

Assessment Report
Recreation, Parks, and Tourism Administration Department
California Polytechnic State University
Academic Year 2011-2012

Assessment Report, AY [2011-2012](#)

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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~~2011-2012. 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
- Sustainability
- Diversity of experiences
- ~~Healthy lifestyles~~
- ~~Personal and Leadership~~ development
- Service
- Professionalism
- Integrity~~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 Professions¹.

- **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)

¹ The 2013 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~~2011-2011-2012 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 20110-20121 academic year:

1. Foundation Understandings of the RPTA Field. 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. Facilitating Recreation Experiences. 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. Management, Marketing, and Finance. 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).

	Assessment Tool	Direct or Indirect	7.01.01 Know scope and practices	7.01.02 History, Philosophy, Science Foundtn's	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 (midterm and/or final)	Direct	101	101, 260, 342				360	405	424
RPTA 101	Professionalism Study	Direct	X							
RPTA 101	Journal Review Assignment	Direct		X						
RPTA 205	Facilitation Scenarios	Direct					X			
RPTA 210	Event Promotional Materials	Direct							X	
RPTA 210	Program Planning Self-Assessment	Indirect				X	X			
RPTA 260	FUNDamental Sport Clinic	Direct				X	X			
RPTA 260	League/Tournament Org/ Mgmt.	Direct				X	X	X		
RPTA 342	Risk Management Plan	Direct			X					
RPTA 405	Hurd Competency Self Assessment	Indirect							X	
RPTA 405	Human Resource Exercise/ Quiz	Direct							X	
RPTA 405	Professionalism Study	Indirect	X							
RPTA 424	Budget Project	Direct								X
RPTA 424	Student Self-Assessment	Indirect							X	X

	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 2011-2012 fall, winter, and spring quarters. For this assessment year, those classes included RPTA 101, 260, 342, 360, 405, and 424. Questions specific to the learning outcomes assessed in these courses were identified on these exams prior to administration.

Midterm examinations (RPTA 101, 405, and 424) and final examinations (RPTA 101, and 360) 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 101, 210, 405, 424, and 460 to assess student perceptions of the learning outcomes identified in the Academic Year 2011-2012 measurement matrix (Table 2).

RPTA 101/460 Professionalism Study

In Fall Quarter 2011, students in RPTA 101 and 405 (N= 56) participated in a study on professionalism conducted by RPTA and Food Science and Nutrition faculty members. A survey was administered electronically to assess perceptions and behaviors regarding classroom professionalism. They were then exposed an online professionalism lecture (n=56) and received basic professionalism guidance from the two professors (B. Greenwood and W. Hendricks). A post-test was re-administered to assess changes in perception and behaviors between the control and treatment groups.

RPTA 210 Program Planning Self-Assessment

At the end of winter quarter 2012, students enrolled in RPTA 210 were asked to do a self-assessment of their ability to successfully plan a program. Specifically, they were asked to rate their abilities on a 5-point scale (1=very low, 5=high), on the course learning outcomes.

- Design and implement programs and services
- Understand current issues and trends impacting program development
- Understand basic program supervision skills

- Develop program animation designs
- Analyze program staffing requirements
- Understand the role of design goals in program evaluation
- Understand promotional strategies used to market programs and events
- Develop flyer and Public Service Announcements
- Assess program safety
- Understand common risk management practices

Mean scores were calculated for each learning outcome. Although a total of 34 students were enrolled in RPTA 210, a few responses were left blank. Therefore, each mean score is computed out of either 33 or 34 total students for each learning outcome.

RPTA 405 Self-Assessment

An assessment of entry-level competencies developed by Hurd (2008) has been undertaken in RPTA 405 Recreation, Parks and Tourism Management since winter 2010. During fall 2011 and winter 2012 quarters 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.

A description of the RPTA 405 Self-Assessment is available in [Appendix A.1](#).

RPTA 424 Self-Assessment

At the end of fall quarter 2011 and winter quarter 2012 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 5-point scale (1=not confident at all, 5=very confident). Frequencies and percentages of responses were calculated.

Student Assignments

RPTA 101 Journal Review Assignment

To assess understanding of the knowledge of the scientific foundation of the RPTA field, students in Winter 2012 reviewed two journal articles representing their concentrations. They summarized the main points of the articles, as well as 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 Scenarios

As an in-class assignment, students in RPTA 205 in Spring 2012 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 (Fall 2011 and Winter 2012) 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 2012 again 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 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 2012 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 342 Risk Management Plan

Student groups in RPTA 342 were required to develop a risk management plan for a chosen RPTA-related organization. The course was structured to build student skills towards this plan. Student groups were responsible for the following steps in developing the Risk Management Plan: Identify applicable areas of concern; Identify specific risk exposures in each category; Estimate the probable impact of the risk and classify; Select the optimum method of treating the risk; and Implement a plan to carry out the selected method, monitor and evaluate

Students worked with partners to organize their plan, and they were evaluated using a grading rubric developed by the instructor. A description of the assignment and rubric is available in [Appendix B.8](#).

RPTA 405 Human Resources Exercise/Quiz

As was the case during the past two academic years, 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. 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 2011 and Winter 2012 were calculated and compared.

RPTA 424 Budget Project

Students in fall 2011 and winter 2012 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 Results

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 winter 2012 using five multiple choice, five true/false, and five short-answer questions from the final exam. Students (N=44²) in RPTA 101 averaged approximately 84% correct responses on questions relating to the scope of the profession (Table 1). The questions used for assessment purposes were the same questions used in fall 2009 RPTA 101 assessment. It should be 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 Percentage of Correct Responses (N=44)

Question Type and Topic	% Correct
Multiple Choice Questions	
Geotourism	88.64
Documented abuses of sport	77.27
Tourism industry employment trends	88.64
NRPA purpose and history	93.18
Commercial recreation	97.73
True/False Questions	

² A total of 46 students were enrolled in RPTA 101 during Winter 2012 for the midterm exam. However, one student withdrew from the course before the final exam and another student did take the final exam, so the total students at the final exam was 44 students.

Question Type and Topic	% Correct
Nash Pyramid	75.00
Accreditation requirements	86.36
Leisure as a commodity	88.64
Agency cooperation in tourism development	75.00
State Park use trends	88.64
Short-Answer Questions*	
The ethics of a profession	84.09
Specialization in the RPTA field	86.36
Professional associations	50.00
Leisure service organization partnerships	81.82
Sport as a source of moral value	100.00

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

These findings indicate that RPTA students have the ability to demonstrate entry-level knowledge of the scope of the profession and professional practices. They performed particularly well on items related to NRPA, commercial recreation and tourism, and sport. There is, however, room for improvement. In particular, focus should be placed on the role of professional associations in the field, as only 50% of the students achieved full credit on the short-answer exam question exploring this concept. Other concepts students struggled with that will deserve more focus in subsequent quarters are tourism development, Nash's Pyramid, and documented abuses of sport.

RPTA 101/RPTA 405 Professionalism Study

An indirect measure of classroom professionalism was administered in RPTA 101 and 405 in Fall 2011. Students were given 16 scenarios and were asked to rate each according to their perception of the professionalism of the activity. They were then asked to watch an online video on professionalism and given in-class coaching on professionalism by the instructors. Finally, the effect of the treatment were measured in a post-test using the same instrument.

Mean scores for the pre and post-test for each of the 16 scenarios are provided in Table 2. Each competency was measure using a 9-point scale: 9=extremely professional, 5=neutral, 1=extremely unprofessional. A paired sample t-test was conducted to determine significant differences between pre- and post-test mean scores. A .05 significance level was utilized.

Table 2
Classroom Professionalism Scenarios Measuring Standard 7.01.01

Scenario	Pre-test Mean	Post-test Mean	p-Value
A student who texts repeatedly in class	1.93	2.63	0.019*
A student who texts once during class	3.71	3.86	0.451
A student who leaves class to take a call about a sick relative, with instructor permission	8.29	7.93	0.051
A student who uses their laptop to take notes and work on other homework during class	4.68	4.32	0.051
A student who uses their laptop to take notes, shop online, and check their Facebook page.	2.61	2.66	0.831
A student who is late to class repeatedly because of work	4.79	4.30	0.057
A student who has to leave early because of a meeting who sits in the back of the room.	8.23	7.88	0.067
A student who arrives late to class because of a doctor's appointment and sits in the front of the room	5.16	4.39	0.002*
A project group member who arrives late with a group assignment and doesn't have it stapled (ran out)	3.09	3.09	1.000
A project group member who arrives on time to class with group assignment but printed it on campus and doesn't have it stapled, turns assignment in unstapled	2.30	2.88	0.019*
A group member shows up 15 minutes late to a group meeting and doesn't bring his/her completed section of materials	1.91	2.23	0.143
A fellow student missed the last class in which the teacher went over an important assignment and due date. Although the syllabus clearly states the due date, the following class period that student raises their hand to ask when it is due	2.57	2.79	0.252

Scenario	Pre-test Mean	Post-test Mean	p-Value
A group member loses 10 points for not formatting their lab work according to the directions and he asks the teacher for those points back because he has gotten a good grade on every assignment so far	2.32	2.55	0.310
Everyone has to give an oral presentation at the end of the quarter to the class and several people from the industry. You notice that one of your fellow classmates wore workout pants during their presentation	2.20	2.38	0.403
Two students whisper about their upcoming presentation while another group gives their presentation in front of class	2.16	2.59	0.017*
You have a 7:45am class and several students show up in what appears to be their sleepwear	3.98	3.93	0.773

*significant at the 0.05 level

The students appear to have an understanding of which behaviors can be considered professional in class, and which are unprofessional. The online professionalism lecture appeared to have very little effect, and may have (in some cases) had the opposite of its intended effect. An analysis was also conducted to explore differences between students in the two courses surveyed (post-test scores only). An independent sample t-test was conducted to explore those differences. A 0.5 level of significance was utilized (Table 3).

Table 3
Classroom Professionalism Scenarios Comparison (RPTA 101, 405)

Scenario	RPTA 101 Means (n=35)	RPTA 405 Means (n=21)	p-Value
A student who texts repeatedly in class	2.51	2.81	0.593
A student who texts once during class	3.46	4.52	0.005*
A student who leaves class to take a call about a sick relative, with instructor permission	7.54	8.57	0.001*
A student who uses their laptop to take notes and work on other homework during class	3.97	4.90	0.023*
A student who uses their laptop to take notes, shop online, and check their Facebook page.	2.29	3.29	0.052

Scenario	RPTA 101 Means (n=35)	RPTA 405 Means (n=21)	p-Value
A student who is late to class repeatedly because of work	4.46	4.05	0.389
A student who has to leave early because of a meeting who sits in the back of the room.	8.03	7.62	0.336
A student who arrives late to class because of a doctor's appointment and sits in the front of the room	4.23	4.67	0.227
A project group member who arrives late with a group assignment and doesn't have it stapled (ran out)	3.17	2.95	0.667
A project group member who arrives on time to class with group assignment but printed it on campus and doesn't have it stapled, turns assignment in unstapled	2.71	3.14	0.396
A group member shows up 15 minutes late to a group meeting and doesn't bring his/her completed section of materials	2.23	2.24	0.978
A fellow student missed the last class in which the teacher went over an important assignment and due date. Although the syllabus clearly states the due date, the following class period that student raises their hand to ask when it is due	2.89	2.62	0.527
A group member loses 10 points for not formatting their lab work according to the directions and he asks the teacher for those points back because he has gotten a good grade on every assignment so far	2.51	2.62	0.816
Everyone has to give an oral presentation at the end of the quarter to the class and several people from the industry. You notice that one of your fellow classmates wore workout pants during their presentation	2.57	2.05	0.159
Two students whisper about their upcoming presentation while another group gives their presentation in front of class	2.46	2.81	0.441

Scenario	RPTA 101 Means (n=35)	RPTA 405 Means (n=21)	p-Value
You have a 7:45am class and several students show up in what appears to be their sleepwear	3.77	4.19	0.349

Again, the students are good at identifying professional behavior (or lack thereof) in the classroom. Interestingly, on the three items that were significantly different between RPTA 101 and RPTA 405, the senior level students in RPTA 405 rated the unprofessional behaviors more neutrally than their younger cohort. This may reflect a sense of comfort or indifference to the behaviors of other students in the classroom. It is recommended RPTA faculty continue to emphasize appropriate classroom behavior both at the beginning and throughout the quarter.

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 winter of 2012 in the RPTA 101 midterm to assess student entry level knowledge of the historic, scientific, and philosophical foundations of the profession. Five multiple choice, five true/false, and five short-answer questions were analyzed. Students (N=46) averaged approximately 86% correct responses on midterm embedded questions (Table 4).

Table 4
RPTA 101 Student Performance on Embedded Midterm Quiz Questions by Percentage of Correct Answers

Question Type and Topic	%
Multiple Choice	
Commodification	56.52
Therapeutic recreation for persons with disabilities	97.82
The play movement	95.65
The era of austerity	65.22
The Americans with Disabilities Act of 1990 and public agencies	97.83
True/False Questions	
Recreation participation	82.61

Question Type and Topic	%
Role of recreation and leisure in human society, history, traditions	100.00
Role of World War II in the leisure services industry	84.78
Flow Theory	89.13
Play and personality development	95.65
Short Answer Questions*	
Leisure, recreation, play theories	80.43
Types of play	82.60
History of recreation and leisure	91.30
The recreation and park movement	78.26
Play practices in antiquity	95.65

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

These findings indicate that RPTA students have the ability to demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s). They performed particularly well on items related to the history of recreation and leisure, the role of recreation and leisure in human society, the play movement, and therapeutic recreation. There is, however, room for improvement. In particular, focus should be placed on the concept of commodification, as only 57% of students answered correctly on a multiple-choice item about that topic. Focus should also be placed on the recreation and park movement, and the “Era of Austerity.”

RPTA 101 Journal Review Assignment

To assess understanding of the scientific foundations of RPTA, students were given an assignment in winter 2012 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. A total of 45 students completed the assignment. The average grade on the assignment was 89.77% and the grade range (out of 100 points) was 40 to 98.

RPTA 260 Final Exam

A direct measurement was implemented in the spring of 2012 in the RPTA 260 final exam to assess student entry level knowledge of the historic, scientific, and philosophical foundations of the profession. Six short-answer, eight true/false, and six problem-solving questions were analyzed. Students (N=34) averaged almost 79% correct responses on these final exam questions (Table 5).

Table 5
RPTA 260 Student Performance on Final Exam Questions by Mean and Percentage

Question Type	%
Problem-Solving	79.22
True/False	77.25
Short Answer	77.67
Average Correct	78.79%

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 342 Midterm Exam

A direct measurement was implemented in the spring of 2012 in the RPTA 342 midterm to assess student entry level knowledge of the historic, scientific, and philosophical foundations of the profession. Seven multiple choice and three true/false questions were chosen as reflective of the type of entry level knowledge associated with the core tenets of recreation law and risk management analyzed. Students (N=31) averaged a little over 83% correct responses on these midterm exam embedded questions (Table 6).

Table 6
Student Performance on Embedded Midterm Questions by Mean and Percentage

Question	%
Multiple Choice	81.57
True/False	84.95
Average Correct	83.26%

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.

7.01.03

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 342 Risk Management Plan

Student groups were required to develop a risk management plan for a chosen RPTA-related organization. Grading was completed based on the grading rubric established for the project. The content of the risk management plan was a focal point and student groups

were successful in completing this aspect of the project with an overall average of 88.88%.

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 210 Program Planning Self-Assessment

At the end of winter 2012, students in RPTA 210 were asked to assess their ability to successfully plan a program, as related to the RPTA 210 learning outcomes meeting the 7.02.01 standard. They were asked to rate themselves on a 5-point scale (1=low, 5=high). The mean for the learning outcomes meeting the 7.02.01 standard was 4.31, with all items scoring above 4 (see Table 7).

Table 7

RPTA 210 Student Achievement of Learning Outcomes Meeting Standard 7.02.01 by Mean

Learning Outcome	Mean
Select and coordinate programs, events, and resources	4.27
Identify the primary planning and design considerations	4.39
Develop registration materials and procedures	4.20
Understand the variety of programs and services	4.38
Develop and write a program plan	4.30
Overall Mean	4.31

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. Students initially submitted an original draft of the program plan after only receiving classroom instruction on the development of program plans. The overall student average for the original program plan was 60% attainment of the stated learning outcomes associated with the grading breakdown and learning outcomes. Students then experienced four full clinic sessions and through a “learn-by-doing” approach were able to refine and more completely develop an understanding of the fundamentals and thorough degree of detail necessary in program plans. After receiving feedback and improving upon their original program plans, the overall student

average reached 87% of the stated learning outcomes associated with the grading breakdown and learning outcomes. Program plans were submitted to SLO Parks and Recreation staff and will be implemented in the planning stage of next year's FUNDamentals Clinics.

RPTA 260 League/Tournament Organization & Management

All student groups successfully completed the project with an overall graded average of 83.65%. Students excelled in most areas of the project with the noted areas for improvement being more detail in the expansion planning section. The idea behind expansion planning is that an organization would be able to take this program plan and utilize it as a base for adopting a league. However, students tend to have a difficult time navigating the unknown aspects related to expansion planning (i.e. who is my target, what organization would be adopting this league, etc.). The “audience” can be crucial in designing quality learning experiences. Therefore, the instructor plans to force students to think along these lines in future iterations of this project by requiring that student groups research and decide upon an organization in which to “pitch” their league idea.

7.02.02

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 the students’ ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contacts. The students (N=32) ability to at least adequately address the five competencies ranged from 69% to 90% (Table 8).

Table 8
Student Performance on RPTA 205 Facilitation Scenarios for Standard 7.02.02

Competency	Not Addressed	Attempted to Address	Adequately Addressed	Excelled in Addressing
Marketing	9%	13%	75%	3%
Welcoming & Inclusive	0%	9%	78%	12%
Greet & Acknowledge	6%	19%	60%	15%
Accommodate	6%	12%	69%	13%
Increase Participation	9%	22%	66%	3%

RPTA 210 Program Planning Self Assessment

At the end of winter 2012, students in RPTA 210 were asked to assess their ability to successfully plan a program, as related to the RPTA 210 learning outcomes meeting the

7.02.02 standard. They were asked to rate themselves on a 5-point scale (1=low, 5=high). The mean for the learning outcomes meeting the 7.02.02 standard was 4.96, with all items scoring above 4 (see Table 9).

Table 9
RPTA 210 Student Achievement of Learning Outcomes Meeting Standard 7.02.02 by Mean

Learning Outcome	Mean
Select and coordinate programs, events, and resources	4.24
Design and implement programs and services	4.22
Understand current issues and trends impacting program development	4.29
Understand basic program supervision skills	4.15
Develop program animation designs	3.79
Analyze program staffing requirements	4.15
Overall Mean	4.96

RPTA 260 FUNDamental Sport Clinic Facilitation

Students were provided with a grading rubric that was used to guide student development in the following categories using a 3-point scale (1=needs work; 2=progressing; 3=excels)

With a greater than anticipated student enrollment of 34 students, providing individual ratings and feedback on a weekly basis was not feasible. With 20 students in one clinic session and 14 in the other, students were divided into Monday (14) and Wednesday (20) sections. An RPTA graduate student employed by SLO Parks and Recreation helped guide and assess student facilitation skills on Mondays (non-scheduled activity session), while the instructor did the same for the Wednesday session (scheduled activity session). Students were provided a facilitation grade, but the aforementioned rating system was designed solely as a feedback mechanism to help students to improve. Each student received feedback at the end of the session on how they might improve as a facilitator.

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 League/Tournament Organization & Management

*See write-up under 7.02.01

RPTA 360 Computer Final

The RPTA 360 Computer Final Exam is designed to contribute to the assessment of the students' ability to do the following:

- Select the appropriate data analysis technique(s)
- Utilize Microsoft Excel© to conduct data analysis
- Report findings
- Create appropriate tables and charts
- Interpret findings
- Draw accurate conclusions
- Make relevant recommendations

Students in RPTA 360 in both Fall 2011 and Spring 2012 (N=79) quarters were specifically assessed on their ability to select the appropriate data analysis techniques to adequately address the purpose statement and research questions for a study. Appropriate data analysis techniques for the exam were: mean scores, frequency, percentage, cross-tabulation, and t-tests.

Results reveal that only 12% of the students were able to select and utilize all of the appropriate data analysis techniques (see Table 10).

Table 10
Student Ability to Identify Appropriate Data Analysis Technique Meeting Standard 7.02.03 by Frequency and Percentage

Ability Level	<i>f</i>	%
Minimal	13	16.00%
Somewhat	25	31.00%
Fairly Well	32	41.00%
Complete	9	12.00%
Total	79	100.00%

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 210 Flyer/Public Service Announcement

Thirty-three students were enrolled in RPTA 210 in fall of 2011; 34 students were enrolled in spring 2012, but 3 did not complete the assignment. The assignment was worth 10 points, or 4.5% of their total grade. Assignments were collected and graded based on completion of the requirements of the assignment. No grading rubric was used.

Table 11
Flyer/PSA Assignment Scores by Quarter According to Mean and Range

Quarter	Average Score	Low Score	High Score
Fall 2011 (N=33)	7.33	4	9.5
Winter 2012 (N=30)	8.43	3	10

It is unclear why three students choose not to complete this assignment in the winter of 2012. Assignments were discussed in class prior to the due date as well as the assignment being listed on the course calendar. The average score in the fall 2011 class was higher than in the spring and this can be due to graded easier or that the course material was taught more thoroughly. Either way, students seem to understand promotion and were able to create flyers and PSAs.

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 2011 and winter 2012. 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-six students completed the assessment in fall 2011 and 33 students completed it in winter 2012. For comparison purposes, scores from the winter 2010 assessment have also been provided.

Mean scores for the pre and post-test for each of the 19 competencies are provided in Table 12. 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. A .05 significance level was utilized. Pre and post-test mean scores for fall 2011/winter 2012 were significantly different for all 19 competencies. All post-test competency scores were above 3 "good" on the scale except for "developing partnerships with other organizations," "work with boards and elected officials," "supervise, discipline, and evaluate, a diverse staff," and "participate in policy formation, evaluation, and revision."

Table 12
Entry-Level Competency Assessment

Competencies	W10 Pre-test	W10 Post-test	W10 p-Value	F11- W12 Pre-test	F11- W12 Post-test	F11- W12 p-Value
Possess knowledge of management principles	2.60	3.43	.0001	2.56	3.34	.0001
Clearly communicate with staff, customers, & the public	3.45	3.61	.289	3.34	3.61	.003
Possess effective written & oral communication skills	3.00	3.58	.0001	3.18	3.50	.0001
Listen to staff & customers	3.73	3.70	.737	3.40	3.65	.001
Communicate the organization's values, vision, & mission	3.03	3.52	.001	2.90	3.40	.0001
Know the community & its needs	2.94	3.39	.003	2.71	3.19	.0001
Develop partnerships with other organizations	2.42	3.10	.0001	2.26	2.90	.0001
Work with boards and elected officials	2.61	3.03	.011	2.00	2.74	.0001
Use effective problem-solving & conflict-resolution skills	3.17	3.62	.001	3.06	3.37	.0001
Make ethical decisions	3.48	3.77	.041	3.39	3.56	.027
Understand the hiring process	2.57	3.47	.0001	2.54	3.37	.0001
Supervise, discipline & evaluate a diverse staff	2.58	3.13	.0001	2.44	2.98	.0001
Motivate employees	3.13	3.65	.0001	2.85	3.19	.001

Competencies	W10 Pre-test	W10 Post-test	W10 p-Value	F11- W12 Pre-test	F11- W12 Post-test	F11- W12 p-Value
Have leadership skills & abilities	3.52	3.65	.147	3.40	3.68	.0001
Be able to work in a team	3.81	3.94	.093	3.60	3.81	.015
Use effective organizational skills	3.35	3.52	.187	3.34	3.65	.0001
Prioritize & manage multiple tasks	3.19	3.48	.008	3.35	3.58	.022
Participate in policy formation, evaluation, & revision	2.19	3.06	.0001	2.08	2.79	.0001
Provide input on strategic, master, recreation, marketing, & technology plans	2.13	2.90	.0001	2.10	3.06	.0001

During the 2011-12 academic year, an additional assignment was added to the class assignments requiring observation and an assessment of a local community board or commission. This raised the post-mean score for this item as desired, but lower than expected. Furthermore, a major assignment requiring student groups to undertake an actual strategic plan for an organization was added as an assignment. Although this post score is now at 3.10 it is also lower than expected considering this assignment was a major focus of the class. This may be due to the nature of the item being measured that asked students about several types of plans including strategic, master, recreation, marketing and technology. Although this will limit comparisons in the future, it would be useful to measure the planning types as separate items.

Interestingly, most of the pre- and post- test scores for the students during the 2011-12 academic year are lower than the scores for winter 2010. This should be watched carefully in the future to determine if it is an anomaly for this year or a trend in students' scores prior to enrollment and following completion of the class.

RPTA 405 Human Resource Quiz

As was the case during the past two academic years, 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 direct 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.” This standard was in place when the program’s 2010-2015 assessment plan was developed.

The quiz contained 10 legal and 10 illegal potential interview questions (see Table 13). 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 mean score of correct answers for the fall 2010 class was 8.30; the average winter 2011 class was 8.88; the average for fall 2011 was 9.00; and the average for winter 2012 was 8.65. Scores with higher percentages of incorrect answers continue to be date of birth and arrest record.

Table 13
Illegal Job Interview Questions by Percentage Correct

Questions/Statements	F10 % Correct	W11 % Correct	F11 % Correct	W12 % Correct
What is your date of birth?	44.74	50.00	37.50	55.88
Are you married or single?	89.47	93.75	95.00	97.02
How many children do you have	92.11	100.00	95.00	100.00
Have you ever been arrested?	42.11	65.62	75.00	64.71
Are you pregnant or is someone in your family pregnant?	100.00	96.87	97.50	97.03
Please provide three references to include a previous employer, professor and your pastor or minister.	89.47	96.87	92.50	88.24
Please submit a photo of yourself prior to your interview.	94.74	87.50	95.00	94.12
What is your credit rating?	94.74	100.00	97.50	97.03
If you have been in the military what type of discharge did you receive?	86.84	93.75	95.00	91.18
What is your weight and height?	94.74	100.00	97.50	100.00

A strategic planning assignment took up a significant amount of time for the classes during the 2011-12 academic year, negating the planned addition of a human resources case study to attempt to address the lower scores date of birth and arrest. With a revision

of the assignments for 2012-13, there should be time to implement the case study and reintroduce the human resources professional panel included in previous years.

RPTA 405 Embedded Midterm Exam Items

In RPTA 405 during fall 2011 the following items were embedded into the midterm exam to serve as a direct measure of COAPRT accreditation standard 7.03.01. Nine true-false items and five multiple-choice items have been analyzed. Each multiple-choice item had five potential responses. Forty-one students completed the midterm exam. Table 14 indicates the percentage of correct responses for each item.

Table 14
Embedded Midterm Exam Questions Measuring Standard 7.03.01, by Frequency and Percentage

Item on Midterm Exam	Frequency	%
<i>Italics</i> items are a paraphrase of multiple choice questions	Correct	Correct
Of the three management levels, managers are most involved with technical skills.	31	75.61
The agricultural era was characterized by a top-down authoritative approach.	37	90.24
A virtual organization appears to be more than it actually is through outsourcing & partnerships.	41	100.00
The industrial era resulted in a decrease of efficiency and productivity.	41	100.00
A vision is a forward thinking exercise. It describes the culture of the organization at all levels.	34	82.93
Weber’s bureaucratic form of organization included centralized authority.	41	100.00
The structure of an organization rarely reflects or supports its culture.	41	100.00
When a policy making board is in place, the manager simply administers the policy decisions.	29	70.73
“To develop a sense of community to enhance the quality of life” is an example of a community recreation agency objective.	37	90.24
<i>Choices are not characteristics of an organic organization</i>	40	97.56
<i>Choices are current management assumptions</i>	33	80.49
<i>Choices indicate how policy affects behavior in an organization</i>	41	100.00
<i>Choices are characteristics of contemporary management</i>	41	100.00
<i>Choices are the three phases of the policymaking process</i>	41	100.00

The students did exceptionally well on most items. Noted exceptions were identifying management levels and their skills, a basic definition of a vision, policymaking, and current management assumptions.

In-class lectures include each of these items in addition to readings in the text. Management skills and current management assumptions are both presented in graphic form. Additional explanation may be necessary during the class discussions. An organization's vision is addressed in class assignments and a case study. The item on the exam was taken directly from the reading and it is possible that students recognized the complexity of a vision and did not think that this item presented it in enough detail. In another assessment for the class, students also had lower scores relating to policy indicating that further attention is necessary in future classes. Guest speakers and an additional case study will be utilized in 2012-13 to provide students additional exposure to policy.

RPTA 424 Student Self-Assessment

At the conclusion of fall quarter 2011 and winter quarter 2012, students enrolled in RPTA 424 students completed an assessment of their achievement of the 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. Twenty-seven students were registered for the course in fall 2011, however, only 25 submitted responses. Thirty-two students were enrolled in winter 2012 and all students responded. Students assessed their achievement of the items stated previously on a 5-point scale (1=not confident at all, 5=very confident). Means and standard deviations were calculated (Table 15). For the fall quarter, results indicate students feel moderately confident about their ability to understand basic accounting terminology ($\bar{x}=4.44$) and recognize differences between the financial accounting practices of private, public, and non-profit organizations ($\bar{x}=4.56$). They are less confident about their understanding of the principles and procedures of budgeting and financial management ($\bar{x}=3.03$), and their understanding of RPTA funding sources ($\bar{x}=4.00$). For the winter quarter, results indicate students are most confident about their ability to describe different kinds of financial documents ($\bar{x}=4.44$), understand basic accounting terminology ($\bar{x}=4.28$), and recognize differences between the financial practices of private, public, and non-profit organizations ($\bar{x}=4.28$). They are least confident about their ability to understand the principles and procedures of budgeting and financial management. However, as all of the means are over 4.0 on a five point scale, it appears the students have an above-average level of confidence on their abilities regarding budgeting and financial management.

Table 15
Student Understanding of Principles and Procedures of Budgeting and Financial Management by Mean and Standard Deviation

Student Learning Outcome	Fall 2011		Winter 2012	
	Mean	Standard Deviation	Mean	Standard Deviation
Understand basic accounting terminology	4.44	0.58	4.28	0.52
Describe different types of financial documents	4.40	0.71	4.44	0.67
Recognize differences between financial practices of private, public, nonprofit organizations	4.56	0.76	4.28	0.52
Understand principles and procedures of budgeting and financial management	4.13 (n=23)	0.76	4.00	0.67
Understand RPTA funding sources	4.00 (n=24)	0.78	4.13 (n=31)	0.72
Overall Mean	4.31	0.71	4.23	0.62

As a result of the assessment process for the 2010-2011 academic year, it was found that students were not confident in their ability to understand basic accounting terminology. The results indicate the increased focus on this learning outcome has increased student confidence in their ability. It is suggested the course have a continued focus on the effective strategies utilized to master these learning outcomes.

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 424 Student Self-Assessment

Students in RPTA 424 in fall 2011 and winter 2012 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. Twenty-seven students were registered for the course in fall 2011, however, only 25 submitted responses. Thirty-two students were enrolled in winter 2012 and all students responded. Students assessed their achievement of the items stated previously on a 5-point scale (1=not confident at all, 5=very confident). Means and standard deviations were calculated (Table 16). Results indicate fall quarter students feel 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} =3.79). They are most confident in

their ability to conduct program cost analysis for fee development ($\bar{x}=4.86$). Results indicate winter quarter students are least confident in their ability to describe and apply capital financial measurement tools in decision making ($\bar{x}=4.06$). They are most confident in their ability to use computer applications in financial planning ($\bar{x}=4.63$). However, as most of the means are over 4.0 on a 5.0-point scale, it appears the students have an above-average level of confidence on their abilities regarding budgeting and financial management.

Table 16
Student Self-Reported Ability to Apply Entry-Level Concepts, Principles, and Procedures of Management/Administration by Mean and Standard Deviation

Student Learning Outcome	Fall 2011		Winter 2012	
	Mean	Standard Deviation	Mean	Standard Deviation
Conduct program cost analysis for fee development	4.86 (N=14)	0.36	4.31	0.64
Describe and apply capital financial measurement tools in decision-making	3.79 (N=24)	0.93	4.06	0.76
Use computer applications in financial planning	4.25 (N=24)	0.73	4.63	0.55
Develop program and organization budgets	4.17 (N=24)	0.56	4.35	0.66
Overall Mean	4.27	0.65	4.34	0.65

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 Midterm Exam Embedded Question

To measure the students' ability to "apply capital financial measurement tools in decision-making," an embedded mid-term question required students to calculate and apply three capital justification measure tools: Payback method, Net Present Value (NPV), and Average Rate of Return (ROI). The maximum score possible for the correct answers for all three calculations was 8 points (Table 17). Average scores achieved on question type are also included in Table 18.

Table 17
Student Performance on Mid-Term Embedded Question Measuring Standard 7.03.02, by Frequency and Percentage

Score	Fall 2011 (N=27)		Winter 2012 (N=32)	
	<i>F</i>	%d	<i>F</i>	%
8	10	37%	13	41%
6.5-7.5	7	26%	10	31%
6	3	11%	5	15%
3-5.5	7	26%	4	13%

Table 18
Embedded Mid-Term Question Measuring Standard 7.03.02 by Mean Score

Capital Justification Measure Tool & Points Possible	Fall 2011 (N=27)	Winter 2012 (N=32)
Payback Method (2)	1.87	1.79
NPV (4)	3.40	3.50
ROI (2)	1.20	1.50
Total (8)	6.50	6.80

These results (Tables 17 and 18) correspond with the self-reported confidence level for students to apply the capital measurement tools.

From both the student self-assessment and test scores, it appears that RPTA 424 is providing adequate experiences to assist students in achieving the course learning outcomes of applying capital financial measurement tools. However, students would benefit from additional instruction on the Average Rate of Return capital measurement tool as indicated by the exam scores.

RPTA 424 Budget Project

Students in RPTA 424 in fall 2011 and winter 2012 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 consists of both a written summary of the budget proposal along with the financial calculations. Specifically, the students were required to provide the following components:

1. Cover Memorandum outlining the budget proposal with the following:

- a. Planning goals reflecting the budget proposal
- b. Brief discussion of the proposed budget recommendations
- c. New program proposal for the division
- d. Proposed capital equipment to be purchased for division including cost estimates

2. Financial Calculations

- a. Budget proposal summary page with supporting detail spreadsheets
- b. Cost analysis and fee budget for proposed new program

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 27 students were registered for the course in fall quarter 2011; 32 were registered for winter quarter 2012. In fall quarter, scores ranged from a high of 59 out of 60 points (98%) to a low of 40 (67%). In winter quarter, scores ranged from a high of 58 out of 60 points (97%) to a low of 39 (65%). For each category of the project, scores were as follows (Table 19).

Table 19
Budget Project Grade Distribution Measuring Standard 7.03.02 by Frequency and Percentage

Project Category & Points Possible	Fall 2011 (N=27)	Winter 2012 (N=32)
Budget goal statement (5)	3.70	3.80
New program proposal (5)	4.70	4.20
Written summary of budget proposal (10)	7.00	7.30
Summary of capital equipment request (5)	4.20	4.60
Orientation of overall project (5)	4.20	4.50
Strategies to achieve budget financial goal (10)	7.20	7.60
Financial calculations (10)	9.00	9.50
Development of cost analysis and fee budget for new program proposal (10)	7.80	7.70
Total project (60)	47.80	49.30

These results correspond with the self-reported confidence level for students to understand principles and procedures of budgeting and financial management, conduct program cost analysis for fee development, use computer applications for financial planning, and develop program and organization budgets.

Action Plan

Assessment Area 1: Foundation Understandings

- RPTA 101 students have an adequate understanding of the scope of the profession and professional practices. They also performed well when assessed for their understanding of the history of recreation and leisure, the role of recreation and leisure in human society, the play movement, and therapeutic recreation. However, certain concepts require continued focus: concepts related to the role of professional organizations and tourism development, for example. Focus also needs to be placed on specific aspects of this foundational knowledge: commodification, the recreation and park movement, and the “Era of Austerity.”
- 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.
- Professionalism in both the classroom and career setting need to be emphasized more specifically in the curriculum, and students need regular and consistent reminders of appropriate professional behavior during their tenure as RPTA majors. A new course is planned for the 2013-2015 catalog to address these needs.
- RPTA 260 students have an adequate understanding of the professional practices related to recreational sport programming. Continued focus is required in this area.
- RPTA 342 students performed well when assessed for their knowledge of the legal and risk management issues in recreation, parks, and tourism management. Risk management issues are considered an important aspect of professional practice in the field, and the students demonstrated their ability to apply this knowledge effectively. Focus on these concepts should continue.

Assessment Area 2: Facilitating Recreation Experiences

- RPTA 205 students were assessed on their ability to facilitate experiences for diverse clientele. For the most part, they performed adequately. It is recommended that more emphasis be placed on the ability to greet and acknowledge clientele, and to increase participation.
- Students in RPTA 210 assessed their own ability to perform a number of skills related to experience design and facilitation. The students consistently rated themselves highly on these abilities. It is recommended these self-assessments be compared to results of direct measures of skill attainment in the future.
- Students in RPTA 260 performed adequately on their ability to write a program plan for the FUNdamental Sports Clinic. As the partnership continues to mature and

evolve, student program plans will be integrated into the planning stages of the clinic, and current students will have the opportunity to evaluate the plans developed by past students.

- Students in RPTA 260 performed effectively on the league/tournament management assignment. One area where students continued to struggle was the expansion planning section. Therefore, future plans call for students researching and deciding upon an “audience” in the form of a potential organization that could potentially adopt their league.
- 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 360 students were assessed on their ability to select appropriate data analysis techniques, an important skill for the evaluation of programs and services. As only 12% of the students were able to select and utilize these tools, it is important that the RPTA faculty continue to provide opportunities to build them into classroom assignments throughout the curriculum.

Assessment Area 3: Management, Marketing, and Finance

- RPTA 210 students were given the task of creating public service announcements and flyers for programs and services. They appear to understand the concept of promotion and it is recommended this assignment continue to be a part of the curriculum.
- Faculty plan to continue to use the Hurd entry-level competency assessment in RPTA 405, and plan to continue to concentrate on planning processes, policy formation, partnerships, and working with boards and officials.
- Due to time constraints, it was not possible to incorporate a case study highlighting important aspects of human resource management into RPTA 405. The faculty plan to include this case study in the 2012-2013 academic year to address deficiencies in skill attainment related to this topic.
- Although RPTA 405 students performed well on exam questions related to management in RPTA, additional explanation and discussion are necessary for the following concepts: management levels and their associated skills, the definition of “vision,” policymaking, and current management assumptions. The faculty plan to add guest speakers and an additional case study in RPTA 405 for the 2012-2013 academic year.

- As a result of a renewed focus on instructing students on basic accounting terminology and concepts, RPTA 424 students assessed their ability to recognize and utilize these tools more positively from 2010-2011 to 2011-2012. Continued focus should be placed on these skills, as well as on the use of computer programs for basic financial management. Focus should also be maintained on the application of capital financial management tools. The budget project in RPTA 424 continues to be a useful form of application for RPTA students. This project should continue to be a part of the curriculum.

Appendix A
Self-Assessments

Appendix A.1.
RPTA 405 Hurd (2000) Entry-Level Competency Assessment

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

Appendix B.1.
RPTA 101
Journal Review Assignment

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.

Appendix B.2.
RPTA 205 Facilitation Scenarios Assignment Description & Examples

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

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?

Appendix B.3.
RPTA 210 Event Promotional Materials Assignment

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

Appendix B.4.
RPTA 260 FUNDamental Sport Clinic
Facilitation Grading Rubric

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 work 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 [redacted] great job engaging [redacted] and [redacted] and then [redacted] after A-K left. No areas of improvement targeted after Week 1

Comments-W2 [redacted] 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 [redacted] 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., [redacted] 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 [redacted] 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 [redacted] 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

Appendix B.5.
RPTA 260 FUNDamental Sports Clinic Personal Reflection
Grading Rubric

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.

Appendix B.6.
RPTA 260 FUNDamental Sports Clinic
Written Program Plan Description and Grading Rubric

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) Sport 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)

Appendix B.7.
RPTA 260 League/Tournament Organization and Management
Description

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.

Appendix B.8.
RPTA 342 Risk Management Plan
Assignment Description and Grading Rubric

Assignment Description

Student groups are required to develop a risk management plan for a chosen RPTA-related organization. Organizational choices must be posted on PolyLearn and approved by the instructor (no duplicates).

The course is structured to build student skills towards this plan. You essentially have one month to be dedicated toward completing the project. Time will be given in class; use it effectively and responsibly.

The idea is for you to "start from scratch" in developing a risk management plan, so you are not allowed to utilize any existing material, forms, etc. related to risk management. Resist the temptation; if I discover you have copied any material from an existing risk management plan, you will receive a zero. When you visit the organization's facility/ies, it would be smart to inform an employee of what you are doing and why you are there (especially if taking pictures). You can also let them know, if they are interested, that you are more than willing to share the final product with them.

Each of the following steps must be included in one written document uploaded as a single PDF. Please use a professional report-style format including title, table of contents, appendices, etc.

Steps in Risk Management

Identify applicable areas of concern

Identify specific risk exposures in each category

Estimate the probable impact of the risk and classify

Select the optimum method of treating the risk

Implement a plan to carry out the selected method, monitor, and evaluate (*see Risk Management notes, Chapter 5 of text, and attached 16 Steps to Managing Risk to effectively develop the plan*).

Grading Rubric

For each of the following areas, points will be awarded based on student group performance on an A-F grading scale (with points that each area is worth in parentheses):

Organization (10) - How well organized is the document? Is the material labeled well and does it flow well? Is the organization of the document aesthetically pleasing?

Detail (10) - Does the overall detail provide for a thorough and comprehensive risk management plan for the chosen organization?

Writing (10) - Is the plan free of grammatical errors? Does the tone fit what is expected of a professional document?

Overall Quality of Plan (20) - The first three components above (organization, detail, writing) combine to form this comprehensive score.

Content (50) - Has the student group thoroughly and comprehensively covered the required content that falls under the 16 Steps to Managing Risk?