

Assessment Report
Recreation, Parks, and Tourism Administration Department
California Polytechnic State University
Academic Year 2012-2013

Assessment Report, AY 2012-2013

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Introduction

This document is a record of the Recreation, Parks, and Tourism Administration Department's learning assessment plan for 2012-2013. It includes the mission, vision, and values of the Department, a context for assessment, as well as:

- Specific educational objectives and learning outcomes
- Metrics used to assess those outcomes
- Plans for data collection and analysis
- A calendar for assessment
- Examples of tools used for assessment

The assessment plan for the 2010-2015 academic years will include the learning outcomes associated with COAPRT accreditation standards 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

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/progreview_files/documents/AS-552-00.pdf

This document provides an institutional mandate for the periodic review of academic program, including mandates the self study of academic programs that is instrumental in

program improvement; links program learning outcomes to program goals; and provides accountability for program goals.

Mission, Vision, Values, and Goals of the Academic Program

Mission

The mission of the Recreation, Parks, and Tourism Administration Department is to advance leadership and knowledge in recreation, parks, and tourism.

Vision

The vision of the department of Recreation, Parks, and Tourism Administration is to promote healthy lifestyles, protect memorable places, and facilitate life-enhancing experiences 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
- Leadership development
- Service
- Professionalism
- Integrity
- 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 Professions¹.

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

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

- **Undergraduate Learning Outcome 9:** RPTA graduates should be able to use their knowledge and skills in the field of Recreation, Parks, and Tourism Administration to make a positive contribution to society (ULO 5).
- **Undergraduate Learning Outcome 10:** RPTA graduates should be committed to lifelong learning (ULO 7).
- **Undergraduate Learning Outcome 11:** RPTA graduates 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).

Metric Selection Matrices

The RPTA faculty members have decided on specific tools to assess learning outcomes. For the 2012-2-13 academic year, assessment activities were limited to those indicated below.

1. Foundation Understandings of the RPTA Field. RPTA graduates shall demonstrate the following entry-level knowledge of the: a) nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy (COAPRT Standard 7.01).
2. Facilitating Recreation Experiences. RPTA graduates shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).
3. Management, Marketing, and Finance. RPTA graduates shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions (COAPRT Standard 7.03).

Data Collection and Analysis Procedures

This section is a description of the procedures used to collect data for the RPTA Department's assessment program. Learning outcomes for the undergraduate program include exams in courses required for all RPTA majors, as well as student self-assessments and class assignments in both core and concentration classes.

Department Exams

Exams were undertaken in select RPTA core courses during the 2012-2013 fall, winter, and spring quarters. For this assessment year, those classes included RPTA 101 and RPTA 405. Questions specific to the learning outcomes assessed in these courses were identified on these exams prior to administration.

Midterm examinations (RPTA 101 and RPTA 405) and a final examination (RPTA 101) were administered. Using exam keys and grading rubrics, the faculty analyzed student responses on the selected questions.

Questions identified as assessing learning outcomes were scored according to grading rubrics/exam keys. Frequencies and percentages of correct responses were tabulated. Success rates equal to or greater than 80% on the identified questions indicate successful achievement of specific learning outcomes.

Student Self-Assessments

Student self-assessments were used in three courses, RPTA 210, 405, 424, and 460 to assess student perceptions of their achievements of the learning outcomes.

RPTA 210 Program Planning Self-Assessment

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

- Design and implement programs and services
- Understand current issues and trends impacting program development
- Understand basic program supervision skills
- Develop program animation designs
- Analyze program staffing requirements
- Understand the role of design goals in program evaluation
- Understand promotional strategies used to market programs and events
- Develop flyer and Public Service Announcements
- Assess program safety
- Understand common risk management practices

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

RPTA 405 Self-Assessment

An assessment of entry-level competencies developed by Hurd (2008) has been undertaken in RPTA 405 Recreation, Parks and Tourism Management since winter 2010. During fall 2012 and winter 2013 quarters students completed Hurd's (2008) competency assessment during the first week of the quarter and again during the tenth week of the quarter.

Students rated their skills, knowledge, and abilities on each item of the Hurd Competency Assessment (on a 4-point Likert-type scale; 1=poor, 4=excellent). Mean scores for the pre- and post-test for each of the 19 competencies were calculated. A paired-sample t-test was conducted to determine significant differences between pre- and post-test mean scores.

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

Student Assignments

RPTA 101 Journal Review Assignment

To assess understanding of the knowledge of the scientific foundation of the RPTA field, students in Winter 2012 reviewed two journal articles representing their concentrations. They summarized the main points of the articles, as well as compared and contrasted the articles, reflected on their opinion of the articles, and discussed how RPTA professionals could apply the articles.

Grading for the RPTA 101 Journal Review Assignment Students was conducted using a rubric. The range of scores achieved as well as the average score were calculated.

A description of the Journal Review Assignment as well as the grading rubric is available in [Appendix B.1](#).

RPTA 210 Event Promotional Materials

Students in RPTA 210 (Fall 2012 and Winter 2013) were asked to develop promotional materials (a flyer and Public Service Announcement) for their group projects. Students were graded based on their achievement of the assignment requirements and an average score was calculated.

Grading for the RPTA 210 Event Promotional Materials assignment was based on the student achievement of the requirements of the assignment; no grading rubric was used. The range of scores achieved as well as the average score was calculated.

A description of the Event Promotional Materials assignment is available in [Appendix B.2](#).

RPTA 405 Human Resources Exercise/Quiz

As was the case during the past two academic years, students in RPTA 405 were administered a quiz to assess their knowledge of legal and illegal interview questions that are covered as a component of the human resources management content for the course. The RPTA 405 Human Resources Quiz contained 10 legal and 10 illegal potential interview questions. Students were directed to circle the number corresponding to all questions that were illegal. Percentages of correct responses and average mean scores of correct answers for each quarter were analyzed.

Grading for the RPTA 405 Human Resources Exercise/Quiz was conducted using an exam key. Average scores for Fall 2012 and Winter 2013 were calculated and compared.

RPTA 461 Data Analysis, Interpretation, and Discussion

Students enrolled in RPTA 461 Senior Project in winter, spring, and summer quarters were assessed on the presentation of their results (Chapter 3) and summary and discussion (Chapter 4) components of their senior projects. The assignments were assessed using level of compliance with the standards provided in the RPTA 460/461 coursepack.

Assessment Results

Assessment Area 1: Foundation Understandings of the RPTA Field – COAPRT Standard 7.01

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

7.01.01

Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the program, along with professional practices of that profession.

RPTA 101 Final Examination.

A direct measure of embedded questions was implemented during spring 2013 using five multiple choice, five true/false, and five short-answer questions from the final exam. Students (N=38) in RPTA 101 averaged approximately 87% correct responses on questions relating to the scope of the profession (Table 1). The questions used for assessment purposes were the same questions used in the previous academic year assessment. It should be noted that several students obtained partially correct answers on the short answer, which could indicate they knew some of the material but not all of it.

These findings indicate that RPTA students have the ability to demonstrate entry-level knowledge of the scope of the profession and professional practices.

Table 1
RPTA 101 Student Performance on Embedded Final Exam Questions by Percentage of Correct Responses (N=44)

Question Type and Topic	% Correct
Multiple Choice Questions	
Geotourism	84.21
Documented abuses of sport	73.95
Tourism industry employment trends	81.58
NRPA purpose and history	92.11
Commercial recreation	97.37
True/False Questions	
Nash Pyramid	86.84
Accreditation requirements	92.11

Question Type and Topic	% Correct
Leisure as a commodity	84.21
Agency cooperation in tourism development	84.21
State Park use trends	100.00
Short-Answer Questions*	
The ethics of a profession	86.84
Specialization in the RPTA field	89.47
Professional associations	65.79
Leisure service organization partnerships	89.47
Sport as a source of moral value	100.00

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

These findings indicate that RPTA students have the ability to demonstrate entry-level knowledge of the scope of the profession and professional practices. They performed particularly well on items related to NRPA, commercial recreation and tourism, and sport. There is, however, room for improvement. In particular, focus should be placed on the role of professional associations in the field, as only 65% of the students achieved full credit on the short-answer exam question exploring this concept. Other concepts students struggled with that will deserve more focus in subsequent quarters are tourism development, concepts of commercial recreation, and documented abuses of sport.

7.01.02

Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the program prepares students.

RPTA 101 Midterm Exam

A direct measurement was implemented in the winter of 2012 in the RPTA 101 midterm to assess student entry level knowledge of the historic, scientific, and philosophical foundations of the profession. Five multiple choice, five true/false, and five short-answer questions were analyzed. Students (N=38) averaged approximately 89% correct responses on midterm embedded questions (Table 2).

Table 2
RPTA 101 Student Performance on Embedded Midterm Quiz Questions by Percentage of Correct Answers

Question Type and Topic	%
Multiple Choice	
Play movement	94.74

Question Type and Topic	%
Commodification	73.68
Therapeutic recreation for persons with disabilities	100.00
The era of austerity	60.52
The Americans with Disabilities Act of 1990 and public agencies	97.37
True/False Questions	
Recreation participation	94.74
Role of recreation and leisure in human society, history, traditions	100.00
Role of World War II in the leisure services industry	89.47
Flow Theory	97.36
Play and personality development	100.00
Short Answer Questions*	
Leisure, recreation, play theories	81.58
Types of play	70.27
History of recreation and leisure	92.11
The recreation and park movement	86.84
Play practices in antiquity	94.74

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

These findings indicate that RPTA students have the ability to demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s). They performed particularly well on items related to the history of recreation and leisure, the role of recreation and leisure in human society, the play movement, and therapeutic recreation. There is, however, room for improvement. In particular, focus should be placed on the stages of field development, such as the Era of Austerity, as only 60% of students answered correctly on a multiple-choice item about that topic. Focus should also be placed on types of play, and commercial recreation.

RPTA 101 Journal Review Assignment

To assess understanding of the scientific foundations of RPTA, students were given an assignment in spring of 2013 to assess two scholarly journal articles from the RPTA and related fields. Students were required to summarize the main points of the articles, compare and contrast them, state their opinions about the articles, and explain how recreation, parks, and tourism professionals could use the articles. A total of 38 students

completed the assignment. The average grade on the assignment was 92.42% and the grade range (out of 100 points) was 82 to 98.

This assignment was given over several weeks and included a class session in the library to learn how to do journal searches, peer grading, and strong encouragement to go to the writing center for additional assistants.

These scores demonstrate that students have a general understanding of finding scholarly journal articles and being able to assess and evaluation what they are reading. The assignment also demonstrates that students are able to critically examine articles as well as being able to peer review their colleagues work through this peer graded assignment. It is recommended to continue to work with students to discover scholarly work in the field or recreation, parks, and tourism, as well as continuing to stress the importance of searching for scholarly articles, using APA, and peer reviewing each other's work.

Assessment Area 2: Facilitating Recreation Experiences – COAPRT Standard 7.02

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

7.02.01

Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

RPTA 210 Program Planning Self-Assessment

At the end of fall 2012 and winter 2013, students in RPTA 210 were asked to assess their ability to successfully plan a program, as related to the RPTA 210 learning outcomes meeting the 7.02.01 standard. They were asked to rate themselves on a 5-point scale (1=low, 5=high). The mean for the learning outcomes meeting the 7.02.01 standard was 4.29, with all items scoring above 4 (see Table 3). Students are very confident with their ability to design recreation and related experiences. The lowest mean score (4.02) was for the students' perceptions of their ability to develop registration materials and procedures. As this ability is generally developed with practice, and because the score still indicates overall confidence, we can conclude that this information is fairly clear to the students and instruction should continue as is.

Table 3
RPTA 210 Student Achievement of Learning Outcomes Meeting Standard 7.02.01 by Mean

Learning Outcome	Mean (N=63)
Select and coordinate programs, events, and resources	4.31
Identify the primary planning and design considerations	4.36

Develop registration materials and procedures	4.02
Understand the variety of programs and services	4.42
Develop and write a program plan	4.34
Overall Mean	4.29

7.02.02

Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

RPTA 210 Program Planning Self Assessment

At the end of fall 2012 and winter 2013, students in RPTA 210 were asked to assess their ability to successfully plan a program, as related to the RPTA 210 learning outcomes meeting the 7.02.02 standard. They were asked to rate themselves on a 5-point scale (1=low, 5=high). The mean for the learning outcomes meeting the 7.02.02 standard was 4.18, with all items scoring above 4 (see Table 4). Students are confident with their ability to facilitate experiences for diverse clientele. The lowest scores were for the development of program animation designs (3.86) and analysis of program staffing requirements (3.99). We recommend these two aspects of program facilitation be emphasized in future quarters.

Table 4

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

Learning Outcome	Mean (N=63)
Select and coordinate programs, events, and resources	4.34
Design and implement programs and services	4.52
Understand current issues and trends impacting program development	4.08
Understand basic program supervision skills	4.27
Develop program animation designs	3.86
Analyze program staffing requirements	3.99
Overall Mean	4.18

7.02.03

Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

RPTA 461 Data Analysis, Interpretation, and Discussion

During Winter, Spring, and Summer 2013 in students in RPTA 461 Senior Project were assessed on the presentation of their results (Chapter 3) and summary and discussion (Chapter 4) components of their senior projects. The students were assessed on their

ability to present the results of their study, write complete and concise summaries, provide critical and insightful discussion of their results, and generate clear and appropriate lists of conclusions and recommendations based on their findings. They were also assessed on their grammar, writing style, and ability to follow the project formatting requirements. A total of 20 students were assessed across the three quarters. The scores provided were averaged across the three quarters. A standard of 80% achievement was established. Table 5 indicates the level of achievement on each item.

Table 5
Student Ability to Identify Appropriate Data Analysis Technique Meeting Standard 7.02.03 by Frequency and Percentage

Assessment Item	Score	Percent
Chapter 3: Presentation of the Results		
Complete presentation of results (20 points)	18.26	91.0%
Grammar and writing style (5 points)	3.96	79.2%
Format (10 points)	8.35	83.5%
Chapter 4: Summary and Discussion		
Complete and concise summary (8 points)	7.31	91.4%
Critical and insightful discussion (8 points)	7.21	90.1%
Clear and appropriate list of conclusions and recommendations (5 points)	4.11	82.2%
Grammar, writing style, and format (4 points)	2.39	59.8%

The students met the 80% achievement standard on five of the seven measures. Students consistently fell below this standard on grammar and writing style (and on format in chapter 4). Written communication tends to be a point of struggle for many students, and this struggle was evident in this part of the senior project. Students have multiple opportunities to receive feedback on their writing during their senior project; ultimately, three drafts of each assignment are submitted to the faculty advisor. The lower achievement on this score may be related to a) a more specific focus by the students on data analysis and discussion of their projects, b) a lack of interest in improving their written communication skills during this culminating experience in their course of study, or c) it may be related to the fact that this course is instructed as an independent study, and they did not have the benefit of peer review, which was a required component of the prerequisite course for RPTA 461.

The RPTA senior project was redesigned and as of Fall 2013 will be completed in one instead of two quarters. Students in the RPTA 460 course are provided with extensive feedback on their written communication, and have been encouraged to register with the Cal Poly Writing and Rhetoric Center's tutoring program.

Assessment Area 3: Management, Marketing, and Finance – COAPRT Standard

7.03

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

7.03.01

Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

RPTA 210 Flyer/Public Service Announcement

Students in RPTA 210 in fall 2012 and winter 2013 were assigned to complete a PSA/Flyer for their quarter project event. Thirty-four students were enrolled in RPTA 210 in fall of 2012; 32 students were enrolled in winter 2013. The assignment was worth 10 points, or 4.5% of their total grade. Assignments were collected and graded based on completion of the requirements of the assignment (Table 6). No grading rubric was used.

Table 6

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

Quarter	Average Score	Low Score	High Score
Fall 2012 (N=34)	8.63	7	10
Winter 2013 (N=32)	8.40	6.5	9.5

The average score in the fall of 2012 class was higher than in the winter and this can be due to assignment being graded easier or that the course material was taught more thoroughly. Either way, students seem to understand promotion and were able to create flyers and PSAs.

It is recommended to continue to teach promotion in RPTA 210 through course lectures and by having students complete flyers and PSA's. If time permits, students could possibly peer review and provide feedback for each other on their flyers and PSA's prior to submitting for a grade.

RPTA 405 Self-Assessment

An assessment of entry-level competencies developed by Hurd (2008) has been undertaken in RPTA 405 Recreation, Parks and Tourism Management during since Winter quarter 2010. In Fall 2012 and Winter 2013 students completed Hurd's (2008) competency assessment during the first week of the quarter and again during the tenth week of the quarter.

Nineteen of 40 competencies relate to the outcomes of the course and accreditation standard 7.03.01 "Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks,

recreation, tourism and/or related professions.” The students’ self-perception of their skills, knowledge, and abilities for these 19 competencies was analyzed. Seventy-six students completed the assessment in Fall 2012 and Winter 2013. For comparison purposes, scores from the Fall 2011 and Winter 2013 assessment have also been provided.

Mean scores for the pre and post-test for each of the 19 competencies are provided in Table 12. Each competency was measure using a 4-point scale: 4=excellent, 3=good, 2=fair, and 1=poor. A paired sample t-test was conducted to determine significant differences between pre- and post-test mean scores. A .05 significance level was utilized. Pre and post-test mean scores for Fall 2012/Winter 2013 were significantly different for 18 of the 19 competencies. All post-test competency scores were above 3 “good” on the scale except for “provide input on strategic, master, recreation, marketing, & technology plans.”

Table 7
Entry-Level Competency Assessment

Competencies	F12- W13 Pre-test	F12- W13 Pretest	F12- W13 p-Value	F11- W12 Pre-test	F11- W12 Post-test	F11- W12 p-Value
Possess knowledge of management principles	2.63	3.42	.0001	2.56	3.34	.0001
Clearly communicate with staff, customers, & the public	3.40	3.63	.026	3.34	3.61	.003
Possess effective written & oral communication skills	3.00	3.52	.0001	3.18	3.50	.0001
Listen to staff & customers	3.67	3.77	.203	3.40	3.65	.001
Communicate the organization’s values, vision, & mission	2.95	3.63	.0001	2.90	3.40	.0001
Know the community & its needs	2.85	3.33	.0001	2.71	3.19	.0001
Develop partnerships with other organizations	2.51	3.11	.0001	2.26	2.90	.0001

Competencies	F12- W13 Pre-test	F12- W13 Pretest	F12- W13 p-Value	F11- W12 Pre-test	F11- W12 Post-test	F11- W12 p-Value
Work with boards and elected officials	2.44	3.00	.0001	2.00	2.74	.0001
Use effective problem-solving & conflict-resolution skills	3.18	3.62	.0001	3.06	3.37	.0001
Make ethical decisions	3.55	3.81	.003	3.39	3.56	.027
Understand the hiring process	2.65	3.65	.0001	2.54	3.37	.0001
Supervise, discipline & evaluate a diverse staff	2.47	3.16	.0001	2.44	2.98	.0001
Motivate employees	3.06	3.61	.0001	2.85	3.19	.001
Have leadership skills & abilities	3.45	3.69	.001	3.40	3.68	.0001
Be able to work in a team	3.79	3.94	.006	3.60	3.81	.015
Use effective organizational skills	3.34	3.64	.002	3.34	3.65	.0001
Prioritize & manage multiple tasks	3.29	3.60	.0001	3.35	3.58	.022
Participate in policy formation, evaluation, & revision	2.18	3.02	.0001	2.08	2.79	.0001
Provide input on strategic, master, recreation, marketing, & technology plans	2.15	2.97	.0001	2.10	3.06	.0001

Interestingly, 17 of the 19 scores are higher for the 2012-13 academic year than in the 2011-12 academic year. Most Winter 2010 scores were also higher than this cohort. As assumed in previous assessment reports the 2011-12 year appeared to be somewhat of an anomaly.

Although the major assignment for the course requires student groups to undertake an actual strategic plan for an organization the post-test score on “provide input on strategic, master, recreation, marketing, & technology plans.” This may be due to the nature of the item being measured that asked students about several types of plans including strategic, master, recreation, marketing and technology. Due to the success of this indirect measure over the past three years, beginning with the 2013-14 academic year, the faculty plans on expanding the assessment to other classes by implementing the pre- and post-test in freshman and senior level classes to further assess competency readiness of students in the major.

RPTA 405 Human Resource Quiz

As was the case during the past three academic years, students in RPTA 405 were administered a quiz to assess their knowledge of legal and illegal interview questions that are covered as a component of the human resources management content for the course. This direct assessment is designed to measure accreditation standard 7.03.01 “Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.” This standard was in place when the program’s 2010-2015 assessment plan was developed.

The quiz contained 10 legal and 10 illegal potential interview questions (see Table 13). Students were directed to circle the number corresponding to all questions that had been illegal. Grading was based on the number of correct illegal questions circled. A total of 10 points was possible. All scores in Fall 2012 and Winter 2013 are above the 80% level of acceptability.

Table 8
Illegal Job Interview Questions by Percentage Correct

Questions/Statements	F12% Correct	W13 % Correct	F11 % Correct	W12 % Correct
What is your date of birth?	85.00	83.61	37.50	55.88
Are you married or single?	100.00	97.56	95.00	97.02
How many children do you have	92.50	100.00	95.00	100.00
Have you ever been arrested?	95.00	85.37	75.00	64.71
Are you pregnant or is someone in your family pregnant?	100.00	100.0	97.50	97.03
Please provide three references to include a previous employer, professor and your pastor or minister.	80.00	90.24	92.50	88.24

Questions/Statements	F12% Correct	W13 % Correct	F11 % Correct	W12 % Correct
Please submit a photo of yourself prior to your interview.	92.50	97.56	95.00	94.12
What is your credit rating?	100.00	100.00	97.50	97.03
If you have been in the military what type of discharge did you receive?	80.00	100.0	95.00	91.18
What is your weight and height?	94.50	95.12	97.50	100.00

A strategic planning assignment has continued has been the major assignment for the course since the 2011-12 academic year. The assignment takes up a significant amount of time in and out class. To accommodate this shift in requirements, a board meeting assignment has been removed from the class. Removal of this assignment has actually allowed for additional focus on human resources.

7.03.02

Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

RPTA 405 Embedded Midterm Exam Items

During fall 2012 and winter 2013 in RPTA 405 Recreation, Parks, and Tourism Management embedded midterm exam items served as a direct measure of COAPRT accreditation standard 7.03. These items were also measured in fall 2011. The items have been created from course content as described in the course syllabus. Summaries of the items have been provided to allow for use of these measures in future quarters. Nine true-false items and five multiple-choice items have been analyzed. Each multiple-choice item had five potential responses. Eighty-six students completed the midterm exam during the two quarters. A standard of 80% correct responses has been established. The Table indicates the percentage of correct responses for each item.

Table 9
Embedded Midterm Exam Questions Measuring Standard 7.03, by Frequency and Percentage

Item on Midterm Exam	Frequency Correct	% Correct
<i>Italics</i> items are a paraphrase of multiple choice questions		
Management levels and skills	68	79.07
Management eras	85	98.84
Organization structure type	77	89.53
Management eras	84	97.67

Item on Midterm Exam	Frequency	%
<i>Italics items are a paraphrase of multiple choice questions</i>	Correct	Correct
Organization vision and culture	76	88.37
Bureaucratic form of organization	70	81.39
Relationship between structure and network organizations	67	77.91
Relationship between boards, policy and managers	81	94.19
Goals and objectives	82	95.35
<i>Characteristics of an organic organization</i>	82	95.53
<i>Current management assumptions</i>	73	84.88
<i>Policy affects on behavior in an organization</i>	82	95.35
<i>Characteristics of contemporary management</i>	80	93.02
<i>Policymaking phases</i>	82	95.35

Note. Multiple-choice items are in italics

The students met the established standard of 80% correct responses on 12 of the 14 items. Two exceptions were the connection between management levels and skills, and the relationship between organizational structure and culture. The latter item is derived from Hersey and Blanchard, and Katz in their explanations of the relationship between the necessary skills for each level of management. The item on the exam takes this relationship a step further with an example of a direct program leader. Some students may not have accurately accessed where a program leader falls within the three basic management levels. Management skills are presented as a visual aid. Additional explanation will occur in future class discussions that explicitly link the skills to typical positions in parks, recreation, and tourism settings.

The item regarding the relationship between structure and organization is covered with several organization structure types during class lecture. It is also in the reading assignments in the class textbook by Edginton et al. Network organizations are only briefly covered in class lecture. Additional time will in class discussions will be spent understanding organizational structures that are more contemporary in nature.

Action Plan

Assessment Area 1: Foundation Understandings

- RPTA 101 students have an adequate understanding of the scope of the profession and professional practices. They also performed well when assessed for their understanding of the role of recreation and leisure in human society, the play movement, and therapeutic recreation, and tourism. However, certain concepts require continued focus: concepts related to the role of professional organizations and the play theories. Focus also needs to be placed on specific aspects of this foundational knowledge: commodification, types of play, and the “Era of Austerity.”
- RPTA 101 students performed well on the journal review paper. The RPTA faculty plan to continue to provide opportunities for students to access and learn from current research being conducted in the field, and to emphasize the uses of that literature among practitioners.

Assessment Area 2: Facilitating Recreation Experiences

- Students in RPTA 210 assessed their own ability to perform a number of skills related to experience design and facilitation. The students consistently rated themselves highly on these abilities. It is recommended these self-assessments be compared to results of direct measures of skill attainment in the future.
- RPTA 461 students performed well on their ability to analyze and interpret the results of their senior projects. However, they struggled with their ability to communicate this information; they consistently scored below average on grammar, writing style, and format. Written communication is a critical professional competency (as well as a University Learning Objective), and the RPTA faculty plan to explore methods for emphasizing it in the curriculum and reiterating content the students are exposed to in their general education writing requirements.

Assessment Area 3: Management, Marketing, and Finance

- RPTA 210 students were given the task of creating public service announcements and flyers for programs and services. They appear to understand the concept of promotion and it is recommended this assignment continue to be a part of the curriculum. In future quarters, it is recommended that deeper levels of learning be attempted through the process of peer review and feedback.
- Expand the use the Hurd entry-level competency assessment in RPTA 405 to a freshman and senior level class in order to determine entry-level competency readiness of all graduates.

- Due to continued time constraints, it was not possible to incorporate a case study highlighting important aspects of human resource management into RPTA 405. The faculty plan to include this case study in the 2014-2015 academic year to address deficiencies in skill attainment related to this topic.
- Although RPTA 405 students performed well on exam questions related to management in RPTA, additional explanation and discussion are necessary for the following concepts: connection between management levels and skills, and the relationship between organizational structure and culture. Increased time will be spent on both of these areas beginning Winter 2014.

Assessment Plan 2013-2014

7.01

Direct Measurements

RPTA 101

Indirect Measurements

RPTA 110

RPTA 463

7.02

Direct Measurements

RPTA 360

Indirect Measurements

RPTA 210

RPTA 260

7.03

Direct Measurements

RPTA 405

Indirect Measurements

RPTA 313

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
Issues Raised by Program:				
1) Transition to 2013 COAPRT accreditation standards	Keep abreast of revisions to 2013 COAPRT standards. 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.	Move forward with 2011-12 annual assessment plan based on April 2011 version of the standards. Plan 2012-13 annual assessment plan under the November 2011 version. Complete transition to April 2013 version	Jerusha Greenwood Jerusha Greenwood	Completed October 2012 Completed December 2013

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

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 & 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
University Issues:				
1) 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
2) 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
3) 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 To implement during 2012-13
		Combine RPTA 205 & RPTA 252 into a single class with an increased emphasis on diversity	Jeff Jacobs	March 31, 2012
		RPTA 275 Leadership & Diverse Groups created	Marni Goldenberg	Implemented with 2013-15 curriculum

Appendix A

Self-Assessments

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

Competencies	Skills, Knowledge, Abilities			
	Excellent	Good	Fair	Poor
Understand financial processes (i.e. purchasing, budgeting)	4	3	2	1
Develop, monitor, stay within budget	4	3	2	1
Possess knowledge of management principles	4	3	2	1
Demonstrate basic knowledge of laws & legal matters affecting the field	4	3	2	1
Understand technology & how to use it	4	3	2	1
Clearly communicate with staff, customers, & the public	4	3	2	1
Possess effective written & oral communication skills	4	3	2	1
Listen to staff & customers	4	3	2	1
Implement marketing techniques	4	3	2	1
Communicate the organization's values, vision, & mission	4	3	2	1
Know the community & its needs	4	3	2	1
Understand customer service practices	4	3	2	1
Have the ability to deal with the public	4	3	2	1
Develop partnerships with other organizations	4	3	2	1
Work with boards and elected officials	4	3	2	1
Be creative & innovative	4	3	2	1
Be flexible	4	3	2	1
Have patience	4	3	2	1

Competencies	Skills, Knowledge, Abilities			
	Excellent	Good	Fair	Poor
Be enthusiastic & have a positive attitude	4	3	2	1
Be open-minded	4	3	2	1
Deal with personality conflicts	4	3	2	1
Understand the concept of criticism & accept constructive criticism	4	3	2	1
Take initiative	4	3	2	1
Use effective problem-solving & conflict-resolution skills	4	3	2	1
Make ethical decisions	4	3	2	1
Understand the hiring process	4	3	2	1
Supervise, discipline & evaluate a diverse staff	4	3	2	1
Motivate employees	4	3	2	1
Have leadership skills & abilities	4	3	2	1
Be able to work in a team	4	3	2	1
Use effective organizational skills	4	3	2	1
Prioritize & manage multiple tasks	4	3	2	1
Demonstrate effective time-management skills	4	3	2	1
Conduct program evaluations	4	3	2	1
Schedule programs, leagues & staff	4	3	2	1
Network within & outside the profession	4	3	2	1
Participate in policy formation, evaluation, & revision	4	3	2	1
Provide input on strategic, master, recreation, marketing, & technology plans	4	3	2	1
Conduct research & evaluation	4	3	2	1

Appendix B

Assignment Descriptions and Rubrics

Appendix B.1.
RPTA 101
Journal Review Assignment

RPTA 101 Introduction to Recreation, Parks, and Tourism Journal Review

PURPOSE: Professionals in the Recreation, Parks, and Tourism industry use journals as a way to communicate important information with others in the field. Reading the scholarly articles in these journals is a way for these professionals to stay current with trends, issues, and research in the field. This activity will familiarize you with the scholarly literature and journals in the industry and allow you to participate in a peer-review process similar to what is used to evaluate the quality and content of a scholarly article.

TASK: Select **TWO** articles (on a similar topic) from **TWO** different recreation or leisure studies journals (Use only articles dated between 2000 and the present). A research guide will be posted on blackboard as a resource.

Write a summary of the articles highlighting the main points and giving your opinion of the content. The following is a list of possible questions:

1. What were the main points of the article?
2. How do the articles compare or contrast to each other?
3. Did you find these articles easy to read and to understand? Why or why not?
4. How do you think these articles can be used by recreation, parks, or tourism professionals?

By the due date, post your summary to blackboard. These will be peer-reviewed by a classmate.

To gain additional practice in finding scholarly articles, the peer who is reviewing your journal review will find your articles on the library databases and will print out the first page of each article and bring it to class.

Your peers will review your journal review and submit it to blackboard by the due date. You will then need to make the changes suggested by your peer. On the final due date you will submit the following: (1) instructor grading rubric, (2) revised journal review, (3) peer review grading rubric, (4) peer review copy of the first page of your articles.

FORMAT: Your typed review should **NOT EXCEED 2 pages**, and it should be double-spaced using Times/Times New Roman, 12 point font, and 1 inch margins.

Review and edit your paper to assure clear, concise and correct writing.

Give the complete citation of your article using the following American Psychological Association (APA) format:

Ewert, A. (1993). Differences in the level of motivation based on trip outcome,

experience level and group type. *Journal of Leisure Research*, 25, 335-349.

Journal Review Instructor Grading Rubric

A paper:

- ☐ Has net superior in four (A-), five (mid A), or six (high A) of the areas below

B paper:

- ☐ Has net superior in one (B-), two (B), or three (B+) of the areas below

C paper:

Follows directions (2 typed, double-spaced pages, Times/Times New Roman, 1" margins, copy of first page of the article) and uses clear, concise, and correct writing

- ☐ superior
- ☐ acceptable
- ☐ unacceptable

Includes a peer review form that is complete, accurate, specific, and helpful (Write the name of the student paper that you peer reviewed: _____)

- ☐ superior
- ☐ acceptable
- ☐ unacceptable

Uses APA format

- ☐ superior
- ☐ acceptable
- ☐ unacceptable

Summarizes main points of the article

- ☐ superior
- ☐ acceptable
- ☐ unacceptable

Provides thoughtful opinion of the article

- ☐ superior
- ☐ acceptable
- ☐ unacceptable

Explains how article can be used by recreation, parks, and tourism professionals

- ☐ superior
- ☐ acceptable
- ☐ unacceptable

D paper:

- ☐ Has net unacceptable in one (D+), two (D), or three (D-) of the areas above

F paper:

- ☐ Has net unacceptable in four or more of the areas above

“Net” refers to the difference between superior and unacceptable scores.

Appendix B.2.
RPTA 210 Event Promotional Materials Assignment

EVENT PROMOTIONAL MATERIALS
10 Points Total (5 points each)

1. First on an individual basis, each student will develop one flyer and Public Service Announcement for their event to be reviewed by the group.
2. Then the group will select one flyer and one PSA to use for the event.
3. Submit the individual and team documents to the instructor for the assignment due date. Include the individual names on the documents.

FLYER GUIDELINES: Flyers are to include the following information and graphics. Anything beyond these basic requirements is up to the group.

A. Information:

1. Name of the event or activity: direct, simple, conveyed in a few words
2. Target group/s: Who is the program for? Any limitations? Open to all?
3. Location, date, time: map needed, day needed, start and end times?
4. Sponsoring agency: contact name? phone number, address
5. Cost: dollar amount/s or free?

B. Graphics:

1. Border: not necessarily full
2. Minimum of one graphic that visually describes event
3. Agency logo?

C. Purpose:

1. Educate
2. Inform
3. Remind
4. Persuade

D. Layout: Based on the purpose of the flyer, the following suggestions are given to assist you with its development. Refer to your text for details.

1. Keep it simple
2. Construct around a central theme or idea. This central idea should directly convey the message that you want to promote.
3. Emphasize central theme by an illustration and a headline to draw reader" attention.
4. Arrange information in a formal or informal balance, uncluttered and easy to discriminate.
5. Include only necessary words to satisfy the purpose.
6. Don't use more than two different fonts and be sure they are readable.

PSA GUIDELINES: Refer to text and manual for assistance.

1. Write a 20 second PSA (approximately 50 words)

2. Use Professional Format (refer to manual for layout examples)
3. Use catchy lead sentence: Get Attention
4. Write in inverted pyramid writing style
5. Ask for action