2017 COAPRT Academic Annual Report
Narrative Report - Learning Outcomes Assessment
Compliance with the COAPRT Standard 2.05.05 (i.e. 7.0 series aggregated data)

Program-specific learning outcome consistent with COAPRT Standard 7.01.
7.01 – Students will demonstrate entry-level knowledge in the nature and scope of the park, recreation, tourism, and hospitality professions and the historic, scientific, and philosophical foundations of the profession based on evaluation of key class assignments.

15. Method by which the learning outcome for Standard 7.01 was assessed: *
Course specific assignments, activities and test/quiz items were used to assess compliance with the learning outcomes.

REC 165: Recreation Agency Presentation
REC 165: Crowding Activity
REC 165: Health Fair Assignment
REC 165: Leisure Motivation Questionnaire Assignment
REC 361: Disability for a Day Project
REC 361: Interview Assignment
REC 361: Diversity Bingo Activity
REC 374: Commercial Recreation Business Profile Paper
REC 374: Commercial Recreation Issues Paper
REC 378: Selected exam questions in Recreation Management & Leadership
GEO 474: Selected exam questions in Developing the Master Plan

16. Indicate whether this outcome measure is Direct or Indirect. *
Direct

17. Result of the assessment of the learning outcome for Standard 7.01: *

REC 165: Met. Recreation Agency Presentation: 95% of students scored an 80% or higher on the presentation. The average score on the students’ presentation was 95%. This indicates that students understand the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries and the foundation of the recreation profession.

REC 165: Met. Crowding Activity: 92% of students completed the activity. The completion rate for this activity indicates that students understand the techniques that park managers use to measure crowding.

REC 165: Met. Health and wellness assignment: For the Fall 2015 semester 90% of students achieved a “B” or higher and during the Spring 2016 semester 90% of students received a “B” or higher on the assignment.

REC 165: Met Leisure motivation questionnaire assignment: For the fall 2015 semester 85% of students achieved a “B” or higher. During the spring 2016 semester 82% or more of students received a “B” or higher while students in the fall 2016 section met this standard with 80% of students meeting our requirements. See tables below as evidence of student achievement.

REC 361: Disability for a Day Project: Met. 100% of students earned a grade of 85% or higher on this assignment. This indicates that students understand the nature and scope of the disability issues as it pertains to the park and recreation profession.

REC 361: Interview Assignment: Met. Every student earned a grade of 90% or higher on this assignment. This indicates that students understand techniques and processes used by park and recreation professionals when understanding constraints of underrepresented groups.

REC 361: Diversity Bingo Activity: Unmet. 76% of students completed the activity.

REC 374: Commercial Recreation Business Profile: Met. Every student earned an 80% or higher on this assignment. This indicates that students understand the nature and scope of the commercial recreation profession, the processes used by professionals in the industry, (i.e. the target markets for the business), and how the business was founded.
REC 374: Unmet. Commercial Recreation Issues Paper: 76% of students earned an 80% or higher on this assignment, with an average grade of 74%.

REC 378: Unmet. For both the Fall 2015 semester (7 items, Avg grade = 79.5%) and Spring 2016 semester (7 items, Avg grade = 71.8%), students performed slightly below our expectations. The students appear to have struggled with some of the material, specifically with the matching questions on the test. We will work with students in future sections to make sure they understand the importance of knowing and remembering class definitions.

REC 474: Met. Parks and Recreation major completes when they enroll in GEO 474 achieved the desired results. During the Spring 2015 (9 items, Avg % = 85.9%) and Fall 2016 (9 items, Avg % = 85.6%) semesters most students received a “B” or higher on test questions (9 items) assessing the 7.01b standard. This exam aids students in understanding the nature and scope of the profession. We believe these questions are helping us meet the standard.

18. Please provide the program-specific learning outcome consistent with COAPRT Standard 7.02. 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. *

19. Method by which the learning outcome for Standard 7.02 was assessed: *

REC 165: Gender Equality Activity: Students are shown clips from the films “Thelma and Louise” and “A League of Their Own” and are told to identify the main theme of the film clip, and explain the connection of leisure, women, and equality in the film.

REC 361: Constraints in Leisure Activity: Students are asked to brainstorm constraints of diverse populations; Adaptive Program Activity: Students are asked to plan an arts and crafts program that accommodates a person who is blind, a person who uses a wheelchair, and a person who could not use their arms; In an example of workplace diversity training, students play “Diversity Bingo” where they try to learn something different about their classmates then discuss their reactions to their own cultural experiences.

REC 361: Disability for a Day Project: Working in groups, students would each participate in a recreation activity with some sort of disability. Students would then discuss their experiences along with suggestions for making recreation areas more accessible

REC 374: Local Commercial Recreation Business Profile: Students will investigate one commercial recreation/tourism business in their area either by visiting the business or through a web search and answer a variety of questions including visitor demographics

REC 412: Bubble Soccer Program Report (Final Project): Students will design, plan, fund-raise, run and evaluate a Bubble Soccer for Cal U students and create detailed program plan and report. The report required the following sections: Introduction, Benefits; Needs identification & assessment; Programming model; Goals & objectives; Program development factors (Program activity area, Program format, Program plan, Program timeline, Facilities; Equipment & supplies; Staffing; Budget; Promotion); Program delivery; Program evaluation Bibliography). These projects were evaluated using a detailed Program Report Grading Rubric.

20. Please indicate whether this outcome measure is Direct or Indirect. *

Direct

21. Result of the assessment of the learning outcome for Standard 7.02: *

REC 165: Gender Equality Activity: Met. 100% of students completed the activity. The completion rate for this activity indicates that students understand and embrace personal and cultural dimensions of diversity and recognize the need to design, implement, and evaluate services for diverse populations.

REC 361: Constraints in Leisure Activity: Met. 100% of students completed the activity. The completion rate for this activity indicates that students understand and embrace personal and cultural dimensions of diversity and recognize the need to design services for diverse populations.

REC 361: Adaptive Program Activity: Unmet. Only 79% of students completed the activity correctly.
**REC 361:** Disability for a Day Project: Met. 100% of students earned a grade of 85% or higher on this assignment. This indicates that students have a greater understanding of the obstacles facing a diverse population when it comes to recreation and can better design and implement services for diverse groups.

**REC 374:** Local Commercial Recreation Business Profile: Commercial Recreation Business Profile: Met. Every student earned an 80% or higher on this assignment. This indicates that students understand commercial recreation's role in designing, implementing, and evaluating services for diverse populations.

**REC 412:** Bubble Soccer Recreation Program Report: Unmet. The average score for the class (20 students) was 81% with only 12 out of 20 (60%) earning a B or higher. Grades ranges from a high of 95% to low of 50%. The two weakest sections were the Program evaluation and the Needs identification & assessment. We will need to increase to focus and time spent in these sections.

22. Please provide the program-specific learning outcome consistent with COAPRT Standard 7.03.
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. *

23. Method by which the learning outcome for Standard 7.03 was assessed: *
**REC 165:** Recreation Agency Report: The content in the presentation is evaluated according to a content based rubric.
**REC 361:** Adaptive Program Activity: The content was compiled and discussed in class.
**REC 374:** Commercial Recreation Business Plan: The content in the assignment is evaluated according to a content based rubric.
**REC 374:** Exam Questions: Aggregate score on the five questions addressing budgeting and finance.

24. Please indicate whether this outcome measure is Direct or Indirect. *
**Direct**

25. Result of the assessment of the learning outcome for Standard 7.03: *
**REC 165:** Met. Recreation Agency Presentation: 95% of students scored an 80% or higher on the presentation. The average score on the students’ presentation was 95%. This indicates that students understand entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
**REC 361:** Adaptive Program Activity: Unmet. 79% of students completed the activity.
**REC 374:** Commercial Recreation Business Plan: Unmet. 66% of students earned a grade of 80% or higher on this assignment.
**REC 374:** Exam Questions: Unmet. 62-79% of students scored an 80% or higher on the exam questions including those related to commercial recreation operations.
**REC 378:** The three assignments based on 1) Mission, Goals & Objectives, 2) Budget assignment, 3) Policy Manual assignment used for learning outcome 7.03 that students must complete are wide ranging topic assignments that every Parks and Recreation major takes when they enroll in REC 378. These assignments absolutely aid students in understanding operation and management issues in the workplace and better prepare them to deal with complicated situations in the workplace. During the Fall 2015 semester, a total of 90% of the students received a “B” or higher for the Mission, Goals, and Objectives assignment; Met. For the Budget assignment, 77% of the students received a “B” or higher on this assignment; Unmet. Lastly, for the Policy Manual assignment; Met, 93% of the students received a “B” or higher. Similar numbers were achieved during the Spring 2016 semester. Clearly, the instructor must spend more time in class working on budgets.