

**Assessment Report**  
**Recreation, Parks, and Tourism Administration Department**  
**California Polytechnic State University**  
**Academic Year 2013-2014**

## **Assessment Report, AY 2013-2014**

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## Introduction

This document is a record of the Recreation, Parks, and Tourism Administration Department's learning assessment plan for 2013-2014. 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 2013-2017 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.

### 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](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](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 cultivate leaders and innovators in industries that promote healthy lifestyles, protect memorable places, and facilitates life-enhancing experiences for individuals, communities, and the global society.

#### *Values*

The values of the department of Recreation, Parks, and Tourism Administration are:

- Life-long learning
- Sustainability
- Diversity ~~of experiences~~
- ~~Healthy lifestyles~~
- ~~Personal and L~~eadership 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 ten learning outcomes for the undergraduate program that are aligned with the University Learning Outcomes, as well as outcomes required for professional accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions<sup>1</sup>.

- **Undergraduate Learning Outcome 1:** RPTA graduates should be able to demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences or human service industries (COAPRT Standard 7.01).
- **Undergraduate Learning Outcome 2:** RPTA graduates should be able to demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).
- **Undergraduate Learning Outcome 3:** RPTA graduates should be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services (COAPRT Standard 7.03).
- **Undergraduate Learning Outcome 4:** RPTA graduates will demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation (COAPRT Standard 7.04).
- **Undergraduate Learning Outcome 5:** RPTA graduates should be able to think critically and creatively (ULO 1).
- **Undergraduate Learning Outcome 6:** RPTA graduates should be able to communicate effectively, both orally and in writing (ULO 2).
- **Undergraduate Learning Outcome 7:** RPTA graduates should be able to demonstrate an expertise in the field of Recreation, Parks, and Tourism Administration and understand the field in relation to the larger world (ULO 3).
- **Undergraduate Learning Outcome 8:** RPTA graduates should be able to work effectively and productively as individuals and in groups (ULO 4)

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<sup>1</sup> 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 shall be able to define and apply sustainability principles within the recreation, parks, and tourism administration field (SLO 1).
- **Undergraduate Learning Outcome 12:** 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 13:** RPTA graduates shall be able to analyze and explain local, national, and global sustainability using a multidisciplinary approach (SLO 3).
- **Undergraduate Learning Outcome 14:** RPTA graduates shall be able to consider sustainability principles while developing their personal and professional values (SLO 4).



## 7.0 Learning Outcomes

The RPTA faculty members have decided on specific tools to assess learning outcomes. For the ~~2010~~2013-2014 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**

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 260	Recreational Sport Programming
RPTA 257	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 101 – Opportunity*

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.

Students were assigned readings and assignments throughout the quarter relevant to this learning objective.

#### *RPTA 110 – Opportunity*

Course description: Development and application of philosophy, learning strategies, and problem solving for career planning in recreation, parks, and tourism.

Students were assigned two reading assignments in their course manual as well as given an assignment to help them explore the scope of the RPTA profession.

Relevant assigned reading:

“The Business of Recreation” and “What do RPTA Students do After Graduation” (both available upon request).

Assignments:

“Career Services” assignment.

### 7.01.02: Measures

#### *RPTA 101 (Direct Measure)*

Students in RPTA 101 during Spring Quarter 2014 were assessed on their achievement of standard 7.01 using the course final exam. The exam was cumulative and included 79 multiple-choice questions and five short-answer questions. Those items were condensed into six categories and averages of the number of students who correctly answered them were calculated. The final exam is not used in any other course.

#### *RPTA 110 (Indirect Measure)*

Students in RPTA 110 during Winter Quarter 2014 were asked to respond to one question about to the scope of the RPTA (and related industries) profession.

“Describe the scope and the professional practices associated with the RPTA profession”.

Sixty students were registered for RPTA 110 winter quarter 2014 during the 9<sup>th</sup> week of the quarter, and 52 were present the date the assessment was taken. The students were asked to respond to the question anonymously and told their responses were for the purposes of assessing student-learning outcomes.

Two instructors in the RPTA department read each of the responses (60 collected that day). Dominant themes were determined and inter-rater reliability of at least 80% on those themes was sought. Frequencies of student reporting of these themes were then calculated using Microsoft Excel.

### 7.01.03: Results

#### *RPTA 101*

Overall, students in RPTA 101 have a strong understanding of the scope and foundations of the profession. Where they struggled the most was in articulating the relationship between leisure and the natural world.

**Table 2**

Standard	Class Accuracy
<i>Scope of the Profession</i>	
Significance of RPTA in contemporary society	96.3%
Relationship between leisure and the natural environment	89.2%
Contemporary professional issues and impact on the delivery of leisure services	95.9%
<i>Foundations of the Profession</i>	

Conceptual foundations	97.5%
Psychological/sociological/physiological significance of leisure	97.3%
History/development of leisure profession	96.7%

### *RPTA 110*

Overall, students in RPTA 110 have an understanding of the broad categories of employment opportunities available to them in the RPTA field. For the most part, they recalled the names of the RPTA concentrations when asked about the “scope” of the profession, with “event management” as the concentration most frequently reported (50.00%). However, most students had difficulty reporting the professional practices associated with the field, with only a maximum of approximately 4% of students reporting a professional practice (for example, Leadership). See table Y for a full description of the results.

**Table 3**

Theme	Frequency	Percentage
<i>Scope of the Profession</i>		
Event Management	26	50.00%
Sport Management	18	34.62%
Hospitality	14	26.92%
Diverse Industry	14	26.92%
Travel & Tourism	11	21.15%
Recreation Experiences	11	21.15%
Outdoor Management	10	19.23%
Park Management	10	19.23%
Leisure Services	9	17.31%
Contribute to Quality of Life/Well-Being	9	17.31%
Entertainment	4	7.69%
Community	3	5.77%
Coaching	2	3.85%
Fundraising	2	3.85%
Festivals	1	1.92%
Adventure Management	1	1.92%
<i>Professional Practices</i>		
Leadership	2	3.85%
Creativity	2	3.85%
Working with others	2	3.85%
Management	1	1.92%
Organization	1	1.92%
Determination	1	1.92%
Enthusiasm	1	1.92%

#### 7.01.04: Decision-Making

RPTA 101:

After reflection on the results of this assessment, the instructor plans to include an additional lesson to more accurately address student understanding of the nature and scope of the profession, particularly as it pertains to the relationship between leisure behavior and the natural environment.

RPTA 110:

Students should have more opportunities in class to learn about and discuss the professional practices of the profession, as well as the scope (career opportunity) of the field. While it is necessary for students to understand the types of careers they will be able to explore as part of this major, they should also be exposed to the skills and traits they will need to foster in themselves to succeed as professionals.

#### 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

**Table 4**

Course Number	Course Name
RPTA 210	Introduction to Program Design
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 – Opportunity*

Course description: Methods of program planning, organization, implementation, and evaluation in public and private settings. Interrelationship of needs and interests of people, physical settings, and activity content. Emphasis on program construction and scheduling in recreation, parks, and tourism services.

The students were assigned and expected to complete readings from the required text as well as classroom handouts, articles, and in-class experiences. Their knowledge was

assessed with unannounced quizzes, exams, homework assignments, and their major quarter project, the planning and coordination of a one-day event.

### *RPTA 360 – Opportunity*

Students were provided a variety of opportunities to learn the course content. Appropriate readings were provided on all topics, for all standards, and were then reviewed and expanded on in class on several occasions. Students were also provided with in-class activities that required application of concepts to 'real-world' problems or scenarios, and then as a class, discuss and share their ideas, solutions, or ask additional questions to clarify understanding.

## 7.02.02 Measures

### *RPTA 210 (Indirect)*

During the Fall 2013 and Winter of 2014, students in RPTA 210 were asked to do a self assessment at the end of the quarter. The question was: “Based upon the lab experience and the class lectures, using a scale of 1 – 5, with 1 being low and 5 high, how would you assess your ability to successfully plan a program as related to the below RPTA 210 learning outcomes”:

Mean scores were found for each 7.02 learning outcome. A total of 54 students were enrolled in RPTA 210 during the two quarters.

- Design experiences reflecting the application of knowledge from relevant facets of contemporary professional practices, science, and philosophy.
  - Select and coordinate programs, events, and resources
  - Identify primary planning and design considerations
  - Develop registration materials and procedures
  - Understand the variety of programs and services
  - Develop and write program plans.
- Facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.
  - Select and coordinate programs, events, and resources
  - 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
- Evaluate service and experience offerings and use evaluation data to improve the quality of offerings.
  - Understand the role of design goals in program evaluation

Mean scores were calculated for each learning outcome as well as overall outcome category.

### *RPTA 360 (Direct)*

To assess student learning, a mid term and final exam were created based on the content taught, discussed, and applied during class meetings. The exams included multiple

choice, matching, and short answer assessment items. The assessments were created for and used only in this course. Student ability to evaluate recreation services was assessed by the mid term and final exams. Questions on both exams assessed if students knew, for example, when to conduct an evaluation, which tools were available, and which might be best in a given scenario, how to conduct an evaluation, how to analyze data, and how to draw conclusions based on a set of data.

### 7.02.03 Results

#### *RPTA 210 (Indirect measure)*

A total of 54 students were enrolled in RPTA 210 during fall 2013 (n = 32) and winter 2014 (n = 22).

**Table 5**

Learning Outcome Item	Fall 2013 (n=32)	Winter 2014 (n=22)	Overall
<i>Design experiences reflecting relevant professional practice</i>			4.35
Select and coordinate programs, events and resources	4.47	4.50	4.48
Identify the primary planning and design considerations	4.31	4.36	4.34
Develop registration materials and procedures	3.84	4.18	4.01
Understand the variety of programs and services	4.47	4.50	4.48
Develop and write a program plan	4.41	4.45	4.43
<i>Facilitate experiences for diverse clientele</i>			4.28
Select and coordinate programs, events, and services	4.22	4.42	4.34
Design and implement programs and services	4.36	4.23	4.30
Understand current issues & trends impacting program development	4.08	4.23	4.16
Understand basic program supervision skills	4.31	4.64	4.47
Develop program animation designs	3.78	4.16	3.97
Analyze program staffing requirements	4.16	4.43	4.29
<i>Evaluate service and experience offerings</i>			4.33
Understand the role of design goals in program evaluation	4.25	4.41	4.33

Note: 1=self-reported low ability; 5=high ability

#### *RPTA 360 (Direct measure)*

The assessment results indicated that, overall, students understood the material and could apply it or choose the best response among options given a particular problem or question. Areas in which students appeared to struggle in their understanding include sampling techniques, writing questions, and interpreting findings. Sampling techniques is a very new concept to most students, and thus not surprising that they did not grasp these techniques as well as others. Some students struggled to interpret findings, and this again

is not surprising given this is often their first or second time working with and interpreting statistics. Writing questions was less of an issue, but as it's a major part of evaluation, additional time and practice should be given to this topic.

**Table 6**

Standard	Class Accuracy
<i>Evaluate services that facilitate targeted human experiences...</i>	
Ability to collect and analyze data	87%
Ability to interpret findings, make conclusions, and provide recommendations	91%
Utilize computers for basic functions for data analysis	86%
Develop tables, charts, and graphs to appropriately report evaluation and assessment findings	87%

#### **7.02.04 Decision-Making**

##### *RPTA 210 Continuous Program Improvement*

The overall mean scores for each learning outcome category are over 4.0, which indicates students feel confident in their knowledge of those facets of professional practices. The only specific course learning outcome related to standard 7.02 with an overall mean score below 4.0 is “Develop program animation designs” ( $\bar{x}$ =3.97). Students feel the least confident about their knowledge of this component of facilitating recreation experiences for diverse clientele. The emphasis of the concept of animation designs will be increased during class discussion and lecture.

Overall, students self-reported that they feel confident in their grasp of the learning outcomes of the course related to COAPRT standard 7.02. The RPTA faculty recommend a continued emphasis on these learning outcomes with specific emphasis on animation planning lesson plans for the 2014-2015 academic year.

##### *RPTA 360 Continuous Program Improvement*

The RPTA faculty recommend a continued emphasis on sampling techniques, interpreting findings, and writing questions. Assigned readings and projects in RPTA 360 on these topics will be emphasized in the lesson plans for the 2014-2015 academic year.



### 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 7**

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 313 Opportunity*

Course description: Investigation of the recreation, parks, tourism, and leisure services-related industry from a sustainability perspective. Emphasis on facility design, industry practices, and service provisions in the RPTA field that sustain social, cultural, heritage, and natural environments while generating economic development.

The students were assessed on this learning objective using the final examination, which was an indirect assessment of their perceived achievement of the learning objectives for the course.

##### *RPTA 405 Opportunity*

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

The midterm examination was used as the assessment tool for this learning objective. In addition to a syllabus with a course description and learning objectives, all material on the midterm was taken from class lecture, discussion, and/or readings. In addition, the students were provided a midterm study guide that covered all material to expect on the midterm.

### 7.03.02 Measures

#### RPTA 313 (Indirect measure)

Students were asked to write a 300-500 word essay answering the following question: “What are the key concepts you will take away from the course, and how has achieving the course learning objectives helped you to further your learning/prepare your professional toolkit?” They were provided with a copy of the course learning objectives, and asked to provide specific examples from lectures, the text, and the student presentations provided throughout the quarter.

#### RPTA 405 (Direct measure)

The objective items for the midterm have been created and revised over the past several years. Annually the instructor assesses the items and reviews those that have a high number of incorrect responses. The midterm grading and items are also reviewed with each class following the exam to determine potential issues with face validity.

### 7.03.03 Results

#### RPTA 313

The students were provided with a rubric at the beginning of the final exam to help them formulate their responses appropriately. The average score on the final exam was 86%, with a range of 69% (minimum) to 99% (maximum).

Out of the 35 student exams, three were unusable for the purposes of this assignment because they could not clearly articulate which of the course concepts they would take away from the course.

The most common concept the students reported taking from the course was one known as the “Triple Bottom Line” (reported by 38% of the students). Other popular concepts from the course were the Iceberg Model (reported by 25% of the students). The rest of the themes reported were the Five Domains of sustainability, the importance of systems thinking when examining problems and solutions in RPTA.

#### RPTA 405

In RPTA 405 during fall 2013 and winter 2014 the following items were imbedded into the midterm exam to serve as a direct measure of COAPRT accreditation 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 related professions.”

Fifteen true-false items and nine multiple-choice items have been analyzed. Each multiple-choice item had five potential responses. Ninety students completed the midterm exam (n=44 fall 2013; n=46 winter 2014). The table indicates the percentage of correct responses for each item with an acceptable rate of 70% correct responses

established. Each item has been summarized to indicate content without providing the full statement(s).

**Table 8**

Item on Midterm Exam	<i>f</i> Correct	% Correct
<i>True/False Items</i>		
Management level skills	59	65.56
Knowledge era authoritative approach	84	93.33
Virtual organization characteristics	88	97.78
Industrial era efficiency and productivity	82	91.11
A vision statement	85	94.44
Weber's bureaucratic form of organization	77	85.56
Network organizations	74	82.22
Policy making board and manager role	82	91.11
Community measurable objective	78	86.67
Policy formality	62	68.89
Policy types	85	94.44
Comprehensive plans	77	85.56
The Brown Act	51	56.67
Recreation manager responsibility for core values	90	100.0
Difference mission and vision statements	48	53.33
<i>Multiple choice items</i>		
Characteristics of an organic organization	79	87.78
Current management assumptions	72	80.00
How policy affects behavior in an organization	88	97.78
Principles of scientific management	82	91.11
Contemporary management characteristics	65	72.22
Competencies	86	95.56
Policymaking phases	88	97.78
Ways to view management	78	86.67
Fayol principles	85	94.44

The students did exceptionally well on most items. There are four noted exceptions: identifying management levels and the basic skills at each of the three levels, whether policies are formal and/or informal, the Brown Act, and the difference between a mission and a vision statement.

In-class lectures include each of these items in addition to readings in the text. Management skills and levels of are both presented in graphic form and in the readings. Additional explanation may be necessary during the class discussions. A case study is employed during class to reinforce policies. Since the case focuses on enabling, inhibiting and regulating behavior, the students might be assuming that all policies must be formal. The case study will be revised to offer a broader perspective of informal and formal

policies. The Brown Act is specific to public meetings in California. Little time has been spent in the class reviewing types of organizations (public, non-profit, commercial, private) although it is a required reading because this content is covered in other courses. Reinforcing these types of organizations could assist the students in understanding the purpose of and specifics of the Brown Act.

An organization's vision is addressed in class discussion, the major assignment for the class, and in a case study. Students in previous classes have had difficulty with a related objective question on the midterm. The question for the current assessment was taken directly from the textbook. Additional time will be spent in class distinguishing the relationship between a vision statement, mission statement, goals and objectives. The major assignment for the class that has involved a substantial strategic plan will be revised in 2014-15 to emphasize a more succinct approach to strategic planning. This could potentially aid in an understanding of these managerial concepts.

#### **7.03.04 Decision-Making**

##### *RPTA 313 Continuous Improvement*

The RPTA faculty recommend a continued emphasis on the Triple Bottom Line, Systems Thinking, and the Five Domains of Sustainability in RPTA 313. The faculty also recommend more emphasis on application of these principles in case studies and student projects. While students are able to speak to the principles of sustainability, they should be better prepared to apply those principles in their professional practice.

##### *RPTA 405 Continuous Improvement*

The RPTA faculty recommend revision of the case study assignment in RPTA 405 to offer a broader perspective of informal and formal policies in an organization. Additional time will also be spent on discussion of the relationship between a vision statement, mission statement, goals, and objectives.

**7.01**

*Direct Measurements*

RPTA 260

*Indirect Measurements*

RPTA 110

RPTA 463

**7.02**

*Direct Measurements*

RPTA 257

*Indirect Measurements*

RPTA 221

**7.03**

*Direct Measurements*

RPTA 342

*Indirect Measurements*

RPTA 424

**7.04**

*Direct and Indirect Measurements*

RPTA 465

### RPTA Academic Action Plan

PROGRAM NAME and DEGREE: Recreation, Parks, & Tourism Administration; B.S. Recreation, Parks, & Tourism Administration

PROGRAM REVIEW CYCLE: 2009-11

DATE OF THIS ACTION PLAN: March 28, 2012/update January 20, 2014

NAME OF PERSON SUBMITTING ACTION PLAN: Bill Hendricks

ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
<b>Issues Raised by Program:</b>				
1) Transition to 2013 COAPRT accreditation standards	Keep abreast of revisions to 2013 COAPRT standards.	Move forward with 2011-12 annual assessment plan based on April 2011 version of the standards.	Jerusha Greenwood	Completed October 2012
	RPTA initially developed its self study from the 2008 version of the 2013 standards and revised the self study in fall 2010 based on April, 2010 revisions to the standards. The standards have been subsequently revised again in April 2011 and November 2011.	Plan 2012-13 annual assessment plan under the November 2011 version.  Complete transition to April 2013 version	Jerusha Greenwood	Completed December 2013

ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
<b>Issues Raised by Peer Reviewers:</b>				
1) Adequate compensation for faculty for time spent advising and supervising internships	Continue to distribute internship supervision loads among all full-time faculty. Continue with adequate assigned time for internship coordinator.	Continue to provide 1 WTU assigned time per quarter for internship coordinator and assign this person to teach RPTA 463 internship seminar.	Bill Hendricks	On-going
	Provide mileage reimbursement for faculty travel to internship locations.	Develop policy for faculty travel funding for internships from REC Excellence account.	FACULTY	June 1, 2012
		2013 Policy - Faculty "may" seek reimbursement for travel outside 50 mile radius	Faculty	Policy discussed at fall 2012 retreat and fall 2013 retreat

ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
2) Lack of space for office/supplies/storage	<p>Increase office space by reconfiguration of current location in block of rooms in 11-259 to 11-262 or relocation of department office.</p> <p>Acquire additional storage space.</p>	<p>Follow-up with results of space assessment conducted by Charlie Crabb last year.</p> <p>Propose to Dean David Wehner for consideration of full-size department office space and additional storage space once it becomes available.</p> <p>Approval by Dean Andy Thulin to remodel 11-259 to 11-262 as Dept office. Working with Facility Services to complete remodel in 2014</p> <p>No progress on additional storage space.</p>	<p>Bill Hendricks</p> <p>Bill Hendricks</p>	<p>March 15, 2012</p> <p>No discussion yet with Charlie Crabb</p> <p>Discussions with Dean Wehner January 4, 2013 &amp; January 7, 2013</p> <p>Winter 2014</p>



ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
3) Inadequate administrative support to meet program needs	<p>Add ASA ½ time position to administrative support staff to complement current ¾ time ASC</p> <p>Upon resignation of Angela Sweet, upgrade from ¾ time to full-time ASC position</p>	<p>Recruit ½ ASA position</p> <p>Dave Wehner approved full-time position; successful recruitment of Michele Reynolds as full-time ASC</p>	<p>Angela Sweet Bill Hendricks</p> <p>Bill Hendricks</p>	<p>Discussion with Dean Wehner January 7, 2013</p> <p>Michele Reynolds hired October 2013</p>
4) See 1) under issues raised by program				
5) Need an updated assessment plan and report	<p>Send 2010-11 annual report to COAPRT.</p> <p>Finalize 2010-2015 assessment plan.</p> <p>Revise assessment plan based on 2013 April COAPRT standards.</p>	<p>Send documents to COAPRT following accreditation hearing in Atlanta, November 2011.</p> <p>Assessment plan revised</p>	<p>Jerusha Greenwood Bill Hendricks</p> <p>Jerusha Greenwood</p>	<p>Completed and sent to COAPRT December 28, 2011</p> <p>Completed December 2013</p>

ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
6) Achieve compliance with COAPRT standard 7.02.02	Conduct additional direct assessment measures to comply with COAPRT standard 7.02.02	Conduct 3 direct assessment measures for andard 7.02.02 during spring quarter 2011	Brian Greenwood Jeff Jacobs	Completed and sent to COAPRT December 28, 2011
<b>University Issues:</b>				
<b>1)</b> Analysis and reflection on student success from available data.	Assess applications, acceptance, graduation and retention rates.	Revise capstone senior project process to increase completion rates of senior project and thus graduation rates.	Senior Project Faculty	April 30, 2012 Implement with 2013-15 curriculum
		Determine reason for variable graduation rates of male students	Cynthia Moyer	Completed December 2012
		One quarter senior project implemented	Senior Project Faculty	Implemented w/ 2013-15 catalog

ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
<b>2)</b> Program Assessment: How are faculty using assessment data?	Continue with incorporation of annual assessment in curricular improvements	Critically review assessment plans and implementation of results from assessment plans annually	Faculty	Annual September Fall retreats
<b>3)</b> Alignment of university learning objectives with curriculum and significant co-curricular experiences.	Create database of alignment of university learning objectives to RPTA course offerings.  Assess student co-curricular activities of RPTA student leaders	Faculty individually assess alignment of ULOs with their courses and report to assessment coordinator  Conduct student focus group to assess co-curricular experiences.	Faculty Jerusha Greenwood  Brian Greenwood	Completed June, 2012  Biennial, next scheduled for spring 2013 (not conducted. Conduct spring 2014)

ISSUES	RECOMMENDATIONS	PROPOSED ACTION	RESPONSIBLE PARTY	TIMEFRAME FOR COMPLETION
4) Access to Excellence: what opportunities does the program provide for students to meet university diversity learning objectives?	Incorporate diversity learning objectives into annual assessment plans	Assess at least two diversity learning objectives annually as a component of the annual assessment plans	All faculty	September 15, 2012
		Combine RPTA 205 & RPTA 252 into a single class with an increased emphasis on diversity	Jeff Jacobs	To implement during 2012-13
		RPTA 275 Leadership & Diverse Groups created	Marni Goldenberg	March 31, 2012  Implemented with 2013-15 curriculum

