**Assessment Report**

**Experience Industry Management Department**

**California Polytechnic State University**

**Academic Year 2017-2018**

Department: Experience Industry Management

Major(s): B.S. Recreation, Parks, & Tourism Administration

Faculty Leading Departmental Assessment Efforts: Jerusha B. Greenwood

Name and Title of Individual Completing this Form: Jerusha B. Greenwood, Associate Professor

## Introduction

This document is a record of the Experience Industry Management Department’s learning assessment report for 2017-2018. 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 long term assessment plan

The assessment plan for the 2017-2024 academic years will include the learning outcomes associated with the Council on Accreditation of Parks, Recreation, and Tourism (COAPRT) accreditation standards and the University Learning outcomes approved by the Cal Poly academic senate.

# Learning Outcomes

The RPTA faculty members have identified 10 learning outcomes for the undergraduate program that are aligned with the University Learning Outcomes, as well as 4 outcomes required for professional accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions[[1]](#footnote-1).

* **Undergraduate Learning Outcome 1:** RPTA graduates should be able to demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences or human service industries (COAPRT Standard 7.01).
* **Undergraduate Learning Outcome 2:** RPTA graduates should be able to demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).
* **Undergraduate Learning Outcome 3:** RPTA graduates should be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services (COAPRT Standard 7.03).
* **Undergraduate Learning Outcome 4:** RPTA graduates will demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation (COAPRT Standard 7.04).
* **Undergraduate Learning Outcome 5:** RPTA graduates should be able to think critically and creatively (ULO 1, embedded within RPTA 7.01b).
* **Undergraduate Learning Outcome 6:** RPTA graduates should be able to communicate effectively, both orally and in writing (ULO 2, embedded within RPTA 7.01b).
* **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, embedded within RPTA 7.04).
* **Undergraduate Learning Outcome 8:** RPTA graduates should be able to work effectively and productively as individuals and in groups (ULO 4, embedded within RPTA 7.01b).
* **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, embedded within RPTA 7.01b).

# 7.0 Learning Outcomes

The RPTA faculty members have decided on specific tools to assess learning outcomes. For the 2017-2018 academic year, assessment activities were limited to those indicated below.

1. Foundations. 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. Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups. 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/Administration. RPTA graduates shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions (COAPRT Standard 7.03).
4. Internship. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations (COAPRT Standard 7.04).

Each learning outcome is evaluated according to the following categories; the first three categories elicit evidence that learning outcomes are being measured and assessed; the fourth category indicates use of the results for continuous program improvement:

1. Opportunity. The program shall demonstrate that students are provided with sufficient opportunity to achieve the learning outcomes.
2. Measures. The program shall demonstrate that quality assessment measures were used to assess the learning outcomes.
3. Results. The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving the learning outcomes.
4. Decision-making. The program shall demonstrate that it uses data from the assessments of the learning outcomes for continuous program improvement.

# Assessment Area 1: Foundations

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

## 7.01.01: Opportunity

### 7.01 Learning Outcome Course Matrix

Courses with learning objectives associated with 7.01:

Table 1 Standard 7.01 Learning Outcome Course Matrix

|  |  |
| --- | --- |
| Course Number | Course Name |
| RPTA 101 | Introduction to Recreation, Parks, and Tourism |
| RPTA 110 | Career Planning in Recreation, Parks, and Tourism |
| RPTA 210 | Introduction to Program Design |
| RPTA 221 |  |
| ~~RPTA 260~~ | ~~Recreational Sport Programming~~ |
| RPTA 257 (5) | Leadership and Diverse Groups |
| RPTA 313 | Sustainability in Recreation, Parks, and Tourism |
| RPTA 342 | Risk Management for Recreation, Parks, and Tourism |
| ~~RPTA 405~~ | ~~Recreation, Parks, and Tourism Management~~ |
| RPTA 460 | Senior Project in Recreation, Parks, and Tourism |
| RPTA 463/465 | Pre-Internship Seminar/Internship in Recreation, Parks, and Tourism |

### RPTA 110 & RPTA 463 – Opportunity

RPTA 110 Course description: History, philosophy, theory, and organization of recreation and leisure services. Exploration of the recreation, parks, and tourism profession; emphasis upon functions, areas, facilities, clientele, and career opportunities.

RPTA 463 Pre-Internship Seminar: Exploration of internship opportunities and practices. Internship selection process and procedures introduced.

In both courses, students were provided with course syllabi and course packs; the concepts being measured were not necessarily components of the course learning objectives, but were meant to provide two assessments at two different points in student careers.

### RPTA 101 – Opportunity

RPTA 101 Course description: History, philosophy, theory, and organization of the experience industry. Exploration of the experience industry profession; emphasis upon functions, areas, facilities, clientele, and career opportunities.

Students were given the following opportunities for academic success: cooperative learning situations, discussion, feedback, readings, and assignments.

### RPTA 465 – Opportunity

RPTA 465 Course Description: 400 hours of full-time concentration-specific practical work experience over a ten-week period in an approved organization. Comprehensive involvement in organization's programs and services.

In consultation with their agency supervisor and the internship coordinator, students design their own learning objectives for the internship. These objectives must fall within the scope of administration and supervision, programming and leadership, facilities planning and operation, or other experiences (public relationships community meetings, routine business operations).

## 7.01.02: Measures

### RPTA 110 & RPTA 463 – Indirect Measure)

Students in RPTA 110 (Fall 2015 and Winter 2016) and RPTA 463 (Fall 2017, Winter/Spring 2018) were asked to complete an online version of the Hurd (2008) Competency Assessment starting in week 8 of the quarter. Students rated their skills, knowledge of, and abilities on each item of the assessment on a 4-point Likert-type scale (1=poor, 4=excellent). Mean scores for each of the 40 items were calculated. An independent sample t-test was conducted to determine significant differences between students in RPTA 110 and in RPTA 463 (freshmen and transfer students, and seniors, respectively) using SPSS (SPSS, Inc.).

Enrollments in each course measured were:

|  |  |  |
| --- | --- | --- |
| Quarter | RPTA 110 | RPTA 463 |
| Fall 2017 | 52 | 44 |
| Winter 2018 | 63 | 33 |
| Spring 2018 | - | 11 |

### RPTA 101 – Direct Measure

For their final exam, students were required to craft an essay as a response to this prompt:

“Please explain the shift to the experience economy in the United States and its impact on the interrelated areas of recreation, parks, tourism, special events, hospitality, and sport. (*Note. By listing each of those areas, the intent is not for you to cover each one, but rather, to focus on 1-2 and provide examples of how/why there has been a shift*). In your essay, be sure to reflect on the history of our field and the future of the experience industry.”

Student grades out of 100 points were based on the following (*equal weight of 20 points each*): writing (grammar & flow), essay development, critical/creative thought, effectiveness in addressing the topic, and support for their points. Responses were graded using a qualitative grading rubric:

*A (90-100 points):* Student displays an elevated understanding of the experience economy and is very effective in critically analyzing its impact.

*B (80-89 points):*Student displays an acceptable level of understanding of the experience economy and is effective in critically analyzing its impact.

*C (70-79 points):*Student displays limited understanding of the experience economy and is only marginally effective in critically analyzing its impact.

*D (60-69 points):*Student displays little to no understanding of the experience economy and is ineffective in critically analyzing its impact.

*F (Less than 60 points):* Student shows little to no regard for completing the essay in a manner reflective of engagement with the course and course material, and it is obvious that the student gave only minimal effort in crafting an essay.

### RPTA 465 – Indirect Measure

Students enrolled in RPTA 465 were asked to assess their agreement with several statements about their abilities across several categories on a 4-point Likert-type scale (1=strongly disagree, 4=strongly agree). They completed an online survey attached to their final biweekly report for their internships. Mean scores for each of the items were calculated.

Enrollments in RPTA 465 were:

|  |  |
| --- | --- |
| Quarter | RPTA 465 |
| Fall 2017 | 10 |
| Winter 2018 | 7 |
| Spring 2018 | 35 |
| Summer 2018 | 34 |
| Total | 86 |

## 7.01.03: Results

### RPTA 110 & RPTA 463

Overall, seniors in RPTA 463 perceive themselves to have higher competencies in the skills, knowledge, and abilities measured than freshmen, transfer, and change-of-major students in RPTA 110. The most significant differences were on implementing marketing techniques *t*(-9.429, p<.001), conducting research & evaluation *t*(-8.416, p<.001) and conducting program evaluations *t*(8.206, p<.001).

On the university learning objectives embedded within COAPRT standard 7.01, RPTA 463 students perceived themselves to have increased abilities over students in RPTA 110. Most notably, students’ ability to communicate with staff, customers, and the public *t*(-4.986, p<.001), oral and written communication skills *t*(-3.229, p<.01), be creative and innovative *t*(-3.18, p<.01), and work in a team *t*(-3.736, p<.001) had significant, positive changes between RPTA 110 and RPTA 463.

Students did not show significant change on items like flexibility, patience, attitude, open-mindedness, and initiative; however, students in RPTA 110 and RPTA 463 evaluated themselves as highly competent on these items, which may indicate these are concepts more specifically related to personality, rather than course content.

Three items, however, indicated lower (but significant) difference between RPTA 110 and RPTA 463 students. Understand technology and how to use it *t*(-2.756, p=.007), and understand the concept of constructive criticism and how to use it *t*(-2.684, p=.008) did not show the difference anticipated between freshmen/transfer students and seniors.

|  | RPTA 110 | RPTA 463 |  |
| --- | --- | --- | --- |
|  | n | M | SD | n | m | sd | *t*-test |
| Implement marketing techniques. | 92 | 2.38 | .796 | 56 | 3.41 | .532 | 9.429\* |
| Conduct research and evaluation. | 91 | 2.38 | .727 | 56 | 3.29 | .563 | 8.416\* |
| Conduct program evaluations. | 91 | 2.46 | .911 | 56 | 3.46 | .571 | 8.206\* |
| Conduct a needs assessment. | 91 | 2.11 | .862 | 55 | 3.02 | .707 | 6.915\* |
| Network within and outside the profession. | 92 | 2.45 | .906 | 55 | 3.33 | .640 | 6.891\* |
| Schedule programs, leagues, and staff. | 92 | 2.34 | .975 | 56 | 3.25 | .640 | 6.874\* |
| Deal with the public. | 91 | 2.97 | .809 | 55 | 3.65 | .552 | 6.094\* |
| Understand customer service practices. | 92 | 3.04 | .876 | 55 | 3.73 | .489 | 6.071\* |
| Understand financial processes (i.e. purchasing, budgeting). | 92 | 2.25 | .820 | 56 | 3.00 | .739 | 5.743\* |
| Develop partnerships with other organizations. | 91 | 2.59 | .906 | 56 | 3.30 | .630 | 5.593\* |
| Demonstrate basic knowledge of laws and legal matters affecting the field. | 91 | 2.01 | .876 | 56 | 2.79 | .803 | 5.488\* |
| Provide input on strategic, master, recreation, marketing, and technology plans. | 92 | 2.26 | .900 | 56 | 2.98 | .700 | 5.442\* |
| Develop, monitor, and stay within budget. | 92 | 2.46 | .818 | 56 | 3.09 | .640 | 5.239\* |
| Effective organizational skills. | 92 | 3.27 | .440 | 55 | 3.75 | .440 | 5.051\* |
| Communicate with staff, customers, and the public. | 92 | 3.32 | .716 | 56 | 3.70 | .502 | 4.986\* |
| Know their community and its needs. | 92 | 2.74 | .783 | 56 | 3.34 | .700 | 4.855\* |
| Problem-solving and conflict resolution skills. | 91 | 3.14 | .642 | 56 | 3.59 | .496 | 4.723\* |
| Work with boards and elected officials. | 92 | 2.47 | .845 | 56 | 3.11 | .779 | 4.693\* |
| Motivate employees. | 92 | 2.86 | .846 | 56 | 3.41 | .682 | 4.353\* |
| Work in a team. | 92 | 3.47 | .601 | 56 | 3.80 | .483 | 3.736\* |
| Deal with personality conflicts. | 92 | 3.23 | .665 | 56 | 0.61 | .562 | 3.708\* |
| Leadership skills and abilities. | 92 | 3.22 | .708 | 56 | 3.57 | .499 | 3.557\*\* |
| Prioritize and manage multiple tasks. | 92 | 3.22 | .677 | 56 | 3.55 | .502 | 3.455\*\* |
| Listen to staff and customers | 92 | 3.40 | .664 | 56 | 3.71 | .494 | 3.263\*\* |
| Written and oral communication skills. | 92 | 3.20 | .616 | 56 | 3.52 | .572 | 3.229\*\* |
| Creative and innovative. | 92 | 3.03 | .733 | 56 | 3.41 | .682 | 3.18\*\* |
| Time-management skills. | 92 | 3.18 | .725 | 50 | 3.52 | .572 | 3.099\*\* |
| Understand technology and how to use it. | 92 | 2.99 | .703 | 56 | 3.32 | .716 | 2.756\*\* |
| Understand the concept of criticism and accept constructive criticism. | 92 | 3.25 | .657 | 55 | 3.51 | .505 | 2.684\*\*\* |
| Take initiative. | 91 | 3.16 | .719 | 56 | 3.43 | .568 | 2.467 |
| Make ethical decisions. | 92 | 3.35 | .702 | 55 | 3.60 | .564 | 2.388 |
| Flexible. | 92 | 3.37 | .641 | 56 | 3.57 | .599 | 1.936 |
| Enthusiastic and have a positive attitude. | 920 | 3.54 | .601 | 56 | 3.61 | .528 | 0.675 |
| Open-minded. | 92 | 3.61 | .534 | 56 | 3.66 | .478 | 0.614 |
| Have patience. | 92 | 3.32 | .725 | 56 | 3.38 | .648 | 0.520 |

\*p<.001, \*\*p<.01, \*\*\*p<.05

### RPTA 101

Of the 60 students enrolled in the class in Fall 2017, the distribution of grades for the final exam essay were as follows:

|  |  |  |
| --- | --- | --- |
| Grade Level | Frequency | Percent |
| A (90-100 points) | 25 students | 41.67% |
| B (80-89 points) | 22 students | 36.67% |
| C (70-79 points | 11 students | 18.33% |
| D (60-69 points) | 2 students | 3.33% |
| F (under 60 points) | 0 students | 0.00% |

The goal of 80% of students reaching the threshold of 80% or greater was nearly achieved with 78.34% of students reaching the 80% threshold based on the grading rubric.

### RPTA 465

Overall, students finishing their 400 hour internships reported that they agreed or strongly agreed with the statements about their competencies in a number of different areas (n=60). Specifically, students agreed/strongly agreed on the ULO items embedded in COAPRT standard 7.01b: work collaboratively in groups ($\overbar{x}$=3.83, SD=.376), work independently in a productive manner ($\overbar{x}$=3.80, .403), verbally communicate and explain ideas ($\overbar{x}$=3.72, SD=.454), think critically and creatively ($\overbar{x}$=3.70, .462), and write effectively and explain ideas ($\overbar{x}$=3.63, .SD=486),

On other professional practice items, students agreed that they are able to make decisions based on accepted professional practice ($\overbar{x}$=3.68, SD=.469), and plan and implement programs, services, and experiences ($\overbar{x}$=3.58, SD=.696).

|  | Agree | Strongly Agree |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I am able to | *f* | % | *f* | % | $$\overbar{x}$$ | SD | %NA |
| …Work collaboratively in groups. | 10 | 16.7 | 50 | 83.3 | 3.83 | .376 | 0.0% |
| …Work independently in a productive manner. | 12 | 20 | 48 | 80 | 3.80 | .403 | 0.0% |
| …Verbally communicate & explain ideas. | 17 | 28.3 | 43 | 71.7 | 3.72 | .454 | 0.0% |
| …Engage in lifelong learning. | 17 | 28.3 | 43 | 71.7 | 3.72 | .454 | 0.0% |
| …Think critically and creatively. | 18 | 30 | 42 | 70 | 3.70 | .462 | 0.0% |
| …Make decisions based on accepted professional practice. | 19 | 31.7 | 41 | 68.3 | 3.68 | .469 | 0.0% |
| …Write effectively and explain ideas. | 22 | 36.7 | 38 | 63.3 | 3.63 | .486 | 0.0% |
| …Plan and implement programs, services, and experiences. | 19 | 31.7 | 39 | 65 | 3.58 | .696 | 1.7% |
| …Facilitate/supervise experiences for diverse populations | 24 | 40 | 35 | 58.3 | 3.53 | .676 | 1.7% |
| …Apply marketing and experiential marketing concepts and processes. | 25 | 41.7 | 32 | 53.3 | 3.45 | .723 | 1.7% |
| …Interpret data and evaluate programs, services, and experiences. | 36 | 60 | 22 | 36.7 | 3.30 | .671 | 1.7% |

## 7.01.04: Decision-Making

### RPTA 110 & 463 – Continuous Program Improvement

Results indicate that effort should be focused helping students build their ability to understand constructive criticism and how to accept it. Deeper investigations should be conducted to bring to light specific deficiencies in how this skill is being neglected, as students are continually being assessed and given feedback throughout their academic career. More emphasis should also be placed on increasing student exposure to technology and its uses. Specifically, this may mean more exposure to the types of applications and hardware are being used in their specific concentrations, but also making sure they are competent in more common tools.

### RPTA 101 – Continuous Program Improvement

In order to answer the essay, students had to have a thorough understanding of the recreation, parks, tourism, special events, hospitality, and sport disciplines within the experience industry. Approximately 77% of the students had sufficient knowledge of those areas to achieve an A or B on the essay. Approximately 20% had limited understanding to sufficiently respond to the prompt, suggesting continued focus should be placed on the shift to the experience economy and the impact on those areas of the discipline.

### RPTA 465 – Continuous Program Improvement

Similar to recent years, the items students see themselves most competent in have to do with basic operations in the EIM field (decision-making based on professional practice, planning and implementing programs and services, facilitating experiences). Students were less confident, but still in agreement about interpreting and evaluating programs, services, and experiences.

These results, when compared against results from the RPTA 110 and RPTA 463 data, indicate that students are mostly confident in their abilities in the core competencies of our field. Continued emphasis should be placed on facilitating/supervising experiences for diverse populations, interpreting data and evaluating programs, services, and experiences, apply marketing and experiential marketing concepts and practices, and interpreting budgets and financial statements.

# Assessment Area 2: Provision of Services and Experience Opportunities for Guests, Visitors, Participants, Clients, or Other Constituent Groups

COAPRT Standard 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

## 7.02.01 Opportunity

### 7.02 Learning Outcome Course Matrix

Courses with learning objectives associated with 7.02

| Course Number | Course Name |
| --- | --- |
| RPTA 210 | Introduction to Program Design |
| RPTA 221 | Professionalism and Customer Service |
| RPTA 260 | Recreational Sport Programming |
| RPTA 257 | Leadership and Diverse Groups |
| RPTA 360 | Assessment and Evaluation of Recreation, Parks, and Tourism |
| RPTA 460 | Senior Project in Recreation, Parks, and Tourism |

### RPTA 210

Methods of program planning, experience design, organization, implementation and evaluation in public and private settings. Interrelationship of needs and interests of people, physical settings, structured and co-created experiences. Emphasis on experience and program design, planning, and scheduling. Students were given the following opportunities for academic success: program design experience, discussion, feedback, readings, and assignments

### RPTA 360 – Opportunity

RPTA 360 Evaluation of experience industry programs using a variety of research methodologies. Needs assessment, program evaluation, research design, and decision making based on data analysis. Students were given the following opportunities for academic success: case studies, cooperative learning situations, discussion, feedback, readings, and assignments

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## 7.02.02 Measures

### RPTA 210 (Indirect)

Students completed a self-assessment at the end of winter and spring 2018 evaluating how they perceived their achievement of course learning objectives. They responded on a 5-point scale (1=don’t know the information, 5=learned the information). Specific to standard 7.02, they were assessed on their ability to:

* identify, define, and describe the parts of a program/services, including the physical/logistical and interpersonal components/elements.
* illustrate and explain how to design, implement, and facilitate a program, and with consideration of all structural and interpersonal elements.
* design, implement, and market a program in a small group and with the support of a community agency.
* identify potential barriers and constraints to participation, and will be able to adapt an event for a variety of diverse audiences

Enrollment in RPTA 210 in 2018 was:

|  |  |
| --- | --- |
| Quarter | RPTA 210 |
| Winter 2018 | 34 |
| Spring 2018 | 31 |
| Total | 65 |

### RPTA 360 (Direct)

Students in RPTA 360 in Spring 2018 (n=38) were assessed using a 55-item final exam that consisted of 41 multiple choice and 14 short answer questions. These items were designed to assess the students achievement of the following learning objectives:

* Determine criteria for evaluation and assessment projects that are clear, specific, measurable, and relevant.
* Determine and implement the best sampling techniques.
* Identify and determine the appropriate course of action regarding ethical and legal issues associated with data collection and evaluation projects.
* Design, plot, and implement appropriate instruments for gathering data.
* Create a plan and gather data.
* Analyze data using one or more common social sciences methods, both qualitative and quantitative.
* Interpret findings, make conclusions, and provide recommendations.

## 7.02.03 Results

### RPTA 210 (Indirect measure)

For the learning outcomes assessing attainment of Standard 7.02, students overwhelmingly perceive themselves to have reached a high level of achievement. Specifically, students in both winter and spring ranked their ability to design, implement, and market a program highly ($\overbar{x}$=4.69), followed by their ability to identify barriers/constraints to participation and increase a diverse audience participation.

|  |  |  |  |
| --- | --- | --- | --- |
| Competency | Winter 2018 | Spring 2018 | Overall |
| Identify, define, describe parts of program, service | 4.33 | 4.40 | 4.37 |
| Explain how to design, implement, and facilitate a program | 4.35 | 4.47 | 4.41 |
| Design, market, and implement a program | 4.76 | 4.61 | 4.69 |
| Identify barriers/constraints to participation & increase diverse a audience participation | 4.41 | 4.50 | 4.46 |

### RPTA 360 (Direct measure)

According to the exam scores, students struggled the most with data levels, non-sampling error, sampling error, and behavioral observations

|  |  |  |
| --- | --- | --- |
| Assessment and Evaluation topic | % students scored incorrect on exam | Question type |
| Levels of data (2Qs) | 33% | Multiple choice |
| Non-sampling error | 33% | Multiple choice |
| Sampling error | 27% | Multiple choice |
| Behavioral observations – latency timing | 27% | Multiple choice |
| Sampling/Non-sampling errors in drawing samples/giving surveys | 40% | Short Answer |

Almost all of the students were able to explain specific methods for drawing a sample but were not able to explain or answer questions about sampling and non-sampling error. This topic is discussed in one course unit and reviewed briefly in a subsequent unit. To illustrate both sampling and non-sampling errors, the instructor used election results which may not have been applicable to student experience in a way sufficient to coalesce for the students.

## 7.02.04 Decision-Making

### RPTA 210 Continuous Program Improvement

Overall, students perceive they are achieving the learning outcomes of the course that address standard 7.02. The instructor plans to continue to emphasize content related to planning and implementing programs and exploring the barriers to participation in those events.

### RPTA 360 Continuous Program Improvement

Students would clearly benefit from more discussion and examples on sampling and non-sampling errors. In previous quarters, the instructor used M & Ms to illustrate sampling and extrapolation to population statistics and non-probability sampling error. As this seemed to be more effective at illustrating the topics, the instructor is considering using it again, in addition to deeper discussions about behavioral observations.

# Assessment Area 3: Management/Administration

COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/ administration in parks, recreation, tourism and/or related professions.

## 7.03.01 Opportunity

### 7.03 Learning Outcome Course Matrix

Courses with learning objectives associated with COAPRT standard 7.03

Table 2 Standard 7.03 Learning Outcome Course Matrix

|  |  |
| --- | --- |
| Course Number | Course Name |
| RPTA 210 | Introduction to Program Design |
| RPTA 260 | Recreational Sport Programming |
| RPTA 221 | Professionalism and Customer Service |
| RPTA 313 | Sustainability in Recreation, Parks, and Tourism |
| RPTA 342 | Risk Management for Recreation, Parks, and Tourism |
| RPTA 370 | Experiential Marketing Strategies |
| RPTA 405 | Recreation, Parks, and Tourism Management |
| RPTA 424 | Financing Recreation, Parks, and Tourism Services |
| RPTA 465 | Internship |

### RPTA 405 Opportunity

RPTA 405 Course description: The study, analysis, and practice of management processes as they are applied to experience industry management organizations: planning, organizing, leading, and controlling. Emphasis upon application of theories, practices and case studies in specific experience industry management settings.

### RPTA 465 Opportunity

RPTA 465 Course description: 400 hours of full-time concentration-specific practical work experience over a ten-week period in an approved organization. Comprehensive involvement in organization's programs and services.

## 7.03.02 Measures

### RPTA 405 (Direct measure)

Students enrolled in RPTA 405 Fall 2017 completed a group comprehensive strategic plan assignment with five steps due throughout the quarter, and a revised final project completed and presented at the end of the quarter. The purpose of the assignment was to provide the students with an opportunity to demonstrate mastery of the challenges of strategic planning, a critical management function by engaging in higher-level thought processes, problem-solving, and critical analysis.

Rubrics were developed to assess the elements of each step. This direct assessment included steps 1-5. These steps entailed: (1) create organization, (2) mission, vision, values, (3) organizational chart, (4) SWOT analysis, and (5) goals, objectives, and implementation plan. Forty-five total points were allocated to the steps as detailed in the table below. The 32 students enrolled in the class were divided into eight self-selected groups for the project. A target score of 80% was set for each of the five steps.

### RPTA 465 (Indirect measure)

Four items from the student self-assessment conducted at the end of their internship pertain specifically to COAPRT Standard 7.03: coordinate operations and management of employees and participants in programs, effectively supervise program staff, understand issues relating to sustainability, and interpret budgets and analyze basic financial documents. Students were asked to rate their perceived competence on a particular dimension on a 1-4 Likert-type scale ranging from ‘strongly agree’ to ‘strongly disagree’ on statements indicating their perceived abilities. This assessment was collected using a surveymonkey questionnaire provided to the students on their course management system website.

## 7.03.03 Results

### RPTA 405 (Direct Measure)

The groups met the target 80% score on four of the five steps. The one exception was on the organization description. The mean score on the five steps was 38.3 of a possible 45 points; an 85% overall score.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Steps | Points | Range | Mean | Percentage |
| Organization Description | 5 | 3.5-4.5 | 3.95 | 79.0 |
| Mission, Vision, Values | 10 | 8-10 | 9.33 | 93.3 |
| Organizational Chart | 5 | 3.5-5 | 4.02 | 80.4 |
| SWOT Analysis | 10 | 6.5-9 | 8.17 | 81.7 |
| Goals, Objectives, Action Items, & Implementation | 15 | 12.5-14.5 | 12.8 | 85.3 |
| Total Points | 45 |  | 38.3 | 85.0 |

### RPTA 465 (Indirect measure)

Eighty-six students were enrolled in the RPTA 465 internship between Fall 2017 and Summer 2018, though only 70 completed the self-assessment using the online form. Students felt strongest about their ability to coordinate operations and manage employees and participants in programs, events, and service-based experiences ($\overbar{x}$=3.37, SD=.938). However, they also felt similarly about their abilities to effectively supervise program staff, understand issues pertaining to sustainability, and interpreting budgets and financial documents.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Agree | Strongly Agree |  |  |  |
| I am able to | *f* | % | *f* | % | $$\overbar{x}$$ | SD | %NA |
| … coordinate operations and management of employees and participants in programs, events, and service-based experiences. | 24 | 40 | 32 | 53.3 | 3.37 | .938 | 5.0% |
| … effectively supervise program staff. | 20 | 33.3 | 34 | 56.7 | 3.33 | .403 | 6.7% |
| … Understand issues and practices relating to sustainability. | 32 | 53.3 | 25 | 41.7 | 3.33 | .705 | 1.7% |
| … Interpret budgets and analyze basic financial documents. | 41 | 68.3 | 12 | 20 | 3.02 | .770 | 3.3% |

## 7.03.04 Decision-Making

### RPTA 405 (Direct Measure)

For the step 1 assignment, the students were asked to: Create an organization – What type of organization are you creating (non-profit, commercial/private, public)? What is the name of your organization? Write a paragraph that describes your organization (this is not your mission or vision, just a description). To receive a rating of 4 or 5 on the rubric, the organization description need to be: “well written, thorough description, technical writing style, excellent grammar and spelling, and correctly identified organizational type.” Seven of the eight groups received a mean score of 4.0 or 3.5 on this first assignment. Since only one group was above the 80% baseline, one explanation for the lower scores on this step was the instructor not clearly setting up the high expectations for the assignment even though the rubric was provided prior to the due date. Some of the students commented that they viewed the steps as drafts because they were revising the entire strategic plan later in the quarter. In the future, the instructor will be clear in setting up the expectation of exceptional work at each stage of the assignment.

Of note, is that one of the eight groups received the lowest score on all five steps. In discussions with the group members, it was apparent that there was a lack of cohesion and initiative within the group. The group rebounded well with a vastly improved final project and presentation.

### RPTA 465 (Indirect Measure)

Based on the student self-assessment of the learning objectives, students feel confident in their achievement of the 7.03 standards. However, they are less confident on specific items than others, especially those pertaining to the interpretation and application of data, interpreting financial statements and budgets, and issues relating to sustainability. As RPTA 313 will not be included as a core degree course, issues of sustainability may have to be addressed in other courses. Data analysis and interpretation as well as budgeting and finance should continue to be emphasized as core professional competencies with the students.

# Assessment Area 4: Internship

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

## 7.04.01 Opportunity

### 7.04 Learning Outcome Course Matrix

Courses with learning objectives associated with 7.04

Table 3 Standard 7.04 Learning Outcome Matrix

|  |  |
| --- | --- |
| Course Number | Course Name |
| RPTA 463 | Pre-Internship |
| RPTA 465 | Internship |

In RPTA 463, Students are provided with an orientation to the comprehensive internship experience (RPTA 465). Students are required to purchase the RPTA 463/RPTA 465 Handbook. A copy is available upon request.

## 7.04.02 Measures

Indirect Measures – Student self-assessment of professional skills and abilities.

At the end of the 10-week, 400-hour internship experience, RPTA students are required to evaluate their professional skills as a component of their final biweekly internship reflection. Seventy students were enrolled in the RPTA 465 internship between Fall 2017 and Summer 2018 and sixty students completed the evaluation on the online questionnaire. Students rated themselves on an 11-item Likert-type scale, (1=poor, 4=excellent), and were given the option of “NA.” Frequencies, percentages, and mean scores for each of the 11 items were calculated. (Indirect measures and results can be found in discussions of 7.01 and 7.03).

Direct Measures – Internship agency supervisors assess their interns on the core competencies in the field in addition to their productivity, attitude, personal habits, responsibility, judgement, and punctuality. These were measured on a 5-point scale (1=poor, 5=outstanding). Responses were collected from 70 agency supervisors.

## 7.04.03 Results – direct measures

Internship agency supervisors almost universally agree that EIM students are able to work effectively in groups ($\overbar{x}=$3.99, SD=.120), verbally communicate and explain ideas ($\overbar{x}=$3.90, SD=.320), think critically and creatively ($\overbar{x}=$3.86, SD=.352), and write effectively and explain ideas ($\overbar{x}=$3.80, SD=.440). These learning objectives also align with University Learning Objectives. None of the items were ranked below the center-line of 3.0, meaning the agency supervisors either agree or strongly agreed that students hold all of the core competencies measured.

|  | Agree | Strongly Agree |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The student is able to | *f* | % | *f* | % | $$\overbar{x}$$ | SD | %NA |
| …Work in groups effectively. | 1 | 1.4 | 69 | 98.6 | 3.99 | .120 | 0.0% |
| … Verbally communicate and explain ideas. | 7 | 10 | 63 | 90 | 3.90 | .302 | 0.0% |
| …Think critically and creatively | 10 | 14.3 | 60 | 85.7 | 3.86 | .352 | 0.0% |
| …Write effectively and explain ideas | 12 | 17.1 | 56 | 80 | 3.80 | .440 | 1.4% |
| …Plan and implement programs and services | 14 | 20 | 51 | 72.9 | 3.78 | .414 | 7.1 |
| …Effectively supervise program staff. | 12 | 17.1 | 37 | 52.9 | 3.76 | .434 | 30% |
| …Apply marketing concepts and processes. | 14 | 20 | 42 | 60 | 3.75 | .437 | 20.0% |
| …Apply basic management functions: planning, staffing, leading, directing, controlling. | 16 | 22.9 | 46 | 65.7 | 3.74 | .441 | 11.4% |
| …Make decisions based on accepted professional practices | 17 | 27.1 | 51 | 72.9 | 3.73 | .448 | 0.0% |
| …Apply data to evaluate programs and services | 16 | 22.9 | 43 | 61.4 | 3.73 | .448 | 15.7 |
| …Interpret basic financial documents. | 22 | 31.4 | 30 | 42.9 | 3.58 | 3.84 | 25.7% |

Internship agency supervisors were also asked to assess students on their professional habits and competencies. These are considered important competencies necessary for student success as professionals in the field. Overall, the agency supervisors saw the students’ punctuality and attendance ($\overbar{x}=$4.66, SD=.562), responsibility ($\overbar{x}=$4.64, SD=.539), attitude ($\overbar{x}=$4.60, SD=.539), and personal habits ($\overbar{x}=$4.60, SD=.600) as either above average or outstanding. None of the competencies had mean below an “above average” ranking; however, the competency that received the lowest ranking was “writing ability and oral expression.”

|  | Above Average | Outstanding |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *f* | % | *f* | % | $$\overbar{x}$$ | SD | %NA |
| Attendance and punctuality: regularity of attendance. Promptness of reporting absence, tardiness, and time-off for illness or personal business, clock-watching. | 18 | 25.7 | 49 | 70 | 4.66 | .562 | 0.0% |
| Responsibility: Dependability. Ability to meet schedules, follow through and attend to instructions | 21 | 30 | 47 | 67.1 | 4.64 | .539 | 0.0% |
| Attitude: Loyalty, interest, and approach to job, associates, public, and the organization. Ability to comply with established procedures and policies. | 24 | 34.3 | 44 | 62.9 | 4.60 | .549 | 0.0% |
| Personal habits: attention to appearance, including suitability of attire and grooming. | 20 | 28.6 | 46 | 65.7 | 4.60 | .600 | 0.0% |
| Productivity: Use of time and facilities. Volume and nature of work produced. Planning and follow-through. | 26 | 37.1 | 39 | 55.7 | 4.49 | .631 | 0.0% |
| Quality of work: organization, thoroughness, accuracy, neatness, foresight. Soundness of decisions. Clarity of expression. | 26 | 37.1 | 38 | 54.3 | 4.46 | .652 | 0.0% |
| Judgement: Possesses common sense. Distinguishes important from unimportant. Evaluates the problem before making a decision. Tact. | 24 | 34.3 | 37 | 52.9 | 4.40 | .710 | 0.0% |
| Communication: Ability to communicate effectively with other staff members. Ability to secure acceptance of ideas, methods, procedures, and plans by other staff members. | 23 | 32.9 | 36 | 51.4 | 4.36 | .743 | 0.0% |
| Writing ability and oral expression: degree of skill and ability to express thoughts on paper, reports, projects, command of language and ability to speak to others. | 25 | 35.7 | 36 | 50 | 4.36 | .723 | 0.0% |

## 7.04.04 Decision-Making

According to their own reported ability, students continue to require an emphasis on their ability to interpret budgets and other financial documents, and their ability to interpret and analyze data. Internship agency supervisors echo this need, but they’re feedback also indicates more specific focus on students’ communication abilities also require attention.

1. The 2013 NRPA Accreditation Standards are broken down into sub-standards, as explained in their respective sections of the report. [↑](#footnote-ref-1)