**Major Assessment Report Template**

**AY 2017-2018**

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| **Department and Degree: Recreation Administration**  **Assessment Coordinator: Jason Whiting**   1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2017-2018 academic year.   SLO: 4.1  SLO: 4.2  SLO: 6.1  Goal 4: Demonstrate professional communication skills   1. Effectively communicate through written and oral presentation skills. 2. Properly employ digital media skills for reports, presentations, and fiscal management.   Goal 6: Demonstrate needs assessment and program planning skills  1.) Apply methods of assessing recreation activity and leisure needs across a variety of settings and populations.  SLO: 7.1  SLO: 7.2  SLO: 7.3  Goal 7: Demonstrate research and evaluation techniques   1. Conduct research using library and Internet resources to locate information pertinent to the field of recreation. 2. Design and implement appropriate program evaluations. 3. Use a data analysis program (i.e. SPSS) to interpret data.   SLO: 1.5  SLO: 3.2  SLO: 3.3  SLO: 3.4  SLO: 4.1  SLO: 4.2  SLO: 5.1  SLO: 5.2  SLO: 6.5  SLO: 8.1  SLO: 8.3  SLO: 9.4  SLO: 10.1  SLO: 10.2  Goal 1: Understand conceptual foundations of leisure and human behavior   1. Interpret the differences in leisure opportunity and involvement for individuals based upon race, ethnicity, gender, age, income and disability.   Goal 3: Understand legal practices and risk management procedures in the leisure service profession   1. Apply legal concepts relative to leisure service agencies, including contracts, human rights, property, and torts. 2. Apply principles and practices necessary for the protection and safety of the participant. 3. Apply concepts underlying liability, risk management strategies, and other legal aspects specifically related to recreation.   Goal 4: Demonstrate professional communication skills   1. Effectively communicate through written and oral presentation skills. 2. Properly employ digital media skills for reports, presentations, and fiscal management.   Goal 5: Demonstrate effective leadership techniques   1. Engage in a variety of leadership techniques and strategies to enhance the individual’s leisure experiences for all populations, including those with special needs. 2. Respond effectively and professionally to crisis and change.   Goal 6: Demonstrate needs assessment and program planning skills   1. Conceptualize effective marketing strategies and create marketing tools.   Goal 8: Understand managerial and supervisory responsibilities inherent to the leisure service profession   1. Apply techniques of financial management including web-search for government and foundation grants, break-even analysis, price elasticity, budget development, and budget monitoring.   3.) Formulate policies and procedures.  Goal 9: Value and practice professional development   1. Apply ethical principles and professionalism to all practices, attitudes and behaviors in delivery of recreation services.   Goal 10: Demonstrate the use of inclusive practices   1. Promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services. 2. Accept the responsibility of the leisure service professional to make available opportunities for inclusive leisure experiences for all populations, including those with special needs and disabilities. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   The evaluation project from the Research and Evaluation in Parks, Recreation, and Tourism course (RA 139) was used to assess learning outcomes 4.1, 4.2, 7.1, 7.2, 7.3, and 10.3. The program plan from the Recreation, Parks, and Tourism Programming (RA 77s) was used to assess learning outcomes 4.1, 4.2, and 6.1. The intern supervisor survey was used to assess learning outcomes 1.5, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 6.5, 8.1, 8.3, 9.4, 10.1 and 10.2. See below for assignment descriptions and grading rubrics. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   **Assessment Results**  *Evaluation Project*  Goals 4 and 7 were both primary elements of the evaluation project. For Goal 4 students had to submit their written evaluation projects and verbally communicate them to an audience of their peers. The elements of Goal 7 were covered in the 3 preliminary/phases of students’ evaluation projects. Phase 1: Introduction, Rational, Study Context; Phase 2: Annotated Bibliography; Phase 3: Methods. All of the eighteen students who completed the evaluation project achieved over a 70% on the project. The evaluation project on its own does not allow students to be exposed to SPSS and opportunities for data entry and analysis. While students designed their individual evaluation projects, the course collectively gathered data on winter recreation participation in the central valley. Students were provided the opportunity to code, enter, and analyze a subset of the data which they assisted in gathering. This proved to be a valuable learning experience that the students were able to make direct applications from.  *Program Plan*  The program plan addressed Goals 4 and 6. Students created a program plan for a local recreation agency based on knowledge of the agency and its potential clientele. Of the 47 students, 52 achieved a grade of 70% or more on the program plan. Overall, the students appeared to be able to apply what they learned over the course of the semester. The one area that appeared to create the most challenge for the students was in aligning goals and objectives; and, not necessarily grasping that the outcomes (objectives/data) of their programs might play a role future funding. They may have understood the context in a superficial manner, but it was not necessarily reflected in the product they produced. As far as breaking the project up into smaller pieces of the whole, this seems to work effectively in gaining maximum participation. In addition, breaking up the components seemed to provide students the space to focus on each task/activity individually.  *Intern Supervisor Survey*  A 27-item survey was sent to intern supervisors in the spring of 2018 (see below). The survey is constructed to measure the efficacy of interning students in goals, 1, 3, 4, 5, 6, 8, 9, and 10. Eight respondents completed the survey. Overall, supervisors ranked students as ‘very prepared’ in all survey categories including the areas of professional preparation, communication, leadership, and general knowledge in the field. Future analysis and potential curriculum changes are discussed below. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The evaluation project and program plan results did not indicate the need for changes in the major curriculum. However, the results of the intern supervisor survey will be discussed at the faculty retreat. More specifically, the open-end items in the survey resulted in suggestions regarding an increased training in the areas of social media marketing and students’ abilities to respond to crisis and change. The items in particular will be analyzed. |
| 1. **What assessment activities will you be conducting in the 2018-2019 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   For AY 2018-2019 the program implement service learning will be used to evaluate SLOs: 3.3, 4.1, 4.2, 5.1, 5.2, 6.2, 6.3, 6.4, 10.3. The alumni survey will be used to evaluate SLO’s 1.3, 1.4, 3.1, 7.1, 7.2, 7.3, 8.2, 8.3, 8.5, 9.1, 10.1, 10.2, and 11.3. These assessment activities are scheduled on our current SOAP timeline. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   The results of the latest review will be discussed at our faculty retreat this fall.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |

**RA 139: Final Evaluation Project**

[Worth 100 total points]

**Course Learning Goals Addressed:**

* Locate, understand, and utilize research literature in the field of parks, recreation, and tourism management.
* Comprehend, interpret, and apply basic research terminology and procedures.
* Describe a variety of social science research methods and analyze their advantages and disadvantages.
* Develop a research proposal (i.e., isolate a research problem and construct an appropriate design and data analysis protocol to address it).
* Evaluate completed or proposed research to determine its practical usefulness and policy utility in the field of parks, recreation, and tourism management.

**Directions:** During the semester, you have developed drafts of all the key components of a research proposal. You have received feedback on these drafts from the instructor. Now, it’s time to put all of the pieces of the puzzle together! You need to revise and synthesize the previous assignments into one concise, coherent, and informative project proposal. Do not just copy the previous assignments into a new document without considering how it will flow as a convincing, well-supported argument. You need to build a case that will help readers understand the importance of your research questions and the precise steps you will take to answer them. Your final draft should include all of these elements that are typically found in research proposals (note that some sections such as the title page and summary, limitations, and budget are new components that you have not yet drafted):

1. **Title Page & Executive Summary (2.5%):** The title page should include the title of the proposal, your name, the date, and the course number. The executive summary (or abstract) of no more than 250 words should summarize the project proposal by briefly highlighting the purpose of the study and research objectives, the primary methods of data collection, and the anticipated results and/or broader implications of the study. People should be able to read this section and immediately know what you did and why.
2. **Introduction & Rationale (20%):** This section should explain (1) why this issue/problem/question is important, (2) the potential factors that cause or contribute to it, and (3) evidence and support that demonstrates the how or why the problem and/or research is significant. To do this, you should cite key research and/or statistics on the topic and provide references. *[Approximate length of this section is 4-5 double-spaced pages.]*
3. **Statement of Purpose & Objectives (10%):** This section should succinctly illustrate what you hope to accomplish in the project. This should clearly emerge from the Introduction & Rationale described above and, depending on the nature of the project, may include a general statement of purpose (e.g., The purpose of this study is to…), a list of objectives (e.g., The objectives of this study are…), and/or a list of hypotheses (e.g., This study will test the hypothesis that…). These may appear as a numbered list or a short paragraph. *[Approximate length of this section is ½-1 double-spaced page.]*
4. **Annotated Bibliography (20%):** The annotated bibliography section provides an opportunity to synthesize and summarize the state of knowledge regarding your topic. It should include a review of primary sources (e.g., academic journal articles, government reports, academic books) that will help you refine your proposed project topic and justify/defend the project you intend to conduct. Your bibliography will be evaluated based on the quantity and quality of references. An evaluation of quantity in this context considers how many primary sources were reviewed, and the extent to which these sources represent a range of important perspectives and insights with respect to the research topic. A maximum score for this section is only possible with AT LEAST 15 sources, and preferably more. Quality additions to the annotated bibliography should include answers to the following questions: (1) What was the purpose of the article or source?, (2) What methods were used (e.g., where did the study take place, what types of data collection and analysis strategies were employed, what was the focal population) in the study?, (3) What were the key results and implications of this study?, and, most importantly, (4) How is this article or source relevant to your proposed research topic/question? A maximum score for this section is only possible if ALL of these questions are answered for every source that is included. *[The length of this section will vary depending on references but will likely include 10-20 double-spaced pages.]*
5. **Study Context & Site Description (7.5%):** This section features a description of your site, organization, program, or any other details that help to describe the general context for your project. Some of this information might be included in the Introduction & Rationale (above), or it may not. Regardless, this is your opportunity to convey in greater depth the details about the context for your project, helping others to understand it. Key information to consider might include some but not all of the following (depending on your project type and context): organizational mission and objectives, work and/or program descriptions, populations served, recreational uses, management challenges/issues, laws/policies, constraints, budgets, outcomes, and accomplishments. Please include a minimum of 3 pictures, tables, or figures (e.g., organizational charts, maps, concept diagrams) to help illustrate your context. Don’t forget to cite the sources of these photos or figures. *[Approximate length of this section is 2-3 double-spaced pages.]*
6. **Methods (20%):** This section of your proposal should outline all of the steps you will take to conduct your study. It should include the following specific subsections:
   1. **Participants, Data, & Sampling Approach:** Questions that should be addressed in this subsection of the Methods include: What is your study population? Who will be your participants (or, if there are no human subjects, what are your other sources of data)? How big will your sample be (provide objective justification for this sample size)? How will you select participants from your population (random sample, convenience sample, etc.)?
   2. **Data Collection & Analysis:** Questions that should be addressed in this subsection of the Methods include: When and where will you collect your data? How will you recruit participants (i.e., make contact with the people in your population) or otherwise collect the information that you need for your project? What data will you collect? How will you collect it? If you are using a survey how will it be developed, what information/research is it based on, how will you pretest it, and what specific questions would you ask? If you are using qualitative interviews what questions will be asked, and what is the basis for asking these questions? If possible, I’d encourage you to include a draft survey instrument and/or interview script as an appendix. How will you assess the reliability and validity of the data collection instruments and tools that you are using? What is your plan for data analysis (specific details regarding statistical tests are not needed here… just a general overview)? *[Approximate length for the entire Methods section is 4-5 double-spaced pages.]*
7. **Project Limitations (5%):** This section of your proposal should highlight any potential obstacles, issues, challenges or criticisms with the project you are proposing. What are some limitations or disadvantages associated with the sampling approach and/or methods you have selected? You do not necessarily need to explain how you will address or overcome each issue (thought you may do that if you choose). The key is to simply acknowledge challenges or criticisms about the research that might arise. *[Approximate length for this section is 1-2 double-spaced pages.]*
8. **Research Timeline & Budget (5%):** Using tables, narrative text, bullet points, or graphics (e.g., Gantt Charts), briefly outline your anticipated research timeline and budget. What aspects of the project will you carry out when? Be sure to account for all phases of the study such as proposal development, instrument design, sample selection, data collection, data analysis, reporting of results, etc. Consider logistical feasibility when developing your timeline. For the budget, how much will your project cost? Consider expenses such as personnel/salary, research supplies (e.g., equipment, materials, participant incentives), travel, etc. Be specific when breaking down the costs for each budget item. *[MAXIMUM length for this section is 1 page.]*
9. **Literature Cited (2.5%):** This section will include citations for all of the references cited in your proposal, including the annotated bibliography. All citations should be in APA format, and they should be arranged alphabetically by the first author’s last name.

**Final Evaluation Criterion: Writing Quality (7.5%).** In this final draft of your research proposal, grammar, spelling, punctuation, and organization really matter. All of these factors influence the logical flow and cohesiveness of your arguments. To be effective, your document should reflect a high quality of writing. Your writing should follow the general narrative format and writing style of an academic journal article (with lists, tables, figures, and bullet points as needed). It should also reflect the style and reference formatting of the APA 6th Edition. Details on the APA style and formatting guide can be found here: <https://owl.english.purdue.edu/owl/resource/560/01/>.

The length of your final research proposal draft will vary depending on content, so there is no minimum length requirement (but please remember to pay attention to length requirements for certain sections). The proposals should be formatted and presented in a professional manner. You will receive brief feedback from the instructor in conjunction with your final grade. See the rubric below for more details related to grading. If you invest substantial effort on the front end and generate an excellent final product, you’ll save yourself a lot of time on down the road!

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**Final Research Proposal: General Grading Rubric:**

A total of 100 points can be earned on this assignment. Grading weights are outlined below (along with key questions used as grading criteria):

* *Title Page & Executive Summary (2.5 points)*
  + Was all of the essential information (title, author, date, course number, etc.) presented on the title page?
  + Did the summary describe the overall project purpose/objectives, methods, and potential implications in 250 words or less?
* *Introduction/Rationale (20 points)*
  + Was it clear why the issue, problem, or research question was important?
  + Was sufficient background provided to understand the issue, problem, or research question and the factors that cause or contribute to it?
  + Was the author’s justification for the project persuasive and supported by evidence?
* *Statement of Purpose (10 points)*
  + Was it very clear what the author hopes to accomplish with this project?
  + Were goals, objectives, and/or hypotheses explicitly stated and clearly linked to the Introduction/Rationale?
* *Annotated Bibliography (20 points total)*
  + *Quantity of References (10 points)*
    - How many sources were included?
    - Did these sources represent a wide range of perspectives with respect to the research topic/question?
  + *Quality of References (10 points)*
    - What was the purpose of each article or source?
    - What methods were used (e.g., where did the study take place, what types of data collection and analysis strategies were employed, what was the focal population) in each study?
    - What were the key results and implications of each study?
    - What is the relevance of each article or source in terms of your proposed research topic/question?
* *Study Context & Site Description (7.5 points)*
  + Did the authors provide sufficient context regarding the focal organization and/or issue to help readers understand the project?
  + Were at least 3 pictures, tables, figures, or diagrams present to help illustrate the project context?
* *Methods (20 points total)*
  + *Participants, Data & Sampling Approach (7.5 points)*
    - Was the study population and sample frame clearly identified?
    - Was sample size (and justification for sample size) specified?
    - Was it clear how participants will be selected from within the sample frame?
  + *Data Collection & Analysis (12.5 points)*
    - When and where will data collection occur?
    - How will participants be contacted and/or recruited?
    - What data will be collected and how (surveys, interviews, etc.)?
    - If a survey or interview is used, how will it be developed and what questions will be asked?
    - Was a data analysis plan evident?
* *Project Limitations (5 points)*
  + Were potential obstacles, issues, challenges or criticisms associated with the proposed project’s sampling approach and/or methods clearly specified?
* *Research Timeline & Budget (5 points)*
  + Did the anticipated research timeline address all of the key elements of the study?
  + Was the timeline presented logistically feasible?
  + Did the proposed budget highlight all potential costs associated with project in adequate detail?
* *Literature Cited (2.5 points)*
  + Were all references cited in the paper included in the reference list?
  + Were all citations in APA format and organized alphabetically by first author?
* *Writing Quality (7.5 points)*
  + Was the document written and organized in a professional manner?
  + Did the grammar, spelling, and punctuation reflect a high quality of writing?
  + Did the document’s organization, logic, and flow enhance the power of the arguments presented?
  + Was the document formatted according to APA specifications?

Program Plan Outline

***Agency:*** (5 pts)

***Agency Mission:*** (5 pts)

***Population Served:*** (5 pts)

***Purpose/Goal:*** (10 pts)

***Alignment:*** (10 pts)

***Competition:*** (10 pts)

***Overall Outline***

***Activity 1*** (1 week)

Title: (5 pts)

Target Population: (5 pts)

Justify Need: (10 pts)

Performance Objectives: (10 pts)

***Activity 2*** (1 month)

Title: (5 pts)

Target Population: (5 pts)

Justify Need: (10 pts)

Performance Objectives: (10 pts)

***Activity 3*** (6 months)

Title: (5 pts)

Target Population: (5 pts)

Justify Need: (10 pts)

Performance Objectives: (10 pts)

Overall neatness, professionalism, writing/grammar, completeness (15 pts)

Individual Program Plan Activity Plan

***Points Breakdown – 125 points possible***

**Needs Assessment**: **10 points possible**

* Minimum of 5 questions.
* What would you ask the community/participant population if you could?

**Activity Plan: 100 points possible**

* Venue/location/setting (5)
* Age group/population/community served    (5)
* Time frame    (5)
* Layout (picture/mapping) of activity set-up   (10)
* Animation - detailed, step by step instructions for implementation. (35)
* Rules/risk management  (5)
* Staffing/Equipment/supplies needed    (10)
* Two pairs of X-Y factors (goals/objective) … remember, these are how you will measure the success of your activity. (20)
* Back-up plan (‘back-up back pack’)   (5)
* Promotion plan (5)

**Evaluation: 10 points possible**

* Explain how you will evaluate the success of this activity.
* Makes sure to connect this to your X-Y factors (goals & objectives).

AY 17-18 Rec Admin Intern Supervisor Survey

Start of Block: Default Question Block

Q1 Thank you for your willingness to supervise an intern for the Department of Recreation Administration. We appreciate your support of this student’s professional development. This survey is being implemented as one of several tools used to measure our student’s success in achieving the learning outcomes identified by the department. Your responses are vital to assisting the department in identifying areas for improvement for our curriculum. The survey should take you less than 8 minutes to complete.

Q2 Which of the following best describes your agency? (if more than one applies, please select the one you believe to be most applicable):

* Youth service agency (1)
* City/County recreation agency (2)
* State/Federal park/forest district (3)
* Special event company (4)
* Public assembly facility (5)
* K-12 school (6)
* College/University (7)
* Hotel/Resort (8)
* Amusement park (9)
* Armed Forces (10)
* Commercial recreation business (11)
* Other (please specify) (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q3 Please rate your current intern for each of the following areas as they apply to your agency:

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1  Not Prepared (1) | 2 (2) | 3 (3) | 4 (4) | 5  Very Prepared (5) | N/A (6) |
| Ability to apply risk management policies and procedures. (1) |  |  |  |  |  |  |
| Proper administration of contracts and other legal documents, including liability-related documentation. (2) |  |  |  |  |  |  |
| Adherence to and consistent practice of all safety precautions and procedures as they relate to the safety and protection of participants. (3) |  |  |  |  |  |  |
| Effective oral communication. (4) |  |  |  |  |  |  |
| Effective written communication (clear, concise and professionally written documents). (5) |  |  |  |  |  |  |
| Ability to communicate with clients/participants in a professional and approachable manner. (6) |  |  |  |  |  |  |
| Effective use of digital media skills and technology in written reports and/or presentations. (7) |  |  |  |  |  |  |
| Ability to utilize a variety of leadership techniques and strategies to enhance the individual experience for clients and participants. (8) |  |  |  |  |  |  |
| Ability to use leadership techniques and strategies that were inclusive of all populations. (9) |  |  |  |  |  |  |
| Ability to respond effectively and professionally to crisis and change. (10) |  |  |  |  |  |  |
| Knowledge of effective marketing strategies for target markets. (11) |  |  |  |  |  |  |
| Ability to identify new marketing strategies to create or expand target markets. (12) |  |  |  |  |  |  |
| Creation of effective marketing/public relation materials. (13) |  |  |  |  |  |  |
| Understanding and awareness of the funding sources for the agency. (14) |  |  |  |  |  |  |
| Ability to contribute to fund development (i.e. grantsmanship, sponsors, sales/promotions) (15) |  |  |  |  |  |  |
| Understanding and awareness of the basic financial management process. (16) |  |  |  |  |  |  |
| Understanding of policies and procedures (17) |  |  |  |  |  |  |
| Ability to provide input on development and/or revisions of policies and procedures. (18) |  |  |  |  |  |  |
| Ability to conduct him/herself with a high standard of ethical behavior and professionalism in the delivery of services to your clients/participants. (19) |  |  |  |  |  |  |
| Ability to conduct him/herself with a high standard of ethical behavior in daily interactions with co-workers. (20) |  |  |  |  |  |  |
| Ability to promote and advocate for the concerns and needs of underserved populations. (21) |  |  |  |  |  |  |
| Ability to ensure inclusive recreation opportunities are available to all populations served including underserved populations. (22) |  |  |  |  |  |  |
| Ability to understand the differences in opportunities and involvement related to this agency based on demographic variables (race, religion, gender, age, income and disability). (23) |  |  |  |  |  |  |

Q4 Please provide examples or expand on any of the above areas that you believe need additional explanation.

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Q5 Based on your work with this intern, what suggestions do you have for improvements in the Recreation Administration program at California State University, Fresno?

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