

## **RECREATION, PARKS, & TOURISM ADMINISTRATION 2007-2008 ASSESSMENT PLAN**

### **Background:**

During 2003-2004, the Recreation, Parks, and Tourism Administration (REC) Program focused on the ability of students to design and articulate programming strategies as related to a number of primary learning outcomes. The REC program assessed a total of three different assessment tools (one direct and two indirect) during 2003-2004 which included:

1. A case study used to assess the ability of REC 405 students to develop a written program plan.
2. Internship agency evaluations of student interns job performance.
3. Advisory council input on external program assessment and suggestions for improvement.

During 2004-2005, the REC Program focused on three areas of assessment (two direct measurements and one indirect). The areas included:

1. An evaluation of the students' ability to write program outcome-oriented goals and objectives. This direct method was conducted in REC 210 during the Fall and Spring quarters.
2. An evaluation in REC 405 during Winter 2005 to assess the students' understanding of the fundamental principles and procedures of management.
3. During the Spring of 2005 the Recreation, Parks, and Tourism Administration Council conducted informal interviews with current students in the program.

During 2005-2006, the Recreation, Parks, and Tourism Administration (REC) Program focused on outcome assessment efforts on retention and graduation rates. The assessment plan included the following five areas of investigation (one direct and four indirect):

1. A survey of students who have changed into the REC major to determine why they wanted to pursue REC.
2. A survey of students who have changed out of the REC major to determine their reasons for leaving the major.
3. An assessment of 3-year trends in senior projects to review grades and to determine if a change in grading policy during this academic year was having any influence on successful completion of senior projects.
4. An advising survey to evaluate faculty advising.
5. A survey of senior REC students regarding progress and obstacles towards degree completion.

### **2006-2007 Assessment Plan:**

During 2006-2007, the REC program plans to continue with some of the previous areas of assessment (Advising Survey) while also starting to investigate the meaning of values and ethics for our students and how ethics and the values of the REC program as identified in its philosophy or core values are being communicated through the faculty to the students. The plan for 2006-2007 will include the following two areas of investigation:

1. An advising survey to evaluate faculty advising.
2. An assessment of values and ethics for the profession by the students.

These two areas of investigation will meet the following NRPA/AAPAR accreditation standards:

- 2.01.01 The academic unit shall have the following current written documents that are consistent with the institution and with the recreation, park resources, and leisure services profession: Mission Statement. (#2 – We will assess how well our core values are communicated to the REC students.)
- 5.04 There shall be ongoing evaluation and development of the student advisory process including academic advising and professional and career advising. (#1)
- 8.07 Understanding of ethical principles and professionalism. (#2)

The advising survey will be an indirect measurement tool and the values and ethics will be measured through indirect and direct measures. Both areas of investigation will be conducted during the winter and spring 2007 quarters.

### **2007-2008 Assessment Plan:**

For the 2007-2008 academic year, the REC program faculty plans to implement four assessment tools. We are continuing with assessment of REC faculty advising, the meaning of values and ethics for our students. This year, we will also revisit assessments of internship agencies evaluations of student intern job performance as well as a survey of senior REC students regarding progress and obstacles towards degree completion.

The advising survey will continue to be an indirect measurement tool, however, previous strategies involved only an Internet-based survey tool. This year, the faculty will provide a hard copy of the survey instrument for students to complete in class in an effort to increase response rates. The values and ethics area of assessment will continue to be measured using indirect and direct measures. Internship agency evaluations will be used to assess student job performance. Finally, an indirect measurement tool will be used to assess student progress and obstacles towards degree completion.

### 5-year Assessment Plan:

During the next 5 years the REC program will continue to use assessment as an effective tool to understand student learning outcomes. The REC program plans to implement several of the assessment tools that have been used in the past. The following table lists the assessment tools and indicates when each will be conducted over the next 5 years.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
An advising survey to evaluate faculty advising.	X	X (Bill)	X	X	X
An assessment of values and ethics for the profession by the students	X	X (Jerusha, Brian, and Marni)	X		
An evaluation of the students' ability to write program outcome-oriented goals and objectives. (REC 210)			X		X
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
An evaluation in REC 405 to assess the students' understanding of the fundamental principles and procedures of management.			X		X
Internship agency evaluations of student interns job performance.		X (Cynthia)		X	
A survey of senior REC students regarding progress and obstacles towards degree completion.		X (Jeff)		X	