

California State University, Fresno
Department of Recreation Administration

Recreation Administration Program

2014-2015
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 Introduction to Recreation, Parks, and Tourism Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.</p> <p>RA 179 Supervision and Administration in Recreation, Parks and Tourism 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</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 2014 and Spring 2015. All students met the 70% threshold.</p> <p><i>RA179: 90% of students (45/50) attended a professional conference.</i></p> <p>Indirect: Alumni survey will be implemented 2015/2016.</p>	<p>RA 55: The result indicates compliance with this standard. We constitute to seek 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.</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>RA 55 Introduction to Recreation, Parks, and Tourism 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) 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 RA 101 reading quizzes: 80% of students achieve score of 70% or higher on relevant questions on the quizzes Indirect Intern focus group: Positive themes from focus group for questions related to this standard</p>	<p>RA 55 exam: Students met the 70% threshold in both fall and spring. RA 101 quizzes: Student scores revealed that the 70% threshold was met on 3 of the 5 quizzes. Intern Focus group: Students had trouble explaining 2 classical and current theories of leisure behavior.</p>	<p><i>RA 55 exam: Based on the data from the RA 55 exam questions, faculty did not identify adjustments.</i></p> <p>RA 101 quizzes: The results, methodology, and structure of the Ra101 quizzes were reviewed. 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: The intern coordinator and other faculty noted a need to continue reinforcing theories of leisure and the philosophical bases of the profession in RA 55 and Ra 101.</p>
--	--	------------------------------	--	---	--	---

<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>RA 101 quiz questions: 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. Students struggled with explaining 2 classical and current theories of leisure behavior. Some could not articulate specific theories.</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.</p> <p>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>RA 77s program plan: All Students scored 80% or higher, with an average score of 86%, indicating competency for the assessed learning outcomes.</p> <p>RA 133 facility plan: 89% of students achieved a score of 70% or higher (44 out of 46 students completed the project in the course)</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. 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.</p> <p>RA 133 facility plan: 90% of students achieved a score of 70 or above, a review of assignments indicated application of needs assessment was weak for a number of students.</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 continue to 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 is also 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 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 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. 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: All students scored 80% or higher. 83% of the students met the threshold. <i>For Spring 2014, 85% met the threshold</i> 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. 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.</p>	
---	---	------------------------	---	---	--	---	--

<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 2015 with 39 students in the RA 139 class. Overall 90% of students met the 70% threshold.</p> <p>RA 128L budget project: Data was collected on the RA 128L budget project Fall 2014 overall scores for the project were above the 70% threshold for over 80% of the students.</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: Will be implemented in 2015/2016.</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.</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>	
--	--	--	---	--	--	---	--

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: Students met the 70% threshold in both fall and spring.</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.</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: Students were able to connect their internship experience with the principles and practices of management.</p> <p>Intern supervisor survey: No changes were noted as needed based on intern supervisor survey results.</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>RA 135 Recreation Parks and Tourism Marketing 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/administration 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- All students scored 80% or higher, with an average score of 86%.</p> <p>RA 133 facility plan: 89% of students achieved a score of 70% or above.</p> <p>RA 135 Marketing plan- 84% of students (16 out of 19) completed the project for an average of 86%, meeting the threshold.</p> <p><i>RA 149 marketing plan: 88% of students scored above 70%.</i></p> <p>RA 128L budget project: Scores were above the 70% threshold for over 80% of the students. The overall budget project was used to assess compliance with this standard.</p> <p>Indirect Alumni Survey will be implemented in 2015/2016.</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.</p> <p>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.</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.</p> <p><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- Instructor will seek ways to facilitate all students in the process of marketing and marketing plan implementation.</p>
--	---	--	--	--	---	---

						<p>RA 128L The only area of the budget project where students consistently did not reach the threshold was in the area of calculations. Faculty were not surprised by this finding as this is a common area of struggle involving fairly critical mathematical thought processes. To improve scores in this area, the instructor will include more practice budgets in future classes to provide more opportunity for practice and skill repetition.</p> <p>Focus group- data collected indicates this standard has been met; faculty to review question format and wording to eliminate bias</p> <p>Alumni survey- Will be implemented in 2015/2016.</p> <p>Intern supervisor survey- as in the past, fund development is an area faculty need to monitor with the next set of interns to determine if this is an area of the curriculum that needs improvement.</p>	
--	--	--	--	--	--	---	--

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.

Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Decisions
<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.</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, the new electronic survey enhanced feedback and return rates.</p>