Program Assessment Plan for AY 2015-16

Department: Recreation, Parks, and Tourism Administration   Program: B.S., Recreation, Parks, and Tourism Administration   Faculty Assessment Leaders: Jerusha Greenwood, Assessment Coordinator   Name and Title of Individual Completing this Form: Jerusha Greenwood, Associate Professor

This should be a succinct statement of the program's assessment plan for the coming year. Recommended length is one to three pages.

1. Statement of Learning Objectives/Outcomes (PLOs). State the PLOs that will be assessed in AY 2015-16. They should be specific and measurable/observable, reaching for the higher levels of student ability as reflected by Bloom's Taxonomy.

The Recreation, Parks, and Tourism Administration degree is accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT). For the 2015-2016 Academic Year, we will be assessing the following COAPRT Learning Outcomes:

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.

7.02: 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.

7.03: 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.

7.04: 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.

2. Description of Assessment Methods. Describe the methods that will be used to assess student achievement of the PLOs. Include the nature of the artifact/performance, collection plans, sampling methods, and the method of evaluation itself (direct/indirect, formative/summative).

For a rubric-based assessment, describe the proposed process of rubric development and scoring, including the anticipated number of readers as a whole and for each artifact, the calibration/norming of readers, and the testing for inter-reader reliability.

7.01:
- RPTA 110/RPTA 463: Hurd's Entry-Level Competency Assessment will be used to assess through an indirect measure the competency described in 7.01b
- RPTA 342: The 7.01 learning outcome will be assessed using a direct measure (final exam items).

7.02
- RPTA 260: Student self-assessment of learning outcomes will be used as an indirect measure of standard 7.02
- RPTA 460: A direct assessment will be used to measure student ability to evaluate best practices in recreation, park, tourism, and related agencies, organizations, and businesses.

7.03
- RPTA 221: Student achievement of the 7.03 learning outcome will be measured using a direct measure. At this time, the instructor plans on using student achievement on select final exam questions to measure the learning outcome
- RPTA 370: Student self-assessment of learning outcomes will be used as an indirect measure of standard 7.03

7.04
- Student self-assessment in their final bi-weekly reflection will be used as an indirect assessment of their potential to succeed as professionals in the RPTA field.
- Assessment of student performance by their internship agency supervisors will be used as a direct assessment of the learning outcomes for standard 7.04

3. Analysis of Assessment Data. Describe the nature of the data that will be produced (qualitative/quantitative), methods of analysis and presentation, sources of comparative data if they exist, methods of comparison or triangulation, and baselines/benchmarks if they have been established.

Both qualitative methods (student self-assessments as well as written assignments) and quantitative methods (discrete item survey methodology and exam responses) will be produced in this program assessment for AY 2015-2016. Data generated through qualitative methods will be scored using accepted analysis techniques (dominant theme analysis, for example, using inter-rater reliability to determine reliability). Data generated through quantitative methods will be scored using exam keys and using descriptive statistics (frequency, mean, standard deviation). Some comparative analysis will be conducted, for example, between the data generated for RPTA 110 and RPTA 463 on differences (if present) on responses on Hurd's Competency assessment (independent t-tests).

For a survey or rubric-based assessment, the results should be presented in a table, as a distribution across categories that includes percentages, numerical wholes (n), and appropriate statistical support — means, medians, and/or standard deviations. Please also plan to include reader comments about the rubric — how well it performed in assessing the PLO.

4. Use of Assessment Results for Program Improvement. Outline possible strategies for improvement based on anticipated assessment results, including modifications to curriculum and pedagogy. Consider plans for memorializing results and communicating them to the faculty as a whole.

Instructors will first reflect on the results of their analyses in their respective classes and explore ways to adjust their course content to better meet learning outcomes (if necessary). These changes will then be further reflected upon by the RPTA faculty during the fall faculty retreat, where any suggested modifications to curriculum will be discussed.

5. Reflection on Assessment and Results. If possible, describe how you will learn from the process, including how you will collect reader comments on the rubric if appropriate.

Results of the AY 2015-2016 academic assessment for RPTA will guide our plans for what tools and courses should be used in the next academic year. We will also discuss which types of assessment are the most useful, which can be improved upon, and which can be discarded and replaced with better tools.