by learning outcome reflects that an emphasis on green building and the LEED certification system was successful. Yet, they also show a reduced emphasis on universal and accessible design (due primarily to the belief that students would retain knowledge from prior courses) resulted in lower scores. Ideally, the faculty

would like to see the overall student threshold reach 80% correct for each learning outcome, but there is inevitable variance in student competency that must be considered as well

Assessment Area 2: Facilitating Recreation Experiences – COAPRT Standard 7.02
Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02.01
Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

RPTA 260 FUNdamental Sports Clinic Written Plan
Students were assigned the development of written program plans that mapped out one full sports skills clinic session. They submitted an original draft of the program plan and received feedback. The overall student average for the original program plan was 80% attainment of the stated learning outcomes associated with the grading breakdown and learning outcomes. They initially underestimated the degree of detail and need for superior organizational skills expected to receive high marks. After receiving feedback and improving upon their original program plans, the overall student average reached 89% of the stated learning outcomes associated with the grading breakdown and learning outcomes. In the future, the instructor wishes the implement the program plans designed by the students; timing did not allow for such in this first year of the partnership.

RPTA 260 League/Tournament Organization & Management
All student groups successfully completed the project with an overall graded average of 87.90%. Students excelled in most areas of the project with the noted areas for improvement being expansion planning and scheduling. The idea behind that expansion planning is that an organization would be able to take this program plan and utilize it as a base for adopting a league. With two quarter-length projects, it is believed that students are stretched relatively thin, and it is difficult to develop a fully devoted and detailed plan with the amount of time available to them. The instructor plans to strengthen this aspect in the future. For scheduling, the instructor had found that students with extensive sport backgrounds take naturally to the concept of scheduling, while those without that background experience some difficulty. It is a difficult task to adequately serve both of these sets of learners; the instructor has experimented with a Vygotsky scaffolding approach where experienced students mentor and help less experienced students. This seems to be working well in the classroom in grasping the concepts, but the project groups must be developed in advance of the knowledge of who is experienced with sport scheduling and who is not. For future classes, students will be surveyed about their confidence level with sports scheduling in an effort to continue to build in this area.

Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

RPTA 205 Facilitation Scenarios

The facilitation scenarios combined with the grading rubric (both detailed in the Appendix) were utilized to assess student's ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contacts. The students (N=25) ability to at least adequately address the five competencies ranged from 68% to 88%.

Table 4 Student Performance on RPTA 205 Facilitation Scenarios for Standard 7.02.02

Competency	Not Addressed	Attempted to Address	Adequately Addressed	Excelled in Addressing
Marketing	8%	16%	72%	4%
Welcoming & Inclusive	0%	12%	80%	8%
Greet & Acknowledge	4%	20%	64%	12%
Accommodate	4%	16%	72%	8%
Increase Participation	8%	24%	68%	0%

RPTA 260 FUNdamental Sport Clinic Facilitation

A grading rubric was used to measure student performance on the following categories using a 3-point scale (1=needs work; 2=progressing; 3=excels)

Of the five clinic sessions, students provided self ratings for each session and were provided ratings and feedback for 3 of the 5 sessions by the instructor in collaboration with the clinic staff who helped lead and organize the clinic. Although students were provided a facilitation grade, the rating system was meant as a feedback mechanism to help students to improve. Grades were later translated from overall student performance as a facilitator across all of the aforementioned categories.

The goal was for all students to reach the level "2" (Progressing) rating on facilitation for each of the ten categories. This goal was achieved by the third clinic session, as students embraced the challenge and subsequent rewards associated with the experience. Parks and recreation staff supported these ratings and were very impressed with the students' abilities as facilitators.

The goal of 90% or above was achieved in subsequent facilitation grades assigned to students.

RPTA 260 League/Tournament Organization & Management
*See write-up under 7.02.01

7.02.03
Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

RPTA 260 FUNdamental Sport Clinic Personal Reflection
The instructor's goal with the use of personal reflection in RPTA 260 was for students to get comfortable using a blog and becoming self-reflective about the clinic and the lessons they were learning about themselves and facilitating experiences for the children. The student reflections were fully evaluated for the first three weeks of instruction. At that point, each student had reached a level of self-reflection that placed them in the A (90-100) range. Once they reached that point, the instructor felt it was their task to keep the students motivated to maintain that level of self-reflection. The overall average for the personal reflection blogs was 92%.

RPTA 260 League/Tournament Organization & Management
*See write-up under 7.02.01

RPTA 460/461 Senior Project Assessment
As a component of Cal Poly's WASC assessment for 2010-2011, departments were asked to assess a capstone experience. RPTA faculty assessed the RPTA 460/461 senior project as the capstone experience. To assess the student experience of this capstone experience, the faculty used data from a senior project completed by Cristina de Ocampo entitled *Opinions of Cal Poly Recreation, Parks, and Tourism Administration Students and Alumni Regarding the Senior Project Requirements*.

Ninety alumni and students participated in the survey. Nineteen items were measured using a 4-point Likert-type scale (1=strongly disagree; 4=strongly agree). A t-test was conducted to analyze differences between students and alumni. Differences existed on 12 items at the 0.05 significance level (Table 3). On these items, alumni rated their level of agreement with the statements as higher than current students. Alumni agreed more frequently that the senior project supports the RPTA mission, vision, and tagline, and that it prepares graduates to think critically and creatively. Both alumni and students strongly agreed that the senior project prepares students to think critically, synthesize information, conduct research, and to work effectively as individuals. The item of lowest agreement was that the project prepares students to work effectively in groups.

Table 5
Difference in Opinion Among Students and Alumni Regarding the RPTA Senior Project Learning Experience

Event Elements	Student Mean	Alumni Mean	P-Value
Relevant Experience to RPTA	2.38	3.09	0.001*
Valuable Experience to RPTA	2.53	3.15	0.001*
Supports RPTA's Vision	2.18	3.04	0.002*
Supports RPTA's Mission	2.88	3.41	0.002*

Event Elements	Student Mean	Alumni Mean	P-Value
Supports RPTA's Tagline	2.09	2.92	0.005*
Prepares graduates to think critically	3.15	3.29	0.009*
Prepares graduates to think creatively	2.44	3.13	0.016*
Expertise in graduates discipline	2.64	3.14	0.017*
Prepares graduates with research skills	3.47	3.59	0.033*
Prepares graduates with skills to evaluate problems	2.94	3.27	0.054
Prepares graduates to work as individuals	3.20	3.38	0.039*
Prepares graduates to work in groups	1.88	2.51	0.050*
Encourages engagement in lifelong learning	2.50	2.72	0.041*
To make reasoned decisions based on ethics	2.53	2.87	0.056
To make reasoned decisions based on diversity	2.26	2.65	0.076
To make reasoned decisions based on sustainability	2.05	2.81	0.123
Prepares graduates to synthesize information	3.00	3.31	0.171
Would be effective as a hands-on project	3.14	3.37	0.061

*Significant at an alpha level of 0.05

Assessment Area 3: Management, Marketing, and Finance – COAPRT Standard 7.03

Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.

7.03.01

Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

RPTA 350 Final Exam

To assess achievement of standard 7.03.01, students in RPTA 350 in Spring 2011 answered a combination of multiple choice, short answer, and problem-solving questions designed to measure attainment of learning outcomes. Students (N=31) averaged 81% correct responses on midterm embedded questions (Table 5).

Table 6 RPTA 350 Student Performance on Final Exam Embedded Questions, Standard 7.03.01

Learning Outcomes (Final exam question #/s)	Success Rate %
Explain the Olmsted and Dahl principles of design (Q14)	77
Describe the facility classification systems and various characteristics that affect indoor/outdoor facilities (Q2)	94

Learning Outcomes (Final exam question #/s)	Success Rate %
Describe the steps and processes involved in a master plan for facility development, expansion, or renovation (Q16, 19, 20)	73
Describe the processes involved in funding and building recreation facilities (Q3)	84
Describe the key components of the LEED rating system (Q23)	82*
Describe the certification process for LEED-Exiting Buildings Operations & Maintenance (Q15)	71
Describe the pertinent components of human resource management for recreation facilities. (Q1)	74
Describe the types and processes involved in maintenance for recreation facilities (Q10)	100
Describe the degrees of and catalysts for disruptions in recreation facilities (Q6)	74
Total success rate for Standard 7.03.01	81%

Percent correct rather than success rate due to short-answer question

All but one of these questions was multiple-choice, and all were more aligned with the lower levels of Bloom's taxonomy in describing basic concepts. As with the previous standard, the faculty would like to see 80% success rate for each learning outcome, but variance in both question difficulty and student competency is reflected here.

For example, students excelled in both describing and applying LEED ratings (*Q23 covered both Standard 7.01.03 and 7.03.01*), but the difficulty of Q15 resulted in a lower success rate for the learning outcome associated with describing the LEED certification process for existing buildings and maintenance.

RPTA 405 Self-Assessment
An assessment of entry-level competencies developed by Hurd (2008) undertaken in RPTA 405 Recreation, Parks and Tourism Management during winter quarter 2010 was repeated during fall 2010 and winter 2011. Students completed Hurd's (2008) competency assessment during the first week of the quarter and again during the tenth week of the quarter.

Nineteen of 40 competencies relate to the outcomes of the course and accreditation standard 7.03.01 "Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions." The students' self-perception of their skills, knowledge, and abilities for these 19 competencies was analyzed. Thirty students completed the assessment in winter 2010 and 62 students completed it in fall 2010 and winter 2011.

Mean scores for the pre and post-test for each of the 19 competencies are provided in Table 4. Each competency was measure using a 4-point scale: 4=excellent, 3=good,

2=fair, and 1=poor. A paired sample t-test was conducted to determine significant differences between pre and post-test mean scores for winter 2010 students and fall 2010/winter 2011 students. A .05 significance level was utilized. For 18 of the 19 competencies, mean scores increased during winter 2010 and all 19 competencies increased during fall 2010/winter 2011. For both years all post-test competency scores were above 3 "good" on the scale except for providing input on strategic, master, recreation, marketing, & technology plans. Significant differences between pre and post-tests were present for 14 of the 19 competencies in winter 2010 and 18 of the 19 competencies in fall 2010/winter 2011. The one competency that did not increase significantly in 2011 was "listen to staff & customers." This competency had the second highest pre-test score in fall 2010/winter 2011 and the third highest pre-test score in winter 2010.

Table 7
Entry-Level Competency Assessment

Competencies	W10 Pre-test	W10 Post-test	W10 p-Value	W 11 Pre-test	W11 Post-test	W11 p-Value
Possess knowledge of management principles	2.60	3.43	.0001	2.65	3.43	.0001
Clearly communicate with staff, customers, & the public	3.45	3.61	.289	3.43	3.62	.026
Possess effective written & oral communication skills	3.00	3.58	.0001	3.00	3.55	.0001
Listen to staff & customers	3.73	3.70	.737	3.70	3.76	.203
Communicate the organization's values, vision, & mission	3.03	3.52	.001	3.04	3.62	.0001
Know the community & its needs	2.94	3.39	.003	2.89	3.39	.0001
Develop partnerships with other organizations	2.42	3.10	.0001	2.49	3.13	.0001
Work with boards and elected officials	2.61	3.03	.011	2.45	3.09	.0001
Use effective problem-solving & conflict-resolution skills	3.17	3.62	.001	3.20	3.60	.0001
Make ethical decisions	3.48	3.77	.041	3.53	3.81	.003
Understand the hiring process	2.57	3.47	.0001	2.64	3.57	.0001

Competencies	W10 Pre-test	W10 Post-test	W10 p-Value	W 11 Pre-test	W11 Post-test	W11 p-Value
Supervise, discipline & evaluate a diverse staff	2.58	3.13	.0001	2.53	3.17	.0001
Motivate employees	3.13	3.65	.0001	3.13	3.64	.0001
Have leadership skills & abilities	3.52	3.65	.147	3.49	3.66	.001
Be able to work in a team	3.81	3.94	.093	3.81	3.96	.006
Use effective organizational skills	3.35	3.52	.187	3.26	3.53	.002
Prioritize & manage multiple tasks	3.19	3.48	.008	3.21	3.53	.0001
Participate in policy formation, evaluation, & revision	2.19	3.06	.0001	2.21	3.02	.0001
Provide input on strategic, master, recreation, marketing, & technology plans	2.13	2.90	.0001	2.17	2.89	.0001

Based on the lowest post-test mean scores, RPTA 405 course content should continue to further concentrate on planning processes, policy formation, partnerships, and working with boards and elected officials.

For the 2011-12 academic year, an additional assignment will be added to the curriculum requiring interaction with local community boards or commissions.

RPTA 405 Human Resource Quiz
As was the case during the 2009-2010 academic year, students in RPTA 405 were administered a quiz to assess their knowledge of legal and illegal interview questions that are covered as a component of the human resources management content for the course. This assessment is designed to measure accreditation standard 7.03.01 "Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions."

The quiz contained 10 legal and 10 illegal potential interview questions. Students were directed to circle the number corresponding to all questions that had been illegal. Grading was based on the number of correct illegal questions circled. A total of 10 points was possible. The average mean score of correct answers for the fall 2010 class was 8.30.

The average mean score for the winter 2011 class was 8.88. Scores with higher percentages of incorrect answers both quarters were for date of birth and arrest record.

Table 8
Illegal Job Interview Questions for Fall 2010 and Winter 2011, by Percentage Correct

Questions/Statements	Fall 2010 % Correct	Winter 2011 % Correct
What is your date of birth?	44.74	50.00
Are you married or single?	89.47	93.75
How many children do you have	92.11	100.00
Have you ever been arrested?	42.11	65.62
Are you pregnant or is someone in your family pregnant?	100.00	96.87
Please provide three references to include a previous employer, professor and your pastor or minister.	89.47	96.87
Please submit a photo of yourself prior to your interview.	94.74	87.50
What is your credit rating?	94.74	100.00
If you have been in the military what type of discharge did you receive?	86.84	93.75
What is your weight and height?	94.74	100.00

Although the formality of the assignment relating to creation of job descriptions and mock interviews were expanded in 2010-11, students continue to receive lower scores for illegal questions regarding date of birth and arrest record. Scores did however increase from fall 2010 to winter 2011 for both of these items. Knowledge of other illegal questions is very good or excellent. For the 2011-12 academic year an in-class human resources case study will be utilized to attempt to address the continued deficiency for date of birth and arrest interview questions.

RPTA 424 Student Self-Assessment
Students in RPTA 424 in winter quarter completed a self-assessment of their attainment of course learning outcomes. Specifically, students assessed their confidence level in achieving an understanding of the principles and procedures of budgeting and financial

management of recreation, parks, and tourism funding sources.   Students assessed their achievement of the items stated previously on a 10-point scale (1=not confident at all, 10=very confident). Means and standard deviations were calculated (Table 6). Results indicate students feel moderately confident about their ability to describe different types of financial documents and recognize differences between the financial accounting practices of private, public, and non-profit organizations ($\bar{x}$=8.67). They are less confident about their ability to understand basic accounting terminology ($\bar{x}$=7.76) and their understanding of the principles and procedures of budgeting and financial management ($\bar{x}$=8.03).

Table 9
Student Understanding of Principles and Procedures of Budgeting and Financial Management by Mean and Standard Deviation

Student Learning Outcome	Mean	Standard Deviation
Understand basic accounting terminology	7.76	1.30
Describe different types of financial documents	8.67	1.08
Recognize differences between financial practices of private, public, nonprofit organizations	8.67	0.92
Understand principles and procedures of budgeting and financial management	8.03	1.21
Understand RPTA funding sources	8.42	0.90
Overall Mean	8.31	1.08

Although all RPTA students are required to take a course in basic financial accounting (BUS 212 – Financial Accounting for Non-Business Majors), for many students it may be that four or more quarters have passed since they were acquainted with basic accounting terminology, principles, and procedures. It is recommended that expanded lecture time is allowed to review this information and student will be reminded to revisit their materials from BUS 212.

7.03.02
Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

RPTA 350 Lab Report
The lab report assignment combined with the grading rubric (both detailed in the Appendix) were utilized to assess students' ability to apply the FACE (Functionality, Aesthetics, Construction, & Economics) method in evaluating the design and operations of selected and chosen recreation areas and facilities. Students (N=31) averaged almost 90% on their ability to apply the FACE principles (Table 3).

Table 10

Learning Outcome	Average Grade
Apply the FACE method of evaluation for varied recreation areas and facilities (lab reports)	89.78%

Student grades on lab reports showed significant improvement from early reports to later reports. In addition, student grades on lab reports have gradually improved since this assignment was first instituted in 2007 (86.82%), which the faculty believe can be attributed to an increased emphasis on the reports, rising expectations, and increased student attainment of the learning outcome.

RPTA 350 Octagon Barn Project
The Historic Octagon Barn (HOB) project combined with the grading rubric (both detailed in the Appendix) were utilized to assess students' ability to apply the integration of facility and event management concepts to the HOB case study. Students (N=31) averaged approximately 87% on their ability to integrate these concepts (Table 10).

Table 11
RPTA 350 Historic Octagon Barn Project, Student Ability to Integrate Facility and Event Management Concepts

Learning Outcome	Average Grade
Apply the integration of facility and event management concepts to a selected case study (Historic Octagon Barn)	87.39 %

RPTA 350 Final Exam Embedded Questions
Embedded questions in a cumulative final exam were used to measure attainment of the 7.03.02 learning outcomes. Students (N=31) averaged 79% correct responses on final exam embedded questions (Table 11).

Table 12
RPTA 350 Student Performance on Final Exam Embedded Questions, Standard 7.03.02

Learning Outcomes (Final exam question #/s)	% Correct
Develop solutions to an existing crime problem utilizing CPTED principles for an assigned recreation facility (Q22)	82
Develop an annual budget for an assigned recreation facility (Q24)	77
Develop a master plan process for an assigned recreation facility (Q25)	76
Develop a maintenance plan for an assigned recreation facility (Q22)	82
Total success rate for Standard 7.03.02	79%

Ideally, the faculty would like for the student learning outcome attainment to be 80%, but we also recognize that many variables come into play. The instructor will continue to strive through problem-based and active learning to develop these skills in students and hope to enhance their grasp of the concepts and subsequently meet the established learning outcomes.

RPTA 405 Decision-Making Process Case Study Final Exam Embedded Question
Forty-one students completed the RPTA 405 final exam during fall quarter 2010. One item on the exam, in part, assessed the students' ability to describe and apply a typical decision-making process as discussed in class lecture and described in the course textbook. The students responded in writing to a case study involving an event management company with personnel and organizational problems. A rubric was designed to rate the students' ability to both describe and apply the decision-making process using a scale of unacceptable (0), minimal acceptance (1), acceptable (2), good (3), and excellent (4). This direct assessment method is designed to address accreditation standard 7.03.01 "Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions" and accreditation standard 7.03.02 "Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions."

A faculty member rated each student using the two measures. The mean score for students' ability to describe the decision-making process was 2.463 with a range of 0 to 4, a mode of 3, and a median of 3. The mean score falls between an acceptable and good rating on the rubric. The mean score for the ability to apply the decision-making process

was 2.02 with a range of 0 to 4, a mode of 2 and a median of 2. The score is acceptable, but the instructor should emphasize further application of the decision-making process.

RPTA 424 Student Self-Assessment
Students in RPTA 424 in winter quarter 2011 completed a self-assessment of their attainment of course learning outcomes. Specifically, students assessed their level of confidence applying entry-level concepts, principles, and procedures of management/administration. Students assessed their achievement of the items stated previously on a 10-point scale (1=not confident at all, 10=very confident). Means and standard deviations were calculated (Table 6). Results indicate students feel moderately confident in their ability to apply these entry-level aspects of management and administration. They are least confident in their ability to describe and apply capital financial measurement tools in decision-making ($\bar{x}$=8.30). They are most confident in their ability to use computer applications in financial planning ($\bar{x}$=8.94).

Table 13
Student Self-Reported Ability to Apply Entry-Level Concepts, Principles, and Procedures of Management/Administration by Mean and Standard Deviation

Student Learning Outcome	Mean	Standard Deviation
Conduct program cost analysis for fee development	8.64	1.08
Describe and apply capital financial measurement tools in decision-making	8.30	0.85
Use computer applications in financial planning	8.94	0.97
Develop program and organization budgets	8.70	0.95
Overall Mean	8.64	0.96

Based on these student self-assessments, we are achieving the stated learning outcomes for the course. Continued emphasis on the use of computer programs for financial planning will occur in future quarters.

RPTA 424 Budget Project
Students in RPTA 424 in winter quarter 2011 were assigned the role of a division supervisor for a municipal recreation department and asked to develop a budget proposal for that division. The project required students to create year-end budget projections for their divisions, adjust those projections based on theoretical mandatory adjustments, and to develop a budget proposal for a new fiscal year. Students were graded based on their achievement of the assignment requirements using a rubric developed by the instructor. A total of 33 students were registered for the course in winter quarter 2011. The average score out of 60 points was 50.1. A grade distribution for the project is provided in Table 8.

Table 14
Budget Project Grade Distribution by Frequency and Percentage

Grade Distribution	f	%
90% +	5	15%
80-89%	19	58%
70-79%	6	18%
60-69%	2	6%

Future plans for the budget project include a reexamination of the grading rubric to emphasize more detailed expectations for student achievement of the assignment requirements.

Assessment Area 4: Internship – COAPRT Standard 7.04
Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

The department requires majors to complete an internship of 400 clock hours through RPTA 465. Students can earn 6-quarter units under the supervision of a faculty supervisor and a professional on-site supervisor. Prior to the internship, the students must complete 1,000 hours of volunteer or paid experience relating to recreation, parks, and/or tourism services.

Internship Syllabus Process Assessment
During the 2010-2011 academic year, the course manuals for RPTA 463 and RPTA 465 were reviewed for content and updated as an annual process assessment. A copy of the internship manual is available at

http://www.rpta.calpoly.edu/internships.html

During the 2011-12 academic year, a revised internship evaluation assessment will be utilized that will measure several accreditation standards and learning outcomes.

<div align="center">**Action Plan**</div>

Assessment Area 1: Foundation Understandings

- RPTA 101 students performed more effectively on multiple choice and true false examination questions than they did on short-answer questions. Therefore, the RPTA faculty plan to focus instruction on student ability to not only memorize and retain information at the foundational level, but on their ability to articulate this information in short answers.

- RPTA 101 students performed adequately on the journal review paper. The RPTA faculty plan to continue to provide opportunities for students to access and learn from current research being conducted in the field, and to emphasize the uses of that literature among practitioners.

- RPTA 350 students were very open to learning about LEED certification and green building practices, yet student assimilation of knowledge about universal and accessible design in facilities management was not as strong. The faculty plan to focus more student learning opportunities on these important aspects of the field.

Assessment Area 2: Facilitating Recreation Experiences

- Students in RPTA 260 performed adequately on their ability to write a plan for the FUNdamental Sports Clinic. However, there was no time to fully evaluate the effectiveness of these written plans through implementation. In the future, the RPTA faculty would like to incorporate student-designed plans into this partnership.

- Students in RPTA 260 performed effectively on the league/tournament management assignment. However, it was found that students who had little to no previous personal experience in league/tournament play struggled more with the assignment than those who had. In the future, the faculty plan to pair students with more experience as mentors to less experienced students.

- RPTA 260 students facilitated sport clinics with children participating in the FUNdamental Sports Clinic program. The students performed effectively, according to both instructor and clinic staff evaluation. The goal of the faculty is to support continued student success in this exercise.

- RPTA 260 students performed well on their personal reflections. The RPTA faculty plan to emphasize the importance of self-evaluation and reflection when facilitating recreation experiences.

- An assessment of the RPTA senior project among current students and alumni revealed several areas where faculty must improve both instruction and messaging

among current students regarding the project. However, it also became clear through this assessment that some learning outcomes do not fully surface among students until they have had experience working in the field. Specifically, faculty who instruct the senior project course should emphasize the preparation the senior project provides for their individual disciplines, the lifelong learning the project promotes, that the project helps students learn and work better on their own, and that the project helps students think creatively.

Assessment Area 3: Management, Marketing, and Finance

- RPTA 350 students performed adequately on an examination assessing their ability to describe and apply LEED ratings, maintenance practices, and human resource management principles in facilities management. However, the faculty plan to place an emphasis on student understanding and ability to apply the LEED certification process for existing buildings and maintenance.

- Based on the results of the Hurd entry level competency assessment in RPTA 405, faculty plan to continue to concentrate on planning processes, policy formation, partnerships, and working with boards and officials. For the 2011-2012 academic year, an additional assignment will be added to the RPTA 405 curriculum requiring interaction with local community boards or commissions.

- Because students continued to receive lower scores on some aspects of human resource management concepts, an in-class human resources case study will be utilized in RPTA 405 to address some of these deficiencies.

- Some students continue to struggle with concepts related to basic financial management. The faculty plan to expand lecture time in RPTA 424 to review information related to basic accounting terminology.

- Students performed well on their ability to apply the FACE method in evaluating the design and operation of recreation areas and facilities in RPTA 350. It is recommended that the faculty continue to emphasize the FACE method. Students also performed adequately in their ability to integrate facility and event management concepts in an applied case study (the Historic Octagon Barn). It is recommended that faculty to continue to emphasis the synthesis of these principles in facilities management.

- RPTA 350 students were tested on their ability to apply entry-level concepts, principles, and procedures of management and administration in the field regarding facilities management. The faculty will continue to use problem-based and active learning to develop these skills among students.

- RPTA 405 students were assessed on their ability to describe and apply a typical decision-making process. The mean score, on a scale of 0 to 4, was 2.02. Emphasis

on the application of the decision-making process will be increased during the 2011-12 academic year.

- Students in RPTA 424 rated their ability to conduct program cost analysis, apply financial measurement tools, use computer applications, and develop program and organization budgets highly. Based on these self-assessments, the RPTA faculty are achieving the stated learning outcomes for the course. There will be continued emphasis on these learning outcomes in future quarters.

- The average score on the RPTA 424 budget project was 83.4%. Future plans for the budget project include a reexamination of the grading rubric to emphasize more detailed expectations for student achievement of the assignment requirements.

Appendix A

Self-Assessments

Competencies	Skills, Knowledge, Abilities			
	Excellent	Good	Fair	Poor
Understand financial processes (i.e. purchasing, budgeting)	4	3	2	1
Develop, monitor, stay within budget	4	3	2	1
Possess knowledge of management principles	4	3	2	1
Demonstrate basic knowledge of laws & legal matters affecting the field	4	3	2	1
Understand technology & how to use it	4	3	2	1
Clearly communicate with staff, customers, & the public	4	3	2	1
Possess effective written & oral communication skills	4	3	2	1
Listen to staff & customers	4	3	2	1
Implement marketing techniques	4	3	2	1
Communicate the organization's values, vision, & mission	4	3	2	1
Know the community & its needs	4	3	2	1
Understand customer service practices	4	3	2	1
Have the ability to deal with the public	4	3	2	1
Develop partnerships with other organizations	4	3	2	1
Work with boards and elected officials	4	3	2	1
Be creative & innovative	4	3	2	1
Be flexible	4	3	2	1
Have patience	4	3	2	1

Competencies	Skills, Knowledge, Abilities			
	Excellent	Good	Fair	Poor
Be enthusiastic & have a positive attitude	4	3	2	1
Be open-minded	4	3	2	1
Deal with personality conflicts	4	3	2	1
Understand the concept of criticism & accept constructive criticism	4	3	2	1
Take initiative	4	3	2	1
Use effective problem-solving & conflict-resolution skills	4	3	2	1
Make ethical decisions	4	3	2	1
Understand the hiring process	4	3	2	1
Supervise, discipline & evaluate a diverse staff	4	3	2	1
Motivate employees	4	3	2	1
Have leadership skills & abilities	4	3	2	1
Be able to work in a team	4	3	2	1
Use effective organizational skills	4	3	2	1
Prioritize & manage multiple tasks	4	3	2	1
Demonstrate effective time-management skills	4	3	2	1
Conduct program evaluations	4	3	2	1
Schedule programs, leagues & staff	4	3	2	1
Network within & outside the profession	4	3	2	1
Participate in policy formation, evaluation, & revision	4	3	2	1
Provide input on strategic, master, recreation, marketing, & technology plans	4	3	2	1
Conduct research & evaluation	4	3	2	1

Appendix B

Assignment Descriptions and Rubrics

RPTA 101   Introduction to Recreation, Parks, and Tourism
Journal Review

PURPOSE: Professionals in the Recreation, Parks, and Tourism industry use journals as a way to communicate important information with others in the field. Reading the scholarly articles in these journals is a way for these professionals to stay current with trends, issues, and research in the field. This activity will familiarize you with the scholarly literature and journals in the industry and allow you to participate in a peer-review process similar to what is used to evaluate the quality and content of a scholarly article.

TASK: Select **TWO** articles (on a similar topic) from **TWO** different recreation or leisure studies journals (Use only articles dated between 2000 and the present). A research guide will be posted on blackboard as a resource.

Write a summary of the articles highlighting the main points and giving your opinion of the content. The following is a list of possible questions:
1. What were the main points of the article?
2. How do the articles compare or contrast to each other?
3. Did you find these articles easy to read and to understand? Why or why not?
4. How do you think these articles can be used by recreation, parks, or tourism professionals?

By the due date, post your summary to blackboard. These will be peer-reviewed by a classmate.

To gain additional practice in finding scholarly articles, the peer who is reviewing your journal review will find your articles on the library databases and will print out the first page of each article and bring it to class.

Your peers will review your journal review and submit it to blackboard by the due date. You will then need to make the changes suggested by your peer. On the final due date you will submit the following: (1) instructor grading rubric, (2) revised journal review, (3) peer review grading rubric, (4) peer review copy of the first page of your articles.

FORMAT: Your typed review should **NOT EXCEED 2 pages**, and it should be double-spaced using Times/Times New Roman, 12 point font, and 1 inch margins.
    Review and edit your paper to assure clear, concise and correct writing.

Give the complete citation of your article using the following American Psychological Association (APA) format:

   Ewert, A. (1993). Differences in the level of motivation based on trip outcome,

experience level and group type. *Journal of Leisure Research, 25*, 335-
349.

Journal Review **Instructor Grading Rubric**

A paper:
- ❑ Has net superior in four (A-), five (mid A), or six (high A) of the areas below

B paper:
- ❑ Has net superior in one (B-), two (B), or three (B+) of the areas below

C paper:

Follows directions (2 typed, double-spaced pages, Times/Times New Roman, 1"
margins, copy of first page of the article) and uses clear, concise, and correct writing
- ❑ superior
- ❑ acceptable
- ❑ unacceptable

Includes a peer review form that is complete, accurate, specific, and helpful (Write
the name of the student paper that you peer reviewed: _____)
- ❑ superior
- ❑ acceptable
- ❑ unacceptable

Uses APA format
- ❑ superior
- ❑ acceptable
- ❑ unacceptable

Summarizes main points of the article
- ❑ superior
- ❑ acceptable
- ❑ unacceptable

Provides thoughtful opinion of the article
- ❑ superior
- ❑ acceptable
- ❑ unacceptable

Explains how article can be used by recreation, parks, and tourism professionals
- ❑ superior
- ❑ acceptable
- ❑ unacceptable

D paper:
- ❑ Has net unacceptable in one (D+), two (D), or three (D-) of the areas above

F paper:
- ❑ Has net unacceptable in four or more of the areas above

"Net" refers to the difference between superior and unacceptable scores.

RPTA 205 Facilitation Scenarios

Students will have the opportunity to demonstrate their ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.

Students will be assessed on their ability to:

6) Create a welcoming and inclusive setting/environment
7) Appropriately greet and acknowledge participants
8) Anticipate and accommodate for participant differences
9) Decrease anxiety and increase participation
10) Adequately teach/explain/train
11) Facilitate the learning process for participants
12) Help participants transfer their learning beyond the experience

The following scoring rubric will be utilized to assess students:

0   Student did not attend to this aspect
1   Student attempted to address this aspect
2   Student adequately addressed this aspect
3   Student excelled in addressing this aspect

Potential Scenarios include:
Bingo Night
Mom & Me Valentine's Day Dance
Surf Camp for Children that are Autistic
Adult Softball League
Tasting Room Event
Sprint Triathlon
Day Camp Activity
Corporate Social Outing
Farmer's Market
Military Recreation
White Water Rafting Trip
Benefit Concert and Auction

RPTA 205

Facilitation Scenario: Mother & Son Valentine's Day Dance

Imagine that you work for the City of Grover Beach Parks & Recreation Department, and you have been asked to help plan and execute a **Mother & Son Valentine's Day Dance**. The event is to be held in the early evening at the City's Community Center.

What are your ideas for Marketing for this event?

The morning of the event, what will you do to prepare the Community Center?

The night of the event, how will you greet and welcome attendees?

What ideas do you have to help encourage attendees to participate and dance?

What might you do if a family attends that only speaks Spanish?

How will you judge whether or not the event has been a success?

EVENT PROMOTIONAL MATERIALS
10 Points Total (5 points each)

1. First on an individual basis, each student will develop one flyer and Public Service Announcement for their event to be reviewed by the group.
2. Then the group will select one flyer and one PSA to use for the event.
3. Submit the individual and team documents to the instructor for the assignment due date. Include the individual names on the documents.

FLYER GUIDELINES: Flyers are to include the following information and graphics. Anything beyond these basic requirements is up to the group.

A. Information:
      1. Name of the event or activity: direct, simple, conveyed in a few words
      2. Target group/s: Who is the program for? Any limitations? Open to all?
      3. Location, date, time: map needed, day needed, start and end times?
      4. Sponsoring agency: contact name? phone number, address
      5. Cost: dollar amount/s or free?
B. Graphics:
      1. Border: not necessarily full
      2. Minimum of one graphic that visually describes event
      3. Agency logo?
C. Purpose:
      1. Educate
      2. Inform
      3. Remind
      4. Persuade
D. Layout: Based on the purpose of the flyer, the following suggestions are given to assist you with its development. Refer to your text for details.
      1. Keep it simple
      2. Construct around a central theme or idea. This central idea should directly convey the   message that you want to promote.
      3. Emphasize central theme by an illustration and a headline to draw reader" attention.
      4. Arrange information in a formal or informal balance, uncluttered and easy to discriminate.
      5. Include only necessary words to satisfy the purpose.
      6. Don't use more than two different fonts and be sure they are readable.

PSA GUIDELINES: Refer to text and manual for assistance.

1. Write a 20 second PSA (approximately 50 words)
2. Use Professional Format (refer to manual for layout examples)
3. Use catchy lead sentence: Get Attention
4. Write in inverted pyramid writing style
5. Ask for action

The following grading rubric was utilized to measure student performance across ten categories:

1 = Needs work   2 = Progressing   3 = Excels

- **Punctuality** – Arrive on time (by 2:30), ready to go
- **Dress/prep** – Athletic and appropriate, bring program plans (if applicable)
- **Energy/enthusiasm** – Youth feed off positivity and feel when your energy is down or low
- **Engagement** – How well are you connecting with your assigned child as well as other children?
- **Leadership** – Youth need positive role models, so they need to see you as a leader. Demonstrate leadership qualities in everything that you do as a direct facilitator
- **Roles** – Not every situation will demand that you show leadership. When coaches pair up or we engage in group activities, we'll need each coach to play an appropriate role (whether it's leader, worker, listener, or someone to cheer others on)
- **Interaction (peers, staff)** – How well are you communicating and engaging with the other coaches, the instructor, and clinic staff?
- **Confidence** – Believe in yourself and show the youth that you believe in them. If you demonstrate confidence, it's contagious.
- **ABA (Applied Behavioral Analysis)** – ABA was designed specifically for children with autism spectrum disorder, but the principles of positive discipline and encouragement apply to all children. You'll be trained in ABA and expected to works towards mastery.
- **PYD (Positive Youth Development)** – Students will be trained to incorporate the "lesson of the day" (and past lessons) into their facilitation. As we move along, you will increasingly see how often the chance arises to apply sports to life. Don't leave it to chance; take the opportunity to seamlessly integrate PYD.

	W1-Self	W1-Prof	W2-Self	W2-Prof	W3-Self	W3-Prof	W4-Self	W4-Prof	W5-Self	W5-Prof
Punctuality	3	3					3	3	3	3
Dress/prep	3	3					3	3	3	3
Energy/enthusiasm	3	3					2	2	3	3
Engagement	2	3					1	1	3	3
Leadership	3	3					1	1	2	2
Roles	3	3					1	1	3	3
Interaction (peers, staff)	3	3					1	1	3	3
Confidence	3	3					1	1	3	2
ABA	3	3					1	1	3	2
PYD	3	NA					1	1	3	3

Comments-W1   ▮▮▮ great job engaging ▮▮▮ and ▮▮▮ and then ▮▮▮ after A-K left. No areas of improvement targeted after Week 1

Comments-W2   ▮▮▮ is a particularly challenging participant, and I want to applaud you for staying upbeat and giving him praise and energy. My constructive criticism is based on the time period where you allowed him to play on the playground while you played with several nonparticipants. While ▮▮▮ does not have special needs, he does have behavioral issues and that was allowing him to take advantage. Keep the participants engaged with the program at all times unless there is a modification (e.g., ▮▮▮ that allows otherwise. If you need help, just ask. The lower ratings this week are reflective of a difficult experience and not ones you should worry about; you should simply commit to improve. For example, the confidence rating is related to my perception that having an experience such as the one you had with ▮▮▮ was enough to shake anyone's confidence, so it's more reflective of me acknowledging that as an area to bounce back from in a positive way.

Comments-Overall   ▮▮▮ I really enjoyed having you in the class and thought you brought awesome energy and enthusiasm each and every day of the clinic. You had your challenges in working with certain kids, but you maintained a steady smile and were committed to making it a better place for them through your leadership. Thanks for being so caring and treating the clinic as the awesome opportunity that I was hoping it would be for you all and the kids. Kudos!

Grade: 91

A (90-100): Student displayed an extraordinary ability to be self reflective in considering the lessons that they learned through the service-learning project.

B (80-89): Student displayed an acceptable ability to be self reflective in considering the lessons that they learned through the service-learning project.

C (70-79): Student displayed a less than satisfactory ability to be self reflective in considering the lessons that they learned through the service-learning project. Student may have failed to exceed the 250-word minimum.

D (60-69): Student displayed little ability to be self reflective in considering the lessons that they learned through the service-learning project. Student may or may not have failed to exceed the 250-word minimum

F (Below 60): Student displayed no ability to be self reflective in considering the lessons that they learned through the service-learning project. Student may or may not have failed to exceed the 250-word minimum.

Submit a document where you plan one full day of the clinic -- start to finish (setup to cleanup). *Note. As far as organizing your program plan for this day, I am leaving this aspect open in order for you to think about what effective organization looks like.*

Utilize the following as a guide to aid planning

(1) <u>Sport</u> of your choice
(2) Anticipate 15-20 kids ages 5-12
(3) Anticipate 5 children with various disabilities
(4) Anticipate 5 staff and 8-10 volunteers
(5) Time for clinic is 3:00-4:30pm
(6) Volunteer and staff arrive at 2:30pm
(7) Facility is baseball/softball-oriented with large open grass field and dirt area for infield
(8) Plan for a group activity session and an individual (1-on-1)/pair (1-on-2 or vice versa) sessions

Think about what a volunteer would need to know in being handed a program plan to help guide them. Be detailed and thorough. Don't forget ABA, PYD, inclusion, seamless integration, reinforcement, and most importantly energy and enthusiasm!

The following grade breakdown was provided for students with a detailed description provided for each section describing A, B, C, D, and F-level work:

Organization (10)
Quality of Plan (20)
Detail (10)
Thorough (20)
ABA (10)
PYD/seamless (10)
Inclusive/adaptive (10)
Writing (10)

Manage Your Own League & Tournament - Here's where it gets fun! Along with a partner, you will be responsible for organizing your own recreational sport league and tournament with a minimum of eight teams or individuals. Choose a sport that you enjoy and have fun while gaining experience. You will be responsible for league & tournament scheduling, securing equipment, establishing guidelines, managing disputes, tracking results, and documenting it all. In addition, you will reflect upon the marketing, registration, facilities, staffing, budgeting/finances, & risk management needs should your league decide to expand. Divide the duties equally.

Assignment Breakdown

I. Philosophy & Target Market - Develop a mission for your league. Who are the participants in your league (i.e., demographics)? Who would your target market be if your league were to expand? Which leads to the how part...

II. Marketing - Examine the 4P's (product, price, place, promotion) in the context of your marketing for this league as well as in considering expansion of your league. Develop a brief marketing plan utilizing the 4Ps and being sure to take into consideration the benefits of recreational sport.

III. Planning - The degree of actual planning that you must conduct for this league is relatively low, therefore you must plan for expansion. Develop a program plan for league expansion that includes staffing, registration, budget, facilities, equipment, and risk management. We'll cover these areas in class and through activities; you are responsible for applying that knowledge.

IV. Management - In addition to the scheduling, you are responsible for securing equipment, communicating the rules of the sport, establishing any guidelines, managing disputes, tracking and reporting results, and documentation of all of these elements. Be certain to take lots of pictures to document it all and incorporate into your final Wiki.

V. Scheduling - Provide a copy of the league and tournament schedule. Utilize round robin format for the league schedule and either single or double elimination for the tournament. Minimum of five individuals or teams for both the league and tournament.

VI. Tournament Planning - Utilize the modified Shank Planning Model to plan your tournament. I'm not concerned with a great deal of detail here; I am concerned with your application of the Shank Model.

Lab Reports – Assignment Description

Students were required to complete 4 lab reports - Two individual reports from site visits led by facility guides (Damon-Garcia & Los Osos Skate park) and two collaborative "choose your own" site visits with lab partners.

Individual Lab Reports - Observe and journal your observations paying careful attention to the words of the guide, the design of the area or facility, and the impact of the design on facility operations. Utilize the FACE method of evaluation to complete a thorough lab report for each facility site visit. You may use information received from facility guides and/or professionals working at the various sites, the instructor, or the facility's website. However, the most important element is your own critical examination. I am more interested in your ability to critically examine facilities and apply principles learned in the class and less interested in your ability to take notes and repeat information from facility guides and websites. That said, information received from facility guides and websites can be important in adding detail and helping you to more effectively critically examine a facility.

Collaborative "Choose Your Own" Site Visits & Lab Reports - Along with a lab partner, students are required to visit a winery, a hotel, or a natural area (local, regional, state, or national parks, reserves, forests, beaches, etc.). Utilize the exact same format as individual lab reports. You must rely more heavily upon your own observations, which for certain areas makes it more difficult (e.g., ROI, sustainability principles, etc.). For natural areas, some students struggle with how to apply FACE, but it is possible to do so and do it well.

Lab Reports Grading Rubric

Each of the following graded areas will be assessed on the traditional letter grading scale that equates to a 100-point scale based on the point totals listed in parentheses and the description provided for each:

Principles of Design (10)

A (9-10): Student integrated the principles of design, as defined by Olmsted and Dahl, in exemplary fashion in critically reflecting on the chosen site.

B (8-8.99): Student integrated the principles of design, as defined by Olmsted and Dahl, in acceptable fashion in critically reflecting on the chosen site.

C (7-7.99): Student attempted to effectively integrate the principles of design, as defined by Olmsted and Dahl, but critical reflection on the chosen site did not meet the detail or critical thought necessary to do so successfully.

D (6-6.99): Student attempted to effectively integrate the principles of design, as defined by Olmsted and Dahl, but critical reflection on the chosen site did not meet the detail **nor** the critical thought necessary to do so successfully.

F (0-5.99): Student did not attempt to effectively integrate the principles of design, as defined by Olmsted and Dahl.

Function (20)

A (18-20): Student provided a fully detailed and exemplary critical reflection on the functionality of the chosen site.

B (16-17.99): Student provided a sufficiently detailed and acceptable critical reflection on the functionality of the chosen site.

C (14-15.99): Student provided a sufficiently detailed or acceptable critical reflection on the functionality of the chosen site (but did not successfully integrate both components).

D (12-13.99): Student did not provide sufficient detail nor acceptable critical reflection on the functionality of the chosen site.

F (0-11.99): Student did not attempt to effectively critique the functionality of the chosen site

Aesthetics (10)

A (9-10): Student provided a fully detailed and exemplary critical reflection on the aesthetics of the chosen site.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the aesthetics of the chosen site.

C (7-7.99): Student provided a sufficiently detailed or acceptable critical reflection on the aesthetics of the chosen site (but did not successfully integrate both components).

D (6-6.99): Student did not provide sufficient detail nor acceptable critical reflection on the aesthetics of the chosen site.

F (0-5.99): Student did not attempt to effectively critique the aesthetics of the chosen site

Construction (10)

A (9-10): Student provided a fully detailed and exemplary critical reflection on the construction of the chosen site.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the construction of the chosen site.

C (7-7.99): Student provided a sufficiently detailed or acceptable critical reflection on the construction of the chosen site (but did not successfully integrate both components).

D (6-6.99): Student did not provide sufficient detail nor acceptable critical reflection on the construction of the chosen site.

F (0-5.99): Student did not attempt to effectively critique the construction of the chosen site

Economics (10)

A (9-10): Student provided a fully detailed and exemplary critical reflection on the economics of the chosen site.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the economics of the chosen site.

C (7-7.99): Student provided a sufficiently detailed or acceptable critical reflection on the economics of the chosen site (but did not successfully integrate both components).

D (6-6.99): Student did not provide sufficient detail nor acceptable critical reflection on the economics of the chosen site.

F (0-5.99): Student did not attempt to effectively critique the economics of the chosen site

Writing (10)

A (9-10): Student's writing was exemplary in terms of grammar, flow, and professionalism for an academic and applied setting

B (8-8.99): Student's writing was exemplary in terms of grammar, flow, and professionalism for an academic and applied setting.

C (7-7.99): Student's writing was lacking in one of the following areas: grammar, flow, or professionalism for an academic and applied setting

D (6-6.99): Student's writing was lacking in two of the following areas: grammar, flow, or professionalism for an academic and applied setting

F (0-5.99): Student's writing was lacking in all of the following areas: grammar, flow, or professionalism for an academic and applied setting

Critical Examination (20)

A (18-20): Student's critical examination of the chosen site was exemplary in terms of applying and integrating course theories and principles and reflecting upon aspects of the site that might not seem obvious to the average observer.

B (16-17.99): Student's critical examination of the chosen site was acceptable in terms of applying and integrating course theories and principles and reflecting upon aspects of the site that might not seem obvious to the average observer.

C (14-15.99): Student's critical examination of the chosen site was lacking either in applying and integrating course theories and principles or reflecting upon aspects of the site that might not seem obvious to the average observer.

D (12-13.99): Student's critical examination of the chosen site was unsuccessful in both applying and integrating course theories and principles and reflecting upon aspects of the site that might not seem obvious to the average observer.

F (0-11.99): Student did not attempt to provide critical examination on the chosen site

Overall Quality & Organization (10)

A (9-10): The overall quality and organization of the lab report was exemplary.

B (8-8.99): The overall quality and organization of the lab report was acceptable.

C (7-7.99): The overall quality and organization of the lab report was lacking.

D (6-6.99): The overall quality and organization of the lab report was deficient.

F (0-5.99): The overall quality and organization of the lab report showed minimal to no effort.

Historic Octagon Barn Project – Assignment Description

We plan programs and events in our field, and those programs and events obviously must take place somewhere, so an understanding of how facilities integrate with these programs and events are crucial to your success. This project is based on that vital aspect.

The Historic Octagon Barn is an amazing place full of history with a well run nonprofit and a caring group of volunteers committed to making it a unique venue for events here in the county. Students will be responsible for attending the site visit on April 8 and utilizing that information as well as material provided online to fully evaluate the Historic Octagon Barn property as an event venue.

Students will complete this project with a lab partner and will utilize a Wiki to develop a professional report that will be delivered to the Land Conservancy to aid with their planning efforts.

Based on the information learned about the Historic Octagon Barn (HOB) from the presentation and tour on April 8 and independent research conducted through the Internet, you are required to do the following and present the information in an organized report-style format (not necessarily in this order):

(1) Conduct a SWOT analysis of the HOB site.

(2) Examine the functionality and aesthetics currently planned for the site and determine whether there are areas for improvement

(3) Establish a policy to guide the HOB in the decision-making process for those requesting to use the site for events that is consistent with the mission of the Land Conservancy of SLO (if certain groups are given priority, clearly state).

(4) Annual event demand projections (broken down by total site, dairy/museum/meeting area, barn primarily):

  (a) How many different groups or people will request to rent the space?

  (b) How many events will get scheduled in the HOB each year?

  (c) What would be the mix of types of events and how many of each?

(5) Annual revenue from events:

  (a) Establish a price breakdown for individuals or groups renting the site that is sufficiently and clearly detailed.

  (b) Integrate with event projections to determine the total annual gross revenue.

(6) Develop a list of partnerships that would be beneficial to the HOB and clearly state why each partnership would be of benefit.

(7) What should the HOB do to their presentation/plan/website to make it more attractive for event users?

    (a) Develop an idea, collateral, strategy, logo, etc. (your choice) to help the HOB with their marketing efforts.

Historic Octagon Barn Project - Grading Rubric

Each of the graded areas will be assessed on the traditional letter grading scale that equates to a 100-point scale based on the point totals listed in parentheses and the description provided for each:

SWOT analysis

A (9-10): Student provided a fully detailed SWOT analysis with exemplary critical reflection on the strengths, weaknesses, opportunities, and threats associated with the Historic Octagon Barn.

B (8-8.99): Student provided a detailed SWOT analysis with acceptable critical reflection on the strengths, weaknesses, opportunities, and threats associated with the Historic Octagon Barn.

C (7-7.99): Student provided a SWOT analysis with a critical reflection that was lacking in 1-2 areas of: strengths, weaknesses, opportunities, or threats associated with the Historic Octagon Barn.

D (6-6.99): Student provided a SWOT analysis with a critical reflection that was lacking in 2-3 areas of: strengths, weaknesses, opportunities, or threats associated with the Historic Octagon Barn.

F (0-5.99): Student provided a SWOT analysis with a critical reflection that was lacking in all areas of: strengths, weaknesses, opportunities, or threats associated with the Historic Octagon Barn.

Function/Aesthetics

A (9-10): Student provided a fully detailed and exemplary critical reflection on the function/aesthetics of the Historic Octagon Barn site.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the function/aesthetics of the Historic Octagon Barn site

C (7-7.99): Student provided a sufficiently detailed or acceptable critical reflection on the function/aesthetics of the Historic Octagon Barn site (but did not successfully integrate both components).

D (6-6.99): Student did not provide sufficient detail nor acceptable critical reflection on the function/aesthetics of the Historic Octagon Barn site

F (0-5.99): Student did not attempt to effectively critique the function/aesthetics of the Historic Octagon Barn site

Mission/Priority

A (9-10): Student developed a policy for event reservations and priority access for the Historic Octagon Barn site that was fully aligned with the mission of the Land Conservancy of San Luis Obispo.

B (8-8.99): Student developed a policy for event reservations and priority access for the Historic Octagon Barn site that was mostly aligned with the mission of the Land Conservancy of San Luis Obispo.

C (7-7.99): Student developed a policy for event reservations and priority access for the Historic Octagon Barn site that was partially aligned with the mission of the Land Conservancy of San Luis Obispo.

D (6-6.99): Student developed a policy for event reservations and priority access for the Historic Octagon Barn site that was not aligned with the mission of the Land Conservancy of San Luis Obispo.

F (0-5.99): Student developed a policy for event reservations and priority access for the Historic Octagon Barn site that was fully misaligned with the mission of the Land Conservancy of San Luis Obispo.

Event Projections

A (9-10): Student provided a fully detailed and exemplary critical reflection on the annual event projections of the Historic Octagon Barn site broken down by the stated site areas.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the annual event projections of the Historic Octagon Barn site broken down by the stated site areas.

C (7-7.99): Student provided annual event projections of the Historic Octagon Barn site that was lacking in detail, critical reflection, and/or breakdown by the stated site areas.

D (6-6.99): Student did not provide sufficient detail nor acceptable critical reflection on the annual event projections of the Historic Octagon Barn site broken down by the stated site areas.

F (0-5.99): Student did not attempt to provide annual event projections of the Historic Octagon Barn site broken down by the stated site areas.

Revenue

A (9-10): Student provided a fully detailed and exemplary critical reflection on the estimated annual revenue of the Historic Octagon Barn.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the estimated annual revenue of the Historic Octagon Barn site.

C (7-7.99): Student provided estimated annual revenue for the Historic Octagon Barn site that was lacking in detail, critical reflection, or effective integration with event projections.

D (6-6.99): Student provided estimated annual revenue for the Historic Octagon Barn site that was lacking in detail, critical reflection, and effective integration with event projections.

F (0-5.99): Student did not attempt to provide estimated annual revenue for the Historic Octagon Barn site.

Partners

A (9-10): Student provided a fully detailed and exemplary critical reflection on the potential partners for the Historic Octagon Barn site.

B (8-8.99): Student provided a sufficiently detailed and acceptable critical reflection on the potential partners for the Historic Octagon Barn site.

C (7-7.99): Student provided a sufficiently detailed or acceptable critical reflection on the potential partners for the Historic Octagon Barn site (but did not successfully integrate both components).

D (6-6.99): Student did not provide sufficient detail nor acceptable critical reflection on the potential partners for the Historic Octagon Barn.

F (0-5.99): Student did not attempt to effectively provide potential partners for the Historic Octagon Barn site.

Marketing

A (9-10): Student provided an extremely creative and effectively presented idea, collateral, strategy, or logo for the marketing of the Historic Octagon Barn site.

B (8-8.99): Student provided a sufficiently creative and effectively presented idea, collateral, strategy, or logo for the marketing of the Historic Octagon Barn site.

C (7-7.99): Student provided an idea, collateral, strategy, or logo for the marketing of the Historic Octagon Barn site that was lacking in either creativity or effective presentation.

D (6-6.99): Student provided an idea, collateral, strategy, or logo for the marketing of the Historic Octagon Barn site that was lacking in creativity and effective presentation.

F (0-5.99): Student did not attempt to provide an idea, collateral, strategy, or logo for the marketing of the Historic Octagon Barn site.

Aesthetic Quality/Organization of Wiki

A (9-10): The aesthetic quality & organization of the Wiki was exemplary.

B (8-8.99): The aesthetic quality & organization of the Wiki was acceptable.

C (7-7.99): The aesthetic quality & organization of the Wiki was lacking.

D (6-6.99): The aesthetic quality & organization of the Wiki was deficient.

F (0-5.99): The aesthetic quality & organization of the Wiki showed minimal to no effort.

Writing

A (9-10): Student's writing was exemplary in terms of grammar, flow, and professionalism for an academic and applied setting

B (8-8.99): Student's writing was exemplary in terms of grammar, flow, and professionalism for an academic and applied setting.

C (7-7.99): Student's writing was lacking in one of the following areas: grammar, flow, or professionalism for an academic and applied setting

D (6-6.99): Student's writing was lacking in two of the following areas: grammar, flow, or professionalism for an academic and applied setting

F (0-5.99): Student's writing was lacking in all of the following areas: grammar, flow, or professionalism for an academic and applied setting