

California State University, Fresno  
Department of Recreation Administration

Recreation Administration Program

2013-2014  
Assessment  
Outcomes

## 7.0 Learning Outcomes

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.							
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Decisions	
<p>RA 55 <b>Introduction to Recreation, Parks, and Tourism</b> Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.</p> <p>RA 179 <b>Supervision and Administration in Recreation, Parks and Tourism</b> Attendance at an industry professional conference.</p>	<p>7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession, and its professional organizations that is the focus of the program, along with professional practices of that profession.</p>	<p>RA 55 and 179 syllabi</p>	<p>Direct RA 55: exam (questions 1-29);</p> <p>RA: 179 conference attendance and paper</p> <p>Indirect Alumni survey (3 questions)- see table 7.3 in self study</p>	<p>Direct:</p> <p>RA55: 80% of students achieve score of 70% or higher on relevant questions on the RA 55 exam</p> <p>RA179: 80% of students achieve score of 70% or higher on the RA 179 conference paper</p> <p>Indirect 70% or more of respondents indicate the learning outcome was achieved.</p>	<p>Data was collected on the RA 55: RA 55 final exam Fall 2013. For the 29 questions focused on this outcome, 81% of students scored above 70%. <i>Spring 2014- for the 29 questions related to this outcome, 83% of students scored above 70%</i></p> <p><i>RA179: 85% of student (40 out of 47) attended a relevant professional conference and received a score of 70% or higher on the conference paper</i></p> <p>Indirect: More than 70% of the respondents to the alumni survey reported being adequately prepared (or more) in entry level knowledge of the profession</p>	<p>RA 55: While this result indicates compliance with this standard, faculty reviewed the questions that were answered incorrectly with more regularity. Discussion focused on if these findings indicated a need to revise how these topics are delivered within the course or if the question format may have been a contributing factor. Strategies to increase achievement in these areas include increasing depth in classroom discussion related to roles and responsibilities within the profession and increasing the need for critical thinking within the course throughout the semester. <i>Due to a leave of absence by the primary instructor, no instructional strategies were changed for spring. Results were consistent with the prior semester. The primary instructor is using assessment results to reconfigure exam format and review pedagogical techniques for next semester.</i></p> <p><i>RA179: Results reflect compliance with this standard. 85% of students met the criteria. Students who did not meet with criteria were given an I grade and are required to attend a professional conference and submit the required paper before a passing grade in the course is received.</i></p> <p>Indirect: The low response rate of the alumni survey prevents any conclusions to be drawn, but survey results were included in discussion of the RA 55 exam results. <i>Based on the data collected, faculty believe this learning outcome is being achieved, however, implementation and collection methods need more review and additional data.</i></p>	

<p>RA 55 <b>Introduction to Recreation, Parks, and Tourism</b> Understand the conceptual foundations of play, recreation, and leisure Understand the following as they relate to recreation, park resources, and leisure services: History and development of the profession</p> <p>RA 101 Leisure and Human Behavior Understand the significance of play, recreation, and leisure in contemporary society throughout the life span.</p>	<p>7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the relevant historical, theoretical, scientific, and philosophical foundations of the profession(s) for which the program prepares students.</p>	<p>RA 55 and 101 syllabi</p>	<p>Direct RA 55 exam (questions 30-50); RA 101 reading quizzes (17 questions)</p> <p>Indirect 2 questions from Intern Focus Group</p>	<p>Direct RA 55 exam: 80% of students achieve score of 70% or higher on relevant questions on the RA 55 exam</p> <p>RA 101 reading quizzes: 80% of students achieve score of 70% or higher on relevant questions on the quizzes</p> <p>Indirect Intern focus group: Positive themes from focus group for questions related to this standard</p>	<p>RA 55 exam: Data was collected on the RA 55 final exam Fall 2013. For the 21 questions focused on this outcome, 85% of students scored above 70%. <i>Spring 2014- for the 21 questions related to this outcome, 80% of students scored above 70%</i></p> <p>RA 101 quizzes: 17 questions throughout the five RA 101 reading quizzes were used to measure this outcome. The identified threshold of 80% of students achieving a score of 70% or higher was not met. Intern Focus group: A focus group was held with Fall 2013 interns, two questions focused on this outcome, students had difficulty answering with depth/detail.</p>	<p><i>RA 55 exam: Based on the data from the RA 55 exam questions, faculty did not identify adjustments after the first year of data.</i></p> <p>RA 101 quizzes: The results, methodology, and structure of the RA 101 quizzes were reviewed. The pop quiz nature of the quizzes as well as their format and numbering were all brought into question. The RA 101 faculty is in the process of revising the quizzes based on faculty feedback for review prior to the course being taught again. A lot of discussion also involved student difficulty with reading comprehension. The Chair worked with the director of the learning center to identify services available to assist students to improve reading comprehension. Those services are available voluntarily this semester, and targeted courses will go through the training together beginning in the fall.</p> <p>Intern Focus Group: In faculty discussion the order of the questions was discussed, the facilitator did not feel the students were prepared for this type of question. Faculty discussed the need to incorporate questions related to this outcome into the intern discussion board assignment, discussion also included revising the final paper in the internship class to include discussion of students theoretical and philosophical understanding of the profession.</p> <p><i>Restructuring the quiz structure and addressing reading comprehension, and including targeted discussion questions and paper criteria during internship will be strategies utilized in 14-15 in continuing to evaluation this outcome.</i></p>	
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<p>RA 101 Leisure and Human Behavior Understand and apply the roles, interrelationships, and use of diverse leisure delivery systems in promoting community development</p>	<p>7.01.03 Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, theoretical, scientific, and philosophical foundations of the relevant profession in decision making.</p>	<p>RA 101 syllabus</p>	<p>Direct RA 101 quiz questions (8 questions)</p> <p>Indirect 2 Intern focus group questions, 3 Alumni Survey questions</p>	<p>Direct RA 101 quiz questions: 80% of students achieve score of 70% or higher on relevant questions the RA 101 reading quizzes</p> <p>Indirect Intern Focus Group: Positive themes from focus group for the questions related to this standard; Alumni Survey: 70% or more of respondents indicate the learning outcome was achieved for the items related to this standard.</p>	<p>RA 101 quiz questions: 8 questions throughout the five RA 101 reading quizzes were used to measure this outcome. The identified threshold of 80% of students achieving a score of 70% or higher was not met.</p> <p>Intern focus group: A focus group was held with Fall 2013 interns, two questions focused on this outcome, students struggled with articulating answers but with prompting were able to connect theoretical concepts to internship experience. Alumni survey: Three questions from the alumni survey were used to measure this outcome with over 70% of alumni for each question indicating adequate to excellent preparation. (see table 7.)</p>	<p>RA 101 quiz questions: The same difficulty found with the RA 101 quiz measure in the last standard was found here as well, for the same reason. Faculty also discussed appropriateness of using this measure to assess application of knowledge. Faculty discussed alternative options for capturing and measuring student's ability to apply this knowledge. The faculty will review other options to determine if the measurement tool was a poor choice or if the students are not achieving the intended outcome.</p> <p>Intern focus group: The same discussion from the previous standard applies here related to the intern focus group results. Faculty discussed the need to incorporate questions related to this outcome into the intern discussion board assignment, discussion also included revising the final paper in the internship class to include discussion of students theoretical and philosophical understanding of the profession. Alumni survey: While the results of the alumni survey do indicate the program historically prepares students to apply this knowledge, the poor results with the other two measures require the faculty to review the measurement tools, and curriculum in this area. Faculty are currently reviewing this areas for programmatic decisions at the conclusion of the spring 2014 semester.</p>	

**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.**

Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Decisions	
<p>RA 77 Programming in Recreation, Parks, and Tourism Knowledge of the nature and diversity of leisure activities, including the ability to analyze activities for participant requirements</p> <p>Knowledge of and ability to apply methods of assessing recreation activity and leisure needs</p> <p>RA 133 Recreation and Parks Facilities Planning and Operations Apply learned knowledge of the following principals and procedures of developing areas and facilities:</p> <p>a. ASSESSMENT-by considering social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.</p> <p>b. FUNCTIONAL DESIGN-by considering principals of functional design to maximize participation while maintaining a sound environment.</p>	<p>(7.02.01) Students graduating from the program shall demonstrate the ability to conduct needs assessments and design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.</p>	<p>RA 77s and 133 syllabi</p>	<p>Direct RA 77s Program Plan; RA 133 Facility Plan</p> <p>Indirect Intern Focus Group (1 question)</p>	<p>Direct RA 77s program plan: 80% of students achieve score of 70% or higher on program plan RA 133 facility plan: 80% of students achieve score of 70% or higher on program plan</p> <p>Indirect Intern focus group: Positive themes from focus group;</p> <p><i>Evidence cont: (no room left in evidence column) faculty will continue to reinforce program planning concepts throughout the curriculum; needs assessment delivery will be reevaluated over the summer for RA 77s and 133.</i></p>	<p>RA 77s program plan: Thirty-five students in RA 77s completed program plans in Fall 2013. Eighty-six percent met the threshold of scoring 70% or better. <i>Spring 2014- 88% of students (out of 33) met the 70% of better threshold</i></p> <p><i>RA 133 facility plan: 90% of students achieved a score of 70% or higher (40 students total in the course)</i></p> <p>Intern focus group: Students were asked about their ability to assess and design recreation programs. Students responded that they applied all the programming and evaluation skills learned in courses but, at least this group, did not engage in any needs assessment (or did not connect the actions during their internship with the concept of needs assessment). They also struggled to connect actions during their internship with inclusive practices.</p>	<p>RA 77s program plan: No major areas of concern related to meeting this standard based on review of the program plan for both semesters. however, faculty also wanted to look at individual areas within the plan to see if there were specific pieces within the area of program development that needed to be improved. Faculty noted that while students did meet the threshold for 1)explaining the need for the program, 2) creating appropriate objectives, and 3)activity description, these were not strong areas for many students (see Table 7.6). Faculty reviewed how these areas were approached in RA 77s to identify opportunities for reinforcement or restructuring. The current instructor for RA 77s was made aware of these concerns to adjust course format as needed and to monitor student progress. The course format includes a complete module for each section of the program plan, the instructor can review content delivery for each area. Since the first two areas stood out as concerns in other assessment data, the faculty also discussed how these fundamental areas can be reinforced throughout the curriculum. <i>RA 133 facility plan: While 90% of students achieved a score of 70 of above, review of assignments indicated application of needs assessment was weak for a number of students. The primary faculty will review the needs assessment modules as well as assignment instructions.</i></p> <p>Intern focus group: Faculty discussion and review of the focus group raw data led faculty to suspect the issue was not that the students did not have this knowledge, but that they were not applying it during their internships. Faculty will include these areas within the intern discussion board to assist students in making connection between internship activity and needs assessment this semester and review results at the conclusion of the semester. A review of internship guidelines will also go under review to see how these could be revised to better prepare agencies and interns in this area.</p>	

<p>RA77s Programming in Recreation, Parks, and Tourism</p> <p>Knowledge of and ability to conceptualize, develop and implement recreation programs</p>	<p>(7.02.02) Students graduating from the program shall demonstrate the ability to facilitate recreation and related experiences for diverse clientele, settings, cultures, and contexts.</p>	<p>RA 77s syllabus</p>	<p>Direct RA 77s program implementation</p> <p>Indirect Intern supervisor survey (10 questions)</p>	<p>Direct RA 77s program implementation: 80% of students achieve score of 70% or higher on program implementation</p> <p>Indirect Intern supervisor survey: Supervisors will rate their intern at 80% or higher on each item related to this standard</p>	<p>RA 77s program implementation: 83% of the students met the threshold in Fall 2013. <i>For Spring 2014, 85% met the threshold</i></p> <p>Intern supervisor survey 10 questions from the survey addressed this outcome all exceeding the threshold.</p>	<p>RA 77s program implementation: Students excelled in being able to implement components of the program plan and in using a variety of leadership techniques demonstrating meeting of this standard. While not a component of this assessment, the instructor did note that, in developing the plans, students struggled most with conceptualizing and articulating the need for the program and creating objectives. This coincides with lower scores noted on the program plans described in 7.02.01 and reinforces the need for review of the RA 77s curriculum to reassess how this topic is presented. <i>The current instructor observed these areas this semester and met with faculty to discuss observations, the introduction and practice with needs assessment was identified as a weakness, faculty discussed strategies for improvement to be implemented in the fall.</i></p> <p>Intern supervisor survey: Faculty review of the results from this set of questions from the intern survey did not indicate need for change in this area. Additional semesters of data will provide a broader picture.</p> <p><i>Faculty are satisfied with methods used to achieve this outcome. Ongoing review of the instructional strategies used in this course will assist faculty to make decisions related to specific areas of concern.</i></p>	
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<p>RA 139 Research and Evaluation Evaluate programs/events for individual, group, and community quality of life</p> <p>RA 148 Processes and Principles in Therapeutic Recreation Formulate, plan for implementation, and evaluate extent to which goals and objectives for the therapeutic recreation service and for groups and individuals within the service have been met.</p> <p>RA 128L Legal and Financial Aspects of Recreation, Parks, and Tourism Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.</p>	<p>(7.02.03) Students graduating from the program shall demonstrate the ability to evaluate recreation and related experiences and to use evaluation data to improve the quality of offerings.</p>	<p>RA 139, 148 (not yet taught) and 128L syllabi</p>	<p>Direct RA 139 Evaluation project; RA 128L budget project RA 148 evaluation project</p> <p>Indirect Alumni survey (2 questions)</p>	<p>Direct RA 139 evaluation project: 80% of students achieve score of 70% or higher on evaluation project RA 128L budget project: 80% of students achieve score of 70% or higher on the budget project</p> <p>RA 148 evaluation project: 80% of students achieve score of 70% or higher on evaluation project</p> <p>Indirect Alumni survey: 70% or more of respondents indicate the learning outcome was achieved for the items related to this standard</p>	<p>RA 139 evaluation project: Assessment data was collected spring 2012 with 33 students in the RA 139 class. Overall 88% of students met the 70% threshold. <i>Spring 2014- 96% met threshold (30/31)</i></p> <p>RA 128L budget project: Data was collected on the RA 128L budget project Fall 2012 and 2013. Both years, the overall scores for the project were above the 70% threshold for over 80% of the students. For this standard, the focus was on section 3 of the project. Eighty-seven percent of students who completed section 3 of the budget project in 2013 and 80% in 2012, scored over 70% on this section of the project.</p> <p>RA 148 evaluation project: This course has not yet been taught, data will be reviewed once it is taught.</p> <p>Alumni survey: Two questions in the Alumni Survey solicited information related to this standard (see Table 7.8). Almost half (45%) indicated excellent preparation in designing and evaluating program evaluation. Fifty-eight percent of graduates indicated more than adequate preparation in using data analysis programs.</p>	<p>RA 139 evaluation project: While the threshold was met, within the assignment, two areas of deficiency stood out; design and implement appropriate program evaluations, and use a data analysis program to interpret data. The area of concern related to the first was in creating and using codebooks. With consultation from the department chair, lecture material was revised, the exercise used to practice codebooks was revised and an additional exercise was created to reinforce this skill set. As faculty discussed, the data regarding use of data analysis systems was tied to the how this content was originally introduced in RA 128L. <i>The two areas of concern noted from the last data collection were reviewed and a marked improvement was identified for both. 80% or above was scored by all students in each area.</i></p> <p>RA 128 L budget project: Based on the budget project results, students were able to gather evaluative data and make appropriate decisions based on their findings. In 2012 students had the most difficulty with presenting their findings (using concise and persuasive techniques in their written reports). Data presentation methods were reviewed by the instructor and reinforced in 2013. The instructor noted improvement in presentation of data this year.</p> <p>RA 148 evaluation project: This course has not yet been taught, it will be taught fall 2015, programmatic decisions will be made once it is taught and data can be collected and assessed.</p> <p>Alumni survey: In regards to the alumni survey, we anticipate that number will continue to rise in future assessment results due to changes implemented into RA 128L in 2011. In response to intern and alumni concerns that they could not fully use excel, this course was redesigned to strengthen training in excel and exposure to data analysis techniques. These skills are reinforced in RA 139. Current intern supervisors regularly report this as a strength of our interns. <i>Revisions previously identified for RA 139 and 128L appear to be effective in increasing achievement of this learning outcome. Ongoing data collection will be needed to continue monitoring this area.</i></p>	
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**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.**

Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Decisions	
<p>RA 179 Supervision and Administration in Recreation, Parks, and Tourism Understanding of the fundamental principles and procedures of management</p>	<p>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.</p>	<p>RA 179 syllabi</p>	<p>Direct RA 179 exams (in progress)</p> <p>Indirect Intern focus group (1 question); intern supervisor survey (8 questions)</p>	<p>Direct RA 179 exams 80% of students achieve score of 70% or higher on relevant questions of the RA 179 exam</p> <p>Indirect Intern Focus group- positive themes in question related to this outcome; Intern supervisor survey: Supervisors will rate their intern at 80% or higher on each item related to this standard</p>	<p><i>RA 179 exams: 85% of students (40-47) scored 70% or above in the RA 179 midterm and 100% of students scored 70% above on the final.</i></p> <p>Intern focus group: Participants in the Focus Group indicated the ability to recognize and address management/administration topics. Interns indicated their understanding of management principles as contributing factors to their ability to develop and implement programs. Students were able to speak to varying levels of understanding of the area of facilities and facilities management.</p> <p>Intern supervisor survey: Intern supervisors responding to the intern supervisor survey scored their interns at 80% or above for all items related to recognition of management/administration (See Table 7.9).</p>	<p><i>RA 179 exams: no strong concerns were noted based on the results of the RA 179 exams, students appeared able to identify basic management principles with no specific areas of concern.</i></p> <p>Intern focus group: A concern identified by the faculty was limited knowledge of sustainability and environmental ethics. Faculty discussion included speculation that the interns had the knowledge but did not apply that knowledge during their internship. The internship coordinator and chair will identify how to integrate this area as part of expectations for interns to increase student and supervisor awareness.</p> <p>Intern supervisor survey: No changes were noted as needed based on intern supervisor survey results.</p> <p><i>Based on 14-15 data, the internship coordinator will revise the internship manual to better articulate the area of sustainability and environmental ethics. This area will also be included in RA 180, the internship preparation course, to better prepare students for the application of this area to their internship. Data will continued to be collected for all management areas.</i></p>	<p>Emerging</p>



<p>RA 77s Programming in Recreation, Parks, and Tourism Knowledge of and ability to apply methods of program promotion</p> <p>RA 133 Recreation and Parks Facilities Planning and Operations Implement the preparation, operation, and maintenance of venues principals and procedures related to program/event planning for individual, group, and community quality of life by considering planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and system maintenance</p> <p><b>RA 135 <u>Recreation Parks and Tourism Marketing</u></b> Research, write and present a basic marketing plan for an organization in the hospitality and travel industry.</p> <p>RA 149 Trends and Issues in Therapeutic Recreation Analyze and develop marketing and promotion strategies for the initiation of new therapeutic recreation services and promote public awareness and advocacy of therapeutic recreation services</p> <p>RA 128L Legal and Financial Aspects of Recreation, Parks and Tourism Understanding of the principles and procedures of budgeting and financial management.</p>	<p>7.03.02 Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/ad ministration in parks, recreation, tourism, and/or related professions.</p>	<p>RA 77s, 133, 135, 149, 128L syllabi</p>	<p>Direct RA 77s program plan (management areas), RA 133 facility plan RA 135 marketing plan, RA 149 marketing plan RA 128L budget project</p> <p>Indirect Intern focus group, alumni survey, intern supervisor survey</p>	<p>RA 77s 80% of students achieve score of 70% or higher on program plan (management areas)</p> <p>RA 133 80% of students achieve score of 70% or higher on facility plan RA 135 80% of students achieve score of 70% or higher on marketing plan, RA 149 80% of students achieve score of 70% or higher on marketing plan RA 128L 80% of students achieve score of 70% or higher on budget project</p> <p>Indirect Focus group- positive themes in questions related to this outcome; Alumni survey 70% or more of alumni indicate the learning outcome was achieved; Intern Supervisor Survey supervisors will rate their intern at 80% or higher on each item related to this standard</p>	<p>RA 77s Program plan mgmt. areas- only 74% (26 out of 35) of students achieved a score of 70% or better. <i>Spring 2014- 85% (28/33)</i></p> <p>RA 133 facility plan: 90% of students achieved a score of 70% or above (36/40)</p> <p>RA 135 Marketing plan- 82% of students achieved 70% or better. <i>Spring 2014 30/32 students (94%) scored 70% or above</i></p> <p><i>RA 149 marketing plan: 87% (7/8) students scored above 70%.</i></p> <p>RA 128L budget project: Scores were above the 70% threshold for over 80% of the students both years. The overall budget project was used to assess compliance with this standard</p> <p>Indirect Alumni Survey respondents indicated they were well prepared for managerial duties. More than half the respondents indicated good to excellent preparation for each of the nine targeted areas. See Table 7.10</p> <p>Focus group: Participants were able to provide clear examples of their ability to apply management and administrative concepts during their internship. Interns could most clearly articulate their ability to manage programs and services, however, a review of the questions revealed a bias to focus students in this direction. Staffing, facilities planning, ethical behavior, scheduling, marketing, and budgeting were all discussed as concepts and skills interns felt prepared to implement. Intern supervisors scored their interns at 80% or above for all items related to this outcome with the exception of one area; the ability to contribute to fund development (see Table 7.11)</p>	<p>RA 77s Program plan mgmt areas- faculty found five of the students who did not meet the threshold did not complete at least one section within these management areas which was viewed as a contributing factor to the threshold not being reached. Of the management areas, staffing and facility scheduling were the lowest scoring areas. The spring RA 77s instructor was notified of this concern. <i>The concern was addressed with an additional in class activity on staffing and scheduling as well as additional examples. 85% of students scored 70% or higher in these areas in the spring.</i></p> <p><i>RA 133 facility plan: no concerns were noted from this assessment, students scored well in all areas related to management</i></p> <p>RA 135 Marketing plan- faculty identified students had the most difficult in applying concepts and principles to their specific agency. When discussed with the RA faculty, the instructor concluded enhanced instruction and assignment clarity would correct this difficulty and planned to revise the assignment description. <i>For spring 2014, the instructor followed through with clarifying assignment expectations and also revised two lectures related to the application of marketing concepts. No concerns were noted for this area in reviewing spring data.</i></p> <p><i>RA 149 marketing plan: all but one student was successful in applying management principles/procedures. The student who was not did not follow assignment instructions, discussion with this student on assignment expectations allowed the student to successfully achieve the desired outcome when the assignment was revised.</i></p>	
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**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.**

<b>Course Specific Learning Outcome</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>	<b>Assessment Results</b>	<b>Evidence of Programmatic Decisions</b>	
<p>RA 184 Internship in Recreation, Parks, and Tourism Complete a 15 consecutive week, minimum 525 hour internship.</p> <p>RA 187 Internship in Therapeutic Recreation Complete a 15 consecutive week, minimum 525 hour internship.</p>	<p>7.04.01 Students graduating from the program will complete an internship of at least 480 hours and 10 weeks.</p>	<p>RA 184 and 187 syllabi</p>	<p>Direct Supervisor Evaluation</p> <p>Indirect Intern Supervisor Survey</p>	<p>RA 184 and 187 80% of students achieve score of 70% or higher</p> <p>Indirect: supervisors will rate their intern at 80% or higher on all items on survey</p>	<p><i>RA 184 and 187: 100% met threshold both fall and spring</i></p> <p>Indirect: intern supervisors indicated satisfaction with the knowledge and performance of their interns in the Intern Supervisor Survey (Tables 7.7, 7.9 and 7.11)</p>	<p>RA 184 and 187: no programmatic changes based on assessment results; discussion of evaluation instrument and exploration of revisions to assessment tool.</p> <p>Indirect: Feedback from the Intern Supervisor Survey, as well as faculty discussion has identified our current evaluation format to be cumbersome (handwritten) and difficult to complete. The faculty are also concerned with the limited feedback provided by some supervisors. The faculty are exploring how to update the evaluation process currently being used.</p> <p><i>A new internship coordinator will be in place as of August 14, the new coordinator will identify potential changes and/or new tools and bring them to the faculty for review.</i></p>	

