Old Dominion University

2018-2019 PRTS Weave Report

September 25, 2019
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2018-2019 PRTS Weave Report

**Park, Recreation, and Tourism Studies B.S.** 2018-2019 ED

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Mission Statement
The mission of the Park, Recreation and Tourism Studies (PRTS) Program is to facilitate the professional preparation of students interested in pursuing and/or continuing a career in the recreation and leisure service industry. Through quality instruction, applied research, and community engaged learning, the PRTS program stimulates the pursuit of knowledge and the development of professional competencies in park and recreation management, recreational therapy and tourism management, encouraging students to be leaders in the field. In addition to outstanding teaching and community engagement, the PRTS faculty are dedicated to making valuable contributions to the field of leisure through regional, national and international research.

GOAL
Meet Outcomes

One of the strategic goals of the department and the Darden College of Education is to provide highly rigorous and effective programs based on empirically supported best practices for teaching and learning. This includes insuring that students have the knowledge, skills, and dispositions to serve as future leaders in their chosen fields.

OUTCOMES

7.01.01 - Express and Apply Foundational Knowledge

Students will be able to express and apply their foundational knowledge in park, recreation, and tourism to deliver a high quality services and programs. COAPRT Standard: Knowledge of the Scope of the Profession: 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. Students complete multiple assignments, an exam that covers foundational knowledge of leisure (values, history, philosophy and societal benefits), and a project to demonstrate these learning outcomes. Students will be able to apply their foundational knowledge in park, recreation, and tourism to deliver a high quality services and programs.
### Action Plan

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<tr>
<th>ACTION ITEM 1</th>
<th>CREATED</th>
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<tbody>
<tr>
<td>18-19: The instructor for PRTS 482/483W is overhauling the lecture and lab parts of this course. The lecture will now focus more heavily on evaluation (which will mean the comprehensive exam is slightly different). There is a new textbook as well. The lab has also been changed so that students are conducting an evaluation of a program/event/agency and working in the field with administrators to do so. The final report will be an evaluation report instead of a research report. Despite the fact that students are meeting the benchmark, they have always struggled with the utility of a research class. Modifying it to be more of an evaluation class will provide them with more practical knowledge as they enter the industry. The students will also be learning to do statistics in Excel instead of SPSS because they will most likely have access to Excel at their workplace. We hope this addresses the concerns about the utility of statistical software on the senior assessment.</td>
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<td>PRTS 211 - Exam 1: The PRTS faculty will review the methods used to deliver the content of covered in Exam 1 to ensure their effectiveness. Faculty will also review whether Exam 1 is an appropriate measure of foundational knowledge of entry-level concepts. Both reviews will be initiated at the end of the Fall 2019 semester, and modified approaches will be applied during the Spring 2020 semester.</td>
<td>9/23/2019</td>
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ACTION ITEM 3
PRTS faculty are modifying the PRTS core curriculum to reduce redundancy issues and to ensure students demonstrate competence in the foundational knowledge required for professional practice in the leisure service industry. The content in PRTS 211 - Foundations of Parks, Recreation and Tourism will be split between two courses: (new course) PRTS 210 - Introduction to Park, Recreation and Tourism Studies and (refocused/redesigned course) PRTS 211 - Leisure and Human Behavior. This adjustment will allow faculty to redesign content delivery, course assignments and course assessments to better meet students learning needs.

ACTION ITEM 4
PRTS 212 - Needs Assessment Survey: The instructor will continue to focus heavily on this concept during lecture and work 1:1 with students to ensure their understanding. To aid in the development of professionally designed and structured needs assessment surveys, the instructor will present content related to survey question types/formats and survey design tips during Week 5 of the semester instead of during Week 14 as the textbook suggests. A handout with strategies and tips will be provided in addition to the content-specific lecture slides, in-class discussion, and in-class exercise.

1.1.1 MEASURES OF OUTCOME

Site Visit Assignment

PRTS 211: Students visit a recreation/tourism facility/agency outside of class time. This assignment assesses students’ ability to evaluate an agency and demonstrate knowledge of organization classifications (i.e., public, non-profit, and commercial). Students evaluate an agency’s program offerings, staff knowledge, target population served, and potential benefits
to participants. A 70% or higher score on the assignment indicates that students have observed various aspects of the facility in terms of information available, staffing, and offerings and that students interacted with a staff person to assess service delivery, knowledge, and professionalism. The rubric scores address the choice of agency within recreation/tourism, evaluation of agency and personnel information, and writing skills including grammar and spelling.

1.1.1.1 TARGET / BENCHMARK
Rubric score Exceeded

70% of students will pass with a 70% or higher score

In 2018-19, 80/84 (95%) of students passed with a 70% or higher score.

2018-2019 Interpretation

FA18 - Two students did not complete/submit the assignment; therefore, they earned zeroes for this performance measure. Two additional students scored below 70% because their report did not meet the criteria set forth in the assignment outline and grading rubric.

SP19 - All students achieved higher than 70% for this performance measure. This is a group project and project groups were assigned by the instructor. As a result, balanced student groups likely contributed to good class-wide performance on this assignment. Additionally, this assignment is sequenced after Exam 1; it is likely students who performed poorly on Exam 1 invested additional time in this assignment.

1.1.2 MEASURES OF OUTCOME
Exam 1

PRTS 211: Chapters 1-4 cover history, philosophy, theory, and leisure in society. A score of 70% or higher indicates that the student has demonstrated the fundamental knowledge (e.g., history) of recreation and leisure in relation to quality of life (both individually and socially).

1.1.2.1 TARGET / BENCHMARK
Exam Scores Partially Met
70% of students will pass with a 70% or higher score.

In 2018-19, 58/88 (66%) of students passed with a 70% or higher score. During the Fall 2018 semester, the benchmark was met, as 34/44 (77%) students earned 70% or higher. During the Spring 2019 semester, the benchmark was not met, as 24/40 (60%) students earned 70% or higher.

2018-2019 Interpretation

FA18 - Ten students sat for the exam but did not earn a 70% or higher. Poor attendance played a significant role in several of the students’ subpar Exam 1 grades. Recognizing this exam is the first formal assessment in a core PRTS class for many students, students were provided low-stakes opportunities to reflect on the concepts presented through lecture and discussion. In addition, an exam study guide and an exam review session were provided to the students. After completing the exam, all students were given the opportunity to revise their exams for additional credit by selecting the correct answers and supporting them with information from the lectures or the text. This was mandatory for students who earned below a 70% on the exam and optional for students who earned above a 70%. Of the ten students who did not earn a 70% or above as their final Exam 1 grade, one student did not submit corrections and nine students did not earn additional points because they did not demonstrate mastery of the material despite having the ability to use their lecture notes, textbooks, and the instructor as a resource.

SP19 - 16 students sat for the exam but did not earn a 70% of higher. Seven of those students earned a 60% or higher. For those scoring less than 60%, poor attendance played a role in their performance. 50% of the students earning less than 70% on Exam 1 improved their grades above 70% for Exam 2. A review of content following Exam 1 was provided to students and the instructor developed additional mini-lessons involving low stakes assignments to revisit areas of poor exam performance.

Additional Interpretation:

This exam is typically the first formal assessment students in the PRTS major face, as it is an early component of the program’s PRTS 211 - Foundations of Parks, Recreation and Tourism course. Often, students are new to the major and may not yet have knowledge of the PRTS standards and expectations for student learning. In
addition, this is the first time students have been exposed to the challenging foundational concepts covered in Exam 1, including leisure theory and leisure philosophy. Therefore, if students’ attendance, note taking, and/or participation have been poor, it is very difficult for them to perform well on the first exam, as they have no previous knowledge from which to draw. Recognizing students’ struggles with Exam 1 after the Fall 2016 semester, the course instructor adjusted teaching approaches to this course material and also offered opportunity for improved performance on Exam 1 to aid in the students in mastering these concepts.

Understanding the factors previously highlighted, the instructor of record for the Fall 2018 semester provided students the opportunity to improve their grades on this assessment, as was done in past semesters (since Spring 2017). Students who earned below a 70% were required to revise their exams for additional credit by selecting the correct answers and supporting them with information from the lectures or the text. This revision was optional for students who earned above a 70%. Students benefitted from this revision process in multiple ways. In addition to improving their grades, students were forced to review, re-digest, and more effectively articulate their knowledge of the course concepts. Thus, their foundational knowledge was enhanced, as was their ability to apply this knowledge as they move through the course and the major.

The instructor of record for the Spring 2019 semester did not offer students the opportunity to improve their grades on this assessment as was done during Fall 2018. As a result, the benchmark was not met for this semester. However, the instructor did provide remediation through a content review and additional low-stakes assignments targeting Exam 1 concepts not mastered by the class. This method also proved to be beneficial, as students performed well on other assignments related to this learning outcome (i.e., personal leisure philosophy, site visit) and successfully demonstrated their mastery of this foundational knowledge.

In referencing students’ performances on this assessment in past semesters, the benchmark is consistently met when exam revisions are offered; the standard is not met when exam revisions are not presented as an option. This suggests the exam revisions are an effective way for students to meet the learning outcome of demonstrating entry-level knowledge of foundational and historical leisure concepts.
The PRTS faculty will review the methods used to deliver the content of covered in Exam 1 to ensure their effectiveness. Faculty will also review whether Exam 1 is an appropriate measure of foundational knowledge of entry-level concepts. Both reviews will be initiated at the end of the Fall 2019 semester, and modified approaches will be applied during the Spring 2020 semester.

1.1.3 MEASURES OF OUTCOME

Needs Assessment

PRTS 201: Students will create a hypothetical needs assessment survey for a local organization. A 70% pass on this assignment indicates that the student was able to properly design a comprehensive needs assessment survey that reflects research on the agency, professional presentation and appropriate questions/items that reflect demographic information as well as needs and preferences of constituents.

1.1.3.1 TARGET / BENCHMARK

Rubric - Not Met

70% of students will pass with a 70% or higher score.

In 2018-19, 50/73 (69%) of students passed with a 70% or higher score.

2018-2019 Interpretation

FA18 - Six of the twelve students who did not earn 70% or better did not submit the assignment and therefore earned zeroes. One student submitted the assignment after its due date; thus, the grade is reflective of point deductions for late work, not a lack of knowledge or application of the required skill. Five students did not perform well on the assignment. These students were notified of their poor performance, and it was recommended they meet with the instructor to review the assignment and their errors. Only two of the five students met with the instructor. However, all students in the class successfully completed this requirement as part of their final project demonstrating their mastery of this concept. The instructor has noted students often confuse a needs assessment with a program evaluation. This area of concern continues to be highlighted during class lectures, and the concepts are clearly differentiated during the Needs Assessment unit as well as the Program Evaluation unit. In addition, students are required to research and review needs
assessments in the park and recreation industry via the Internet as part of an in-class exercise to familiarize themselves with the format, structure, and content of this concept. The instructor will continue to address this confusion and work 1:1 with students to ensure their understanding.

SP19 - Two of the eleven students who did not earn 70% or better did not submit the assignment and therefore earned zeroes. Three students submitted the assignment after its due date; thus, the grade is reflective of point deductions for late work, not a lack of knowledge or application of the required skill. Six students did not perform well on the assignment. These students were notified of their poor performance, and it was recommended they meet with the instructor to review the assignment and their errors. These students were also required to redo the assignment and resubmit for credit. None of the six students met with the instructor, and five students did not follow through with completing this requirement. However, all students in the class successfully completed this requirement as part of their final project demonstrating their mastery of this concept. This area of concern continues to be strongly emphasized during class lectures. In addition, students are required to research and review needs assessments in the park and recreation industry via the Internet as part of an in-class exercise to familiarize themselves with the format, structure, and content of this concept. The instructor will continue to focus heavily on this concept during lecture and work 1:1 with students to ensure their understanding. It is noted the students did not appear to confuse the needs assessment assignment with a program evaluation as had been observed in past semesters.

To aid in the development of professionally designed and structured needs assessment surveys, the instructor will present content related to survey question types/formats and survey design tips during Week 5 of the semester instead of during Week 14 as the textbook suggests. A handout with strategies and tips will be provided in addition to the content-specific lecture slides, in-class discussion, and in-class exercise.

1.1.4 MEASURES OF OUTCOME

Philosophy Statement Assignment

PRTS 211: Students are to write their personal philosophy of leisure. The assignment assesses a student’s understanding of recreation, leisure and play. Demonstrate ability to articulate in
writing the importance of recreation and leisure in relation to quality of life. 70% of students will pass with a 70% or higher score. A score of 70% or higher indicates that the student has demonstrated the ability to articulate in writing the importance of recreation and leisure in relation to quality of life (both individually and societally). Rubric scores reflect a realistic and logical philosophy, written expression of personal opinions, and writing skills including grammar and spelling.

70% of students will pass with a 70% or higher score.

In 2018-19, 76/88 (86%) of students passed with a 70% or higher score.

2018-2019 Interpretation

FA18 - Two students did not complete/submit the assignment; therefore, they earned zeroes for this performance measure. One student scored just below 70% due to a penalty incurred for a late submission.

SP19 - Two students did not complete/submit the assignment; therefore, they earned zeroes for this performance measure. The remaining three students scored lower than 70%, but higher than 63%.

Outcomes

7.02.01 - Design, Implement, and Evaluate Services

Students will be able to design, implement, and evaluate services and programs in the field of park, recreation, and tourism. COAPRT Standard: Ability to Design, Implement, & Evaluate: 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.

Action Plan

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<tr>
<td>18-19: The instructor for PRTS 482/483W is</td>
<td>3/27/2019</td>
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overhauling the lecture and lab parts of this course. The lecture will now focus more heavily on evaluation (which will mean the comprehensive exam is slightly different). There is a new textbook as well. The lab has also been changed so that students are conducting an evaluation of a program/event/agency and working in the field with administrators to do so. The final report will be an evaluation report instead of a research report. Despite the fact that students are meeting the benchmark, they have always struggled with the utility of a research class. Modifying it to be more of an evaluation class will provide them with more practical knowledge as they enter the industry. The students will also be learning to do statistics in Excel instead of SPSS because they will most likely have access to Excel at their workplace. We hope this addresses the concerns about the utility of statistical software on the senior assessment.

**ACTION ITEM 2**

19-20: PRTS faculty will review content and assessments in all PRTS core courses and make changes to reduce redundancy and better organize and structure course content. Modifications to core PRTS courses will be recommended and proposed in Fall 2019 for implementation in Fall 2020.

**CREATED** 9/24/2019  
**DUE** 8/17/2020  
**STATUS** In Progress

**MEASURES OF OUTCOME**

**Program Plan Assignment**

PRTS 212: In small project teams, students create a 15-Step Programming Plan. Students use the textbook, class assignments, and lectures to support the Program Plan and its design. Each day of class is used to review steps of the programming process and program plan development. This plan is a “living” assignment, evolving with each day of class. This comprehensive assignment is due at the end of the semester; however, progress is monitored...
by the instructor through reviews of draft documents and in-person team meetings. A 70% pass on this assignment indicates that the students were able to properly design a program with attention to and competence in: program descriptions, identification of a target audience, a plan for conducting needs assessments and asset reviews, proper program formats, relevant program areas, necessary facilities/equipment/supplies, appropriate staffing, the establishment of goals and objectives, the development of policies/procedures/rules, a risk assessment, a marketing and promotion plan, a cost-analysis, program facilitation strategies, and a program evaluation. The rubric assesses the following areas: 1. Creativity; 2. Content (reflective of mastery of course concepts); 3. Grammar/Spelling; 4. Professionalism.

### 1.2.1.1 TARGET / BENCHMARK

**Program Plan Assignment**  Exceeded

**TARGET / BENCHMARK**

70% of students will pass with a 70% or higher score

**RESULTS / FINDINGS**

In 2018-19, 93.5% of students passed with a 70% or higher score.

**INTERPRETATION AND USE OF RESULTS**

2018-2019 Interpretation

FA18 - 100% of students met the benchmark.

SP19 - Students work in small teams to complete the semester-long program plan assignment. The project is intentionally scaffolded and students receive regular feedback on their work/progress in multiple ways prior to submitting the final plan. This managed approach has been highly effective for the overwhelming majority of students. The four students who did not score 70% or better were on the same project team and did not appear to give adequate/appropriate attention to the project. Their team missed many deadlines and their work was minimal despite the extensive nature of the project outline. The team did not apply the recommendations I provided to their final program plan.

### 1.2.2 MEASURES OF OUTCOME

**Diversity Interview & Reflection Paper**

PRTS 285: Diversity Interview and Paper Assignment: Students interview one person who is different from them along two identities (race/ethnicity, ability/disability, gender, SES, sexual orientation, age). After the interview they are expected to reflect on the differences and
similarities, connect content/concepts from class, and discuss how diversity can help inform their development as a professional possibly delivering a service in tourism or recreation for people who are members of the interviewee’s group. A 70% pass indicates that students were able to carry out the interview, reflect on both the personal and professional aspects related to diverse issue from their interview/constituent, make connections from course content to the interviewee, and address how this new “diversity” knowledge can help inform programming or services for people who are members of the interviewee’s group.

1.2.2.1 TARGET / BENCHMARK

Diversity Reading Card and Reflection Assignment Exceeded

70% of students will pass with a 70% or higher score

In 2018-19, 59/62 (95%) of students passed with a 70% or higher score

INTERPRETATION AND USE OF RESULTS

2018-2019 Interpretation

FA18 - This course was not offered.

SP19 - Of the three students who did not meet the standard of 70% or better, one student submitted the assignment after its due date, thus, the grade is reflective of point deductions for late work, not a lack of knowledge or application of the required skill. Two students did not complete the assignment to the specifications outlined in the assignment outline and grading rubric.

SU19 - 100% of students met the standard of 70% or higher on this assignment.

1.2.3 MEASURES OF OUTCOME

Facilitation Assignment

PRTS 301/303: The leadership exercise requires students to select an appropriate activity based on parameters (e.g., youth, varying abilities, etc.) and facilitate. In groups, students will demonstrate the ability to facilitate recreation and leisure experiences for diverse settings and situations. Students will be given situations in which they will need to demonstrate the importance of leisure service delivery systems for diverse populations, demonstrate basic facilitation skills: including sequencing, modification, and processing (frontloading, debriefing, and transfer), as well as understand group dynamics and processes. 70% or higher score
indicates students demonstrated good participation, activity facilitation and group management.

### 1.2.3.1 TARGET / BENCHMARK

#### Leadership Implementation Assignment

Target / Benchmark: 70% of students will pass with a 70% or higher score. See rubric below in Project Attachments.

In 2018/19, 66/68 (97%) of students passed with a 70% or higher score.

#### INTERPRETATION AND USE OF RESULTS

2018-2019 Interpretation

FA18 - One student did not complete the assignment and eventually received an Incomplete for the course.

SP19 - One student did not complete the assignment and eventually received an Incomplete for the course.

### 1.2.4 MEASURES OF OUTCOME

#### Comprehensive Exam for PRTS 482W

PRTS 482W: Students will demonstrate a comprehensive understanding of applied research and evaluation methods via a Comprehensive Exam. The comprehensive exam is our direct measure of research techniques and processes used by professionals in the work place. A 70% or higher score indicates sufficient retention of knowledge in the areas related to different types of research methods, ethics, observational approaches, experiments, questionnaires/interviews, basic statistics, and sampling techniques.

### 1.2.4.1 TARGET / BENCHMARK

#### Comprehensive Exam for PRTS 482W

Target / Benchmark: 70% of students will pass with a 70% or higher score.

In 2018-19, 66/74 (89%) of students passed with a 70% or higher score.

#### INTERPRETATION AND USE OF RESULTS

2018-2019 Interpretation

FA18 - The instructor switched to an evaluation textbook instead of a research text
which helped students better understand the concepts and how this information applies to what they will be doing in the field.

SP19 - Students not performing well on this exam did not attend class regularly and did not complete the assigned quizzes. Both coming to class and completing low-stakes assignments would have better prepared them for the exam.

### MEASURES OF OUTCOME

**Applied Research Report**

PRTS 483W: Students learn how to put together sections of a professional research report for an agency. This reflects entry-level knowledge of the typical sections found in any research report given to management. Students complete a mini research project for this assignment. They must identify a topic, do a literature review, design a questionnaire with both qualitative and quantitative question formats, interview two people using the questionnaire, and write up a report based on their findings. The 70% reflects proper knowledge of putting together a research report for an agency. The rubric for the final report includes cover letter, title page, executive summary, table of contents, introduction, literature review, methods section, results section, conclusion section, APA style references and demonstrate competence in technical aspects of writing (grammar and style).

### TARGET / BENCHMARK

**Applied Research Assignment (Task 5)**

70% of students will pass with a 70% or higher score.

In 2018-19, 61/71 (86%) of students passed with a 70% or higher score.

### 2018-2019 Interpretation

FA18 - The instructor stated more time in the lab will help students to work on their projects more consistently. The hands-off approach the instructor attempted was not as effective. This change will be implemented in Spring 2019.

SP19 - Students not meeting the benchmark either submitted the assignment late or did not submit the assignment at all. Therefore, the sub-par scores reflect students’ motivation, not their ability to evaluate in the recreation/leisure setting.
The instructor reports the modifications made to the course were well received by the students and resulted in better learning outcomes including comprehension and application of course concepts.

OUTCOMES

7.03.01 - Perform Operations and Management/Administrative Tasks

Students will be able to express and apply their knowledge of management/administration in park, recreation, and tourism settings. COAPRT Standard Management and Administration: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.

Action Plan

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<td>The strategic planning assignment in PRTS 332 is being modified because students will not actually be doing strategic planning when they enter the workforce. The previous assignment caused considerable confusion and seemed to be more advanced than their current knowledge. They will be tested on the strategic planning process on one of the exams. While it is important for them to know about the process, they will not be leading that process as lower or mid-level managers. DUE DATE 4/29/2019</td>
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<td>19-20: PRTS faculty are conducting a curriculum review and redesign to streamline course content and create more efficient courses. PRTS 425 will be deactivated, and its content will be merged with PRTS 332 under the new course name of Recreation Administration. Budgeting and the budgeting assignment will then be absorbed into PRTS</td>
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<td>8/17/2020</td>
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332 in modified form. This change will be implemented in Fall 2020.

### 1.3.1 MEASURES OF OUTCOME

#### Strategic Plan Test Questions

PRTS 332: A portion of Exam 1 assesses students' knowledge of strategic planning in recreation settings. A 70% or higher will reflect proper knowledge of the parts and contents of a strategic plan which include a vision statement, a mission statement, a list of core values, a SWOT Analysis, long-term goals, objectives and an action plan.

#### 1.3.1.1 TARGET / BENCHMARK

**Strategic Plan Test Questions**

**TARGET / BENCHMARK**

70% of students will pass with a 70% or higher score

**RESULTS / FINDINGS**

In 2018-19, 63/75 (84%) of students passed with a 70% or higher score.

**INTERPRETATION AND USE OF RESULTS**

**2018-2019 Interpretation**

FA18 - Four short answer test questions asked about strategic planning. Questions on mission/vision statement and the 7 elements to a strategic plan were the most difficult for the seven students scoring below a 70% on the individual questions. The instructor planned to adjust teaching this content in more detail.

SP19 - There were four short answer questions; students tended to struggle with the 7 elements of the strategic plan. In the future—more attention to this section is encouraged.

SU19 - All students scored above 70% or higher on the strategic plan test questions. This was an online exam for an online course.

### 1.3.2 MEASURES OF OUTCOME

#### Policy & Procedure Assignment

PRTS 332: Students will gain an understanding of program administration through the use of policy and procedures. The purpose of this assignment is to assess a student’s ability to understand the difference between a policy and procedures and their use in the recreation
industry. A score of 70% or higher demonstrates the student’s ability to understand the relationship between policy and procedures and program operation. The rubric includes scores for content of a policy statement written in clear and concise terms, detailed procedures supporting the policy statement, appropriate format and technical writing skills.

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**TARGET / BENCHMARK**

**Policy & Procedure Assignment**  Exceeded

**TARGET / BENCHMARK**

**70% of students will pass with a 70% or higher score.**

**RESULTS / FINDINGS**

In 2018-19, 66/75 (88%) of students passed with a 70% or higher score.

**INTERPRETATION AND USE OF RESULTS**

**2018-2019 Interpretation**

FA18 - Three of the five students who did not meet the benchmark did not complete the assignment and, therefore, received a zero.

SP19 - Of the two students who did not meet or exceed 70%, one did not complete the assignment and the other only partially completed it.

SU19 - The two students who did not meet or exceed 70% both lost points for lack of detail in their procedures section.

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**TARGET / BENCHMARK**

**Budget Assignment**  Exceeded

**TARGET / BENCHMARK**

**70% of students will pass with a 70% or higher score.**

**MEASURES OF OUTCOME**

**Budget Assignment**

PRTS 425: Two-part assignment to demonstrate knowledge of key components within a budget and ability to prepare a budget. The assessment indicates whether students grasp budget components, know proper terminology and can create a budget. A 70% pass on this Budget assessment indicates that students grasped budget components, know proper terminology and can create a budget. The rubric focuses on the accuracy and completeness of the assignment. Technical competence for writing and use of Excel are also measured.
In 2018-19, 27/32 (84%) of students passed with a 70% or higher score.

2018-2019 Interpretation

FA18 - The assignment involves creating a program budget (in 5 segments) and making adjustments to a departmental budget. The five students who did not achieve the 70% benchmark did not submit critical portions of the assignment and were essentially “incomplete” scores. The instructor spent a fair amount of time teaching Excel and how to make formulas that are Excel-compatible. 100% of the students who completed and submitted all five parts scored over 70%.

SP19 - There is no data to report, as the class was not offered this semester.

1.4 OUTCOMES

7.04.01 - Practice Professional Skills

Students will demonstrate competence professional practice in the park, recreation, and tourism industry. COAPRT Standard Internship: 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.

MEASURES OF OUTCOME

Final Internship Report

PRTS 368: Students will provide a well-thought final report from their internship experience. The final report consists of students reflecting on 10 goals/objectives that they initially set for themselves, evaluation of what they learned and/or accomplished relative to original goals and objectives, and highlights and disappointments of the experience. Students also comment on career preparation and recommendations to their assigned agency. A 70% or higher would constitute a well-thought out reflection on their goals, experience, career and recommendations to their agency.

1.4.11 TARGET / BENCHMARK

Final Internship Report [Exceeded]

70% of students will pass with a 70% or higher score.
In 2018-19, 58/60 (97%) of students passed with a 70% or higher score.

2018-2019 Interpretation

FA18 - All students earned a 70% or better on this assignment.

SP19 - All students earned a 70% or better on this assignment.

SU19 - Two students did not meet or exceed the standard of 70%. One student submitted an unprofessional, abbreviated outline of his internship experience which did not meet the expectations and standards of the assignment. The other student submitted a partial report but was missing an entire required section. Additional detail and a more thorough discussion was necessary for both students, as identified in the assignment outline and grading rubric.

1.4.2 MEASURES OF OUTCOME

Final Intern Eval from Supervisor

PRTS 368: After completion of the internship, students will be assessed by their Internship supervisor. Supervisors will give a reflection and assessment of the Student Intern and Program. Students will engage in between 400-560 clock hours and no fewer than 10-week internship. In brief, the internship provides the student major in Park, Recreation and Tourism Studies (PRTS) with practical field experience in an off-campus service setting under the direct supervision of a qualified agency supervisor. The requirements for the PRTS internship both fulfill and exceed the professional standards mandated for field experience by the Certified Meeting Planner certification, NRPA/CPRP and the National Council for Therapeutic Recreation Certification (NCTRC). 90% of students will score a 70% or higher on the Final Evaluation from Internship Supervisor.

1.4.2.1 TARGET / BENCHMARK

Final Internship Evaluation from Internship Supervisor Exceeded

In 2018-19, 100% of students scored a 70% or higher on the Final Evaluation from Internship Supervisor.
FA18 - All students earned a 70% or better on this assignment.

SP19 - All students earned a 70% or better on this assignment.

SU19 - All students earned a 70% or better on this assignment.

Project Attachments (2)

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