

Assessment Report
Recreation, Parks, and Tourism Administration Department
California Polytechnic State University
Academic Year 2014-2015

Department: Recreation, Parks, & Tourism Administration

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

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Introduction

This document is a record of the Recreation, Parks, and Tourism Administration Department's learning assessment plan for 2014-2015. 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.

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 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).

¹ The 2013 NRPA Accreditation Standards are broken down into sub-standards, as explained in their respective sections of the report.

- **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).
- **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).

7.0 Learning Outcomes

The RPTA faculty members have decided on specific tools to assess learning outcomes. For the 2014-2015 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 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 110 – 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 463/465 – Opportunity

Course description:

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

RPTA 465 Internship in Recreation, Parks, and Tourism: 400 hours of full-time concentration-specific practical work experience over a ten-week period in an approved agency. Comprehensive involvement in agency program.

Students are required to purchase the RPTA 463/465 manual at the start of their enrollment in RPTA 463. This manual provides them with an introduction to the internship, as well as an explanation that their internship should provide them the opportunity to exhibit their knowledge and understanding of the recreation, parks, and tourism profession and their ability to apply the knowledge in a professional setting (7.01b)

7.01.02: Measures

RPTA 110 (Indirect Measure)

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

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

Forty-four students were registered for RPTA 110 winter quarter 2015 during the 9th week of the quarter, and 35 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 (35 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.

RPTA 465 (Direct Measure)

At the end of the 10-week, 400 hour internship experience, RPTA students are evaluated by their internship agency/organization supervisors. Starting in Fall 2014, the agency supervisors provided this evaluation using an electronic survey delivery system (SurveyMonkey).

Students were evaluated by their agency/organization supervisors on a number of entry-level abilities. These include communication skills, critical thinking, decision-making, planning and implementation skills, data evaluation skills, ability to supervise staff, etc. The agency/organizations supervisors were asked to report their level of agreement with statements related to these skills on a 4-point Likert-type scale (1=strongly disagree; 4=strongly agree). They were also given the option of indicating “Not applicable” if that particular ability was not part of an intern’s experience. A standard of a rating of 3.0 rating or higher on 80% of the 12 items was established as a benchmark.

7.01.03: Results

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 1 for a full description of the results.

Table 2 RPTA 110 Assessment Dominant Themes

Theme	Frequency	Percentage
<i>Scope of the Profession</i>		
Hospitality	23	65.71%
Event Management	22	63.86%
Sport Management	16	45.71%
Travel & Tourism	15	42.86%
Diverse Industry	14	17.14%
Outdoor Management	13	37.14%
Contribute to Quality of Life/Well-Being	7	20.00
Recreation Experiences	5	14.29%
Community	5	14.29%
Leisure Services	4	11.43%
Park Management	3	8.57%
Entertainment	3	8.57%
Fundraising/Non-Profits	2	5.71%
Festivals	1	2.86%
Adventure Management	1	2.86%
<i>Professional Practices</i>		
Working with others	15	42.86
Management	8	22.86
Organization	7	20.00
Customer Service	6	17.14
Leadership	3	8.57
Creativity	5	14.29
Determination	2	5.71

RPTA 465 (Direct measure)

During the 2014-2015 academic year, 38 RPTA students were evaluated by their agency/organization supervisors using the electronic survey system.

RPTA students rated highest on their abilities with verbal communication (mean = 3.84), think critically and creatively (mean = 3.87), work effectively in groups (mean = 3.87) and plan and implement programs and services (mean = 3.82). Where there is evidence for the need for improvement is student ability to interpret basic financial documents (mean = 2.84), supervise program staff (mean = 3.03), apply marketing concepts and processes (mean = 3.29), and evaluate program services/programs (mean = 3.47).

Table 3 RPTA 465 Assessment of Professional Skills

Statement	Average	Standard Deviation
The intern is able to verbally communicate and explain ideas	3.84	0.36
The intern is able to write effectively and explain ideas	3.74	0.44
The intern is able to think critically and creatively	3.87	0.34
The intern is able to make decisions based on accepted professional practices	3.74	0.34
The intern is able to plan and implement programs/services	3.82	0.39
The intern is able to evaluate programs/services (7.89% indicated NA)	3.47	0.52
The intern is able to effectively supervise program staff (18.42% indicated NA)	3.03	0.65
The intern is able to apply basic management functions: planning, staffing, leading, directing, and controlling (2.63% indicated NA)	3.55	0.52
The intern is able to work in groups effectively	3.87	0.34
The intern is able to apply marketing concepts and processes (13.16% indicated NA)	3.29	0.56
The intern is able to interpret basic financial documents (23.68% indicated NA)	2.84	0.56
The intern is able to facilitate/supervise experiences for diverse populations (2.63 indicated NA)	3.76	0.67

7.01.04: Decision-Making

RPTA 110

The responses students have to a question about the scope of the profession are often influenced by context. Many students enter the major knowing they want to follow a specific career path (for example, event planning), or they are enrolled concurrently in RPTA 101 and therefore have a fair understanding of the scope of the profession beyond one or two concentrations.

Students should be provided with more opportunities in class to learn about and discuss the professional practices of the profession, as well as the scope (career opportunities) 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.

RPTA 465

Evidence from assessment suggests there is room for improvement in the following areas: interpretation of financial documents, marketing concepts and processes, program and staff supervision, and program evaluation. Although interpreting financial documents was the only item below 3.0, as these are core concepts in the RPTA curriculum, it is the recommendation of the faculty that students be encouraged to review them prior to the start of their internship and to continue to do so during the course of their internship.

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 Standard 7.02 Learning Outcome Course Matrix

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 221 – Opportunity

The RPTA 221 (Winter 2015) syllabus and major assignment guides and rubrics were provided as opportunities to achieve this learning outcome. Links to student video presentations are also available upon request.

Assignments:

- Customer Assessment Tool
- Company Project
- Cultural Research Presentation
- Customer Service Improvement Project
- Customer Service Infographic Assignment
- Professional Philosophy Paper

RPTA 257 – Opportunity

The RPTA 257 (Spring 2015) syllabus, lectures, assigned readings, and assignments provided students the opportunities to achieve this learning outcome.

7.02.02 Measures

RPTA 221 (Indirect)

A student evaluation of learning in the key areas from COPART 7.02 was developed to indirectly measure this outcome. The instrument was a mixed methods survey consisting of five survey questions based on the COPART criteria. Students were asked to rate their perceived competence on a particular dimension on a 1-4 Likert-type scale ranging from 'not at all competent' to 'very competent'. In order to provide a fuller picture regarding students' personal opinions of their learning, each question was paired with a qualitative response asking them to explain the reason for the rating they provided. This measure was developed solely for the purpose of indirectly measuring student evaluations of learning with regard to the 7.02 outcome.

In order to ensure anonymity, the measure was administered to all RPTA 221 students in the final weeks of the term via an email with a link to the SurveyMonkey site. All students voluntarily participated and were not provided any grade-related incentives for their participation.

RPTA 257 (Direct)

Several assessment measures were used in RPTA 257 throughout the quarter to assess Standard 7.02. Students selected assignments based on interest and course due date. Some ($n = 9$, 34.6%) of the 26 students completed the leadership philosophy paper, which focused on 7.02a.

A final exam was also given to assess learning outcomes. Several questions focused on questions related to 7.02(a). Listed below is 7.02 and the specific learning outcomes for this course. All exam questions that were used for assessment were either multiple choice or true/false questions. A benchmark of 70% for each item and for the aggregate of all items was established.

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)

- a) Establish a leadership philosophy that synthesizes the issues of diversity, ethics, gender, and marginalization.*
- b) Describe the importance of ethical leadership principles.*
- c) Understand the importance of leisure service delivery systems for diverse populations.*
- d) Knowledge of the effect of disabling conditions of the lifestyles of the people who experience them.*
- e) Ability to identify resources for adaptive devices and equipment related to providing recreational opportunities for all populations.*
- f) Understanding of inclusive practices as they apply to leadership and programs.*

7.02.03 Results

RPTA 221 (Indirect measure)

In summary, the results indicated that:

- 100% of students felt ‘*competent*’ or ‘*very competent*’ **implementing and delivering positive customer experiences**
- 97.6% (all but one student) felt ‘*competent*’ or ‘*very competent*’ **designing positive customer experiences**
- 97.6% (all but one student) felt ‘*competent*’ or ‘*very competent*’ **evaluating and assessing positive customer experiences**
- 92.7% felt ‘*competent*’ or ‘*very competent*’ **delivering customer services that embrace personal diversity**
- 85.4% felt ‘*competent*’ or ‘*very competent*’ **delivering customer services that embrace cultural diversity**

Based on the qualitative and quantitative survey results, it appears that most of the 7.02 COPART outcomes are being met fairly well for the majority of students in this course. They also suggest areas for improvement that include improving student competence in **delivering customer services that embrace personal and cultural diversity**.

RPTA 257 (Direct measure)

Of the nine students who completed the leadership philosophy paper, the high score was a 98, low was 82, and the average score was 92.

Final exam questions 4 and 12 focused specifically on ethical leadership principles. Exam questions 22, 27, 35, 36, 38, 40, and 45 focused on diverse populations, disabling conditions, adaptive equipment, and inclusive practices:

Table 5 RPTA 257 Final Exam Item Assessment

Learning Outcome Topic and Final Exam Question		Number of Students with Incorrect Answer	Number of Students with Correct Answer	Percentage of Correct Answer
Ethics	4	7	19	73.08
	12	10	16	61.53
Diversity	22	2	24	92.31
	27	1	25	96.15
	35	10	16	61.53
	36	3	23	88.46
	38	6	20	76.92
	40	5	21	80.77
	45	0	26	100.00

Overall students did well on the final exam. The overall percentage correct ~~mean score~~ on the final exam was 83.33%. Correct responses for one of the two ethics questions were below the 70% threshold and one of the seven diversity questions was also below this standard.

The scores seem to indicate that the students have a good understanding of diversity, inclusion, and conditions related to diversity. These results seem to represent the class accurately since only one lesson and one chapter in the textbook was focused on ethical principles and the entire class was focused on leadership and diverse groups. One of the textbooks used for the course is titled Inclusion, so therefore it would be expected that students would have a good knowledge and understanding of this topic.

7.02.04 Decision-Making

RPTA 221 Continuous Program Improvement

Based on the survey results, future RPTA 221 classes should devote more time and attention to discussing personal and cultural diversity in greater depth. For example, asking students to move beyond superficial stereotypes of cultural norms to find a deeper understanding of culture and diversity. This will be achieved by bringing in guest speakers with expertise on these topics and who can help to lead more interactive and personally reflective activities in this area. The instructor will also seek out better resources to help facilitate student understanding of personal and cultural diversity on a deeper level and service techniques associated with these aspects of diversity.

RPTA 257 Continuous Program Improvement

The percentages for the specific questions indicate that more time and energy needs to be focused on ethics and ethical leadership principles. This will be performed through increased class discussion of assigned readings, discussion questions for reflection, and

assignments. Ethics is covered and reinforced in other courses and the faculty plan to discuss among one another consistency and progression of ethics course content.

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 6 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 313 Opportunity

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 Recreation, Parks, and Tourism Administration field that sustain social, cultural, heritage, and natural environments while generating economic development

Students enrolled in the Spring 2015 section of RPTA 313 were assigned the task of calculating the costs and benefits of using conventional lighting and energy efficient lighting in a facility of their choice. The goal of this assignment, called *Energy Crunch*, was for students to use this analysis to make a choice about whether to switch to more energy efficient lighting or to maintain a status quo.

RPTA 424 Opportunity (not measured)

7.03.02 Measures

RPTA 313 (Direct measure)

Students were asked to keep a two-week log of lighting use in a facility of their choice. A majority of students used their homes, while some used their places of employment (both of which were University facilities – student housing and a portion of the university recreation center). They calculated their average daily use over those two weeks then calculated their average use per day. They calculated the total watts used per day, then

“shopped” for more efficient lighting options and calculated what the total watts per day would be if they replaced all of the lights in their facility. Using the cost per kilowatt hour charged, the students compared the monthly cost of electricity with the standard lighting and the efficient lighting. This cost savings, if present, was then used to calculate a payback period for replacements.

After completing their calculations, the students were asked to write a decision rationale essay to support a decision to either replace the lighting with more efficient bulbs, or to keep the same lighting. They had to reference their calculations, and were encouraged to use additional, outside resources in making their arguments. They were provided with a copy of the assignment description and a grading rubric (available upon request). A benchmark of an average score of 44 out of 55 points among all students was set.

RPTA 424 (In Direct measure) (not measured)

7.03.03 Results

RPTA 313 (Direct Measure)

The students were provided with the assignment description and grading rubric at the beginning of the quarter. They had to select a two-week period for data collection, as well as a facility for which to log energy use.

Out of the 47 students in the course, only one had difficulty with the calculations required to determine an investment payback period. Approximately 75% of the students decided not to replace the lighting in their facilities, despite short payback periods. The most common rationale used was that they measured lighting use in their rental apartments or homes, and doubted they would take their replacement lights when their leases ended. Some students chose expensive replacement lights, therefore extended the payback period from months into several years. These students chose not to replace the lights in their facilities because the payback period extended beyond the end of their lease agreement.

The students were graded on the validity of their decision rationale (85%) and the format and mechanics of their writing (15%). The assignment was worth 55 points. The average score was 49.4 (89%), with a range of 43-55.

RPTA 424 (Indirect measure) (not measured)

7.03.04 Decision-Making

RPTA 313 (Direct Measure)

After reflection on the outcomes of the Energy Crunch assignment, it is clear that the students need better instruction and more complete examples of how to make decisions about energy efficient facility operation options. The students consistently used short-term decision rationales (my lease doesn't last longer than the payback period), and did not do their due diligence when exploring the marketplace for energy efficient lighting

options. In the future, discussions should be introduced throughout the quarter about long- and short-term decision making in sustainability issues.

RPTA 424 (Indirect Measure) (not measured)

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 7 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

Direct Measures – Internship Evaluation and Performance of Relevant Skills

At the end of the 10-week, 400 hour internship experience, RPTA students are evaluated by their internship agency/organization supervisors. Starting in Fall 2014, the agency supervisors provided this evaluation using SurveyMonkey. The agency/organization supervisors evaluate the students on their achievement of the learning outcomes they set for themselves at the beginning of the quarter, but also on a number of professional competencies that have been emphasized throughout an RPTA student's career at Cal Poly.

The agency/organization supervisors were asked to rate the intern's achievement of their personal learning outcomes using a 4-point scale, from "goals not initiated" (1) to "fully achieved" (4).

7.04.03 Results

During the 2014-2015 academic year, 38 RPTA students were evaluated by their agency/organization supervisors using the electronic survey system.

Students generated personal learning outcomes for their internships in collaboration with their agency/organization supervisors. Examples of these learning outcomes include:

- To enhance creative skills in marketing
- Become familiar with the procedures and software used for booking and creating reservations
- Continue to develop tour guide and public speaking skills
- Gain event development experience
- Learn how to recruit, interview, and train new staff
- Gain skills in social media marketing
- Gain experience with the procedures hotels use to communicate with customers
- Develop a stronger skill set and level of competence with website and graphic design
- Gain experience in day-to-day operations of athletic facilities

The mean achievement over fall, winter, and spring quarters was 3.94.

Students were also assessed on their general performance on basic skills: productivity, quality of work, responsibility, communication, attitude, judgment, writing ability and oral expression, attendance and punctuality, and personal habits. In general, students scored very highly on this measure; each skill assessed has an average above 4.5 on a 5-point scale.

Table 8 RPTA 465 General Performance on Basic Skills

Skill Assessed	% Above Average/Outstanding	Mean
Productivity: Use of time and facilities, volume and nature of work produced, planning and follow through	97.37%	4.74
Quality of Work: Organization, thoroughness, accuracy, neatness, foresight, soundness of decisions, and clarity of expression	97.37%	4.74
Responsibility: Dependability, ability to meet schedules, follow through, and attend to instructions	97.37	4.75
Communication: Ability to communicate effectively with other staff members; ability to secure acceptance of ideas, methods, procedures, and plans by other staff members; and consideration for other viewpoints	97.37	4.66
Attitude: Loyalty, interest, and approach to job, associates, public, and the organization; and ability to comply with established procedures and policies	94.74	4.74

Skill Assessed	% Above Average/Outstanding	Mean
Judgment: Possesses common sense, distinguishes important from unimportant, evaluates the problem before making a decision, and tact	97.37	4.71
Writing ability and oral expression: degree of skill and ability to express thoughts on paper, reports, projects, and command of language and ability to speak to others	92.11	4.53
Attendance and productivity: Regularity of attendance; promptness of reporting absence, tardiness, and time-off for illness or personal business; and clock watching	94.74	4.71
Personal habits: Attention to appearance, including suitability of attire and grooming	100%	4.87

7.04.04 Decision-Making

In general, agency/organization supervisors believe RPTA students are able to achieve the learning objectives they develop for their unique internship experiences. They also rate RPTA students highly on the skills and abilities necessary for their success in the field. The RPTA faculty believe it is important to continue to emphasize these skills in the classroom and in co-curricular and extra-curricular experiences.

7.01

Direct Measurements

RPTA 342

Indirect Measurements

RPTA 110

RPTA 465

7.02

Direct Measurements

RPTA 460

Indirect Measurements

RPTA 210/260

7.03

Direct Measurements

RPTA 221

Indirect Measurements

RPTA 370

7.04

Direct and Indirect Measurements

RPTA 463/465