Mission / Purpose

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 recreation, therapeutic recreation or travel-related services. The undergraduate curriculum is offered to encourage students toward leadership opportunities in direct service, supervision and administration. Through a management-based curriculum, the PRTS Program promotes a diversity of career choices ranging from the allied health field of therapeutic recreation to the growth industry of recreation and tourism management.

Consistent with the university’s, college’s, and department’s missions, the PRTS Program’s philosophy is to create a recreation and tourism professional who has the necessary competencies to be an informed leader, practitioner, and citizen. In the pursuit of this philosophical approach, the PRTS Program’s curriculum focuses on a service-centered and service-learning approach. The broader university goal of developing a student who values the “dignity and worth of the individual,” is central to the PRTS Program’s philosophy of creating informed programming for various populations. The PRTS Program’s focus on the pedagogy involved in programming, leadership, and service delivery is consistent with the college’s commitment to “excellence in teaching, scholarly activities, and service”. Additionally, the PRTS Program’s curriculum, faculty expertise, and service-learning approach are specifically in-line with our department’s advocacy of a “healthy lifestyle that includes human movement as an essential component of the physical, mental, emotional, and social well-being of all humans across the life span.”

Goals

G 1: 7.01 Foundations
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.

G 2: 7.02 Provision of services and experience opportunities
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.

G 3: 7.03 Management/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.

G 4: 7.04 Comprehensive 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.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: 7.01.01 Opportunity to achieve
The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.01.

Related Measures

M 2: PRTS 211
Students will examine the historical and philosophical bases of the recreation movement in the U.S. including theories of play and an assessment of the social, economic and cultural determinants of nonwork-time behavioral patterns. The relationship of leisure to education and the involvement of the government at federal, state and local levels are considered. Students will gain a better understanding of agencies that provide recreational programs, increase their knowledge of career opportunities, and have opportunities to have direct contact with professionals working in the recreation/tourism industry. At the end of the course, students are expected (a) to articulate the importance of leisure and its relationship to society and individuals in society and (b) have a realistic and logical philosophy that will serve as the foundation for their future careers.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 211 will pass with a 70% or higher score on their Professional Interview Assignment. Students will interview a professional in the field of Parks, Recreation or Tourism and ask questions related to the agency/organization, background of the individual, how to get started in the field (e.g. "do’s" and "don’ts"), professional associations that are relevant to the field and how to become involved as a student preparing to be a professional. In addition, students are expected to send a follow up thank you letter. A 70% or higher indicates the student has demonstrated professional courtesy and has been exposed to entry-level knowledge related to an area of interest they choose to follow in the field. 70% of students enrolled in PRTS 211 will pass with a 70% or higher score on their Site Visit Assignment. The purpose of the Site Visit Assignment is to give students an opportunity to visit a Park, Recreation or Tourism facility/agency in the Hampton Roads area. Students will gain a better understanding of agencies that provide recreational or tourism programs with the goal
of increasing their knowledge of career opportunities and providing an opportunity for students to have direct contact with professionals working in the recreation/tourism industry. 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 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.

**Finding (2014-2015) - Target: Met**
96% (110 out of 115) passed their Site Visit Assignment with a 70% or higher.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

*Action Plan for Professional Interview Assignment*
*Established in Cycle: 2012-2013*
No action plan needed at this time. Goals have been met.

*Action Plan for Professional Interview Assignment*
*Established in Cycle: 2013-2014*
The data indicate that students are doing well with their professional interviews, given our measure of 70% or better. Most stu...

*Action Plan for Site Visit Assignment*
*Established in Cycle: 2013-2014*
Although students did well on this assignment, further clarification is needed on the assignment in terms of its purpose and t...

*Action Plan for Site Visit Assignment*
*Established in Cycle: 2014-2015*
Add a requirement that every group has to go to a different place for a site visit. Site Visit is now completed in pairs or grou...

**SLO 2: 7.01.02 Assess Learning Outcomes**
The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct measure (see Table 1 for examples of direct measures). Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed

**Related Measures**

**M 2: PRTS 211**
Students will examine the historical and philosophical bases of the recreation movement in the U.S. including theories of play and an assessment of the social, economic and cultural determinants of non-work-time behavioral patterns. The relationship of leisure to education and the involvement of the government at federal, state and local levels are considered. Students will gain a better understanding of agencies that provide recreational programs, increase their knowledge of career opportunities, and have opportunities to have direct contact with professionals working in the recreation/tourism industry. At the end of the course, students are expected (a) to articulate the importance of leisure and its relationship to society and individuals in society and (b) have a realistic and logical philosophy that will serve as the foundation for their future careers.

Source of Evidence: **Academic direct measure of learning - other**

**Target:**
70% of students enrolled in PRTS 211 will score a 70% or higher on their Philosophy Statement Assignment. 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.

**Finding (2014-2015) - Target: Met**
92% (106 out of 115) of students scored a 70% or higher on the Philosophy Statement Assignment.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

*Action Plan for Philosophy Statement Assignment*
*Established in Cycle: 2012-2013*
No action plan needed at this time. Goal has been met.

*Action Plan for Philosophy Statement Assignment*
*Established in Cycle: 2013-2014*
The data indicate that PRTS faculty need to work more on the writing and conceptualization of a philosophy statement of leisure.....

*Action Plan for Philosophy Statement Assignment*
*Established in Cycle: 2014-2015*
The guidelines and sample philosophy statement used by the previous instructor were clarified so that students could understand ...

**M 3: PRTS 285**
Students will be introduced to the responsibilities of public, private, and commercial leisure service delivery systems in relation to their diverse constituents. The objective is to increase students’ understanding of ethnic/racial groups, gays and lesbians, people with disabilities, the elderly, and other diverse groups in park/recreation/tourism settings. Student assignments are geared towards the exploration of personal and cultural experiences of other individuals unlike themselves, and exposure to one or more diversity event(s) they would normally not attend and have them reflect on their experience.
SLO 3: A direct or an indirect measure of the learning outcome. Examples of direct and indirect measures are included in Table 1.

- Standardized test pass rates, ratings of observed performance by appropriate raters.
- These must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, outcomes based on data from the measures used). At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, outcomes based on data from the measures used).

92% of students (56 out of 61) passed the Diversity Reading Card and Reflection assignment with a score of 70% or better.

Related Action Plans (by Established cycle, then alpha):
- For full information, see the Details of Action Plans section of this report.

M 4: PRTS 301

Students will use the Benefits-Based Programming (BBP) Model to construct an experience that targets the social-emotional needs of youth. Through this service-learning based class, students will explore research, theory, practice, and techniques of structuring recreation experiences for youth. Using theoretical frameworks and examples, students...
are able to put their plans (after revisions and feedback) into action in high-need middle schools by using the Pinnacle and Ultimate Field Guide Teambuilding Kits. PRTS students will also be mentoring middle school students

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 301 will score 70% or higher on their Weekly Activity Plans/CARE NOW Assignment. A score of 70% or higher indicates that students were able to incorporate theory into weekly intentional recreation activities designed to reflect 1 of 7 resiliency characteristics in an afterschool program, with at least one of the recreation activities in a 10-week cycle targeting anti-bullying. The rubric assesses students in the following areas: 1. Correct Names, Date, Traits and Week/Group; 2. Measurable objective; 3. Appropriately selected activities and explanations for WAP; 4. Three reflective learning techniques (with explanations); and 5. Identified needed resources and page numbers.

100% (79 out of 79) of students enrolled in PRTS 301 passed with a 70% or higher on their Weekly Activity Plans/CARE NOW Assignment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for PRTS 301/302 Weekly Activity Plans
Established in Cycle: 2012-2013
No action plan needed. Outcome was met.

Action Plan for PRTS 301/302 Weekly Activity Plans
Established in Cycle: 2013-2014
Less flexibility was given to students when designing the WAPs. Essentially the WAPs were created by faculty and had students on...

Action Plan for PRTS 301/302 Weekly Activity Plans
We have now phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the t...

M 5: PRTS 302
Prerequisites: PRTS 301. This course examines research, theory, practice, and techniques of structuring recreation experiences to facilitate predetermined outcomes. This course includes the examination of theories of learning, motivation, emotion, socialization, human development, and group dynamics as related to the facilitation of recreation experiences

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 302 will score 70% or higher on their Weekly Activity Plans/CARE NOW Assignment. A score of 70% or higher indicates that students were able to incorporate theory into weekly intentional recreation activities designed to reflect 1 of 7 resiliency characteristics in an afterschool program, with at least one of the recreation activities in a 10-week cycle targeting anti-bullying. The rubric assesses students in the following areas: 1. Correct Names, Date, Traits and Week/Group; 2. Measurable objective; 3. Appropriately selected activities and explanations for WAP; 4. Three reflective learning techniques (with explanations); and 5. Identified needed resources and page numbers.

100% of students (79 out of 79) passed the WAPs

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for PRTS 301/302 Weekly Activity Plan
Established in Cycle: 2012-2013
No action need at this time. Outcome was met.

Action Plan for PRTS 301/302 Weekly Activity Plan
Established in Cycle: 2013-2014
Less flexibility was given to students when designing the WAPs. Essentially the WAPs were created by faculty and had students on...

Action Plan for PRTS 301/302 Weekly Activity Plan
We have phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the theor...

M 9: PRTS 482W
Students will have a basic knowledge in research and evaluation within the context of parks, recreation and tourism studies. Specific focus is placed on integrating basic research, program evaluation, ethics, and statistical analysis in an applied manner within the field. Topics include program interventions, program evaluations, and survey research. This is a writing intensive course. Students learn how to put together sections of a professional report for an agency. This reflects entry-level knowledge of the typical sections found in any report given to management.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 482W will score 70% or higher on the Questionnaire Exercise Assignment. The assignment has 21 questions. Students must get 15 out of 21 answers correct in order to score over 70%. A 70% pass indicates that the student can distinguish between subject-completed and research-completed instruments, as well as identify which data collection tool is most appropriate for different scenarios. 80% of students will pass the comprehensive exam in PRTS 482W. An 80% or higher score indicates sufficient retention of knowledge in the areas related to multi-method approaches, ethics, literature searches, observational approaches, experiments, ethics, writing reports, questionnaires/interviews, basic statistics, evaluation, and sampling techniques.

SLO 4: 7.02.01 Opportunity to achieve

The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.02.

Related Measures

M 1: PRTS 201

Students are expected to understand and develop their activity leadership and programming skills. Theories and techniques in relation to community, therapeutic, commercial, and outdoor recreation leisure service provision are explored. Students will examine the basic principles of recreation programming and leadership including needs assessment, public relations, and evaluation. Students will gain a better understanding of agencies that provide recreational programs. Increase knowledge of career opportunities. Students are provided with an opportunity to have direct contact with professionals working in the recreation/tourism industry. Lastly, students will be able to create a well-researched and thought-out program plan using professional guidelines.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 201 will pass with a 70% or higher on their Program Plan Assignment. A 70% pass on this assignment indicates that the student was able to properly design a program with appropriate descriptions, identification of a target audience, program formats, program areas, staffing, the establishment of goals and objectives, marketing and promotion, and cost-analysis. The rubric assess the following areas: 1. Organizational profile; 2. Approach to programming; 3. Theoretical framework; 4. Value, mission, and vision; 5. Overview of community and characteristics of population served; 6. Design of program; 7. Program promotion and pricing; 8. Basic strategies for facilitating your program; 9. Program evaluation, and 10. Professional preparation.

95% of students (71 out of 75) passed the Program Plan Assignment with 70% or higher in AY 14-15.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for PRTS 201 Program Plan Assignment
Established in Cycle: 2012-2013
No action needed.

Action Plan for PRTS 201 Program Plan Assignment
Established in Cycle: 2013-2014
The program plan assignment was explained to students on multiple occasions and Dr. Usher looked over parts of the assignment ...

Action Plan for PRTS 201 Program Plan Assignment
Students did well with vision, mission and values of the organization, program design, and promotion. Students can improve in w...

M 4: PRTS 301

Students will use the Benefits-Based Programming (BBP) Model to construct an experience that targets the social-emotional needs of youth. Through this service-learning based class, students will explore research, theory, practice, and techniques of structuring recreation experiences for youth. Using theoretical frameworks and examples, students are able to put their plans (after revisions and feedback) into action in high-need middle schools by using the Pinnacle and Ultimate Field Guide Teambuilding Kits. PRTS students will also be mentoring middle school students.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 301 will pass with a 70% or higher on the Weekly Activity Plan/CARE NOW Assignment. A score of 70% or higher indicates that students were able to incorporate theory into weekly intentional recreation activities designed to reflect 1 of 7 resiliency characteristics in an afterschool program, with at least one of the recreation activities in a 10-week cycle targeting anti-bullying. The rubric assesses students in the following areas: 1. Correct Names, Date, Traits and Week/Group; 2. Measurable objective; 3. Appropriately selected activities and explanations for WAP; 4. Three reflective learning techniques (with explanations); and 5. Identified needed resources and page numbers.

100% (79 out of 79) of students enrolled in PRTS 301 passed with a 70% or higher on their Weekly Activity Plans/CARE NOW Assignment.
**M 5: PRTS 302**

Prerequisites: PRTS 301. This course examines research, theory, practice, and techniques of structuring recreation experiences to facilitate predetermined outcomes. This course includes the examination of theories of learning, motivation, emotion, socialization, human development, and group dynamics as related to the facilitation of recreation experiences.

Source of Evidence: Academic direct measure of learning - other

**Target:**
70% or all students will pass with 70% or higher on their Weekly Activity Plan/CARE NOW Assignment. A score of 70% or higher indicates that students were able to incorporate theory into weekly intentional recreation activities designed to reflect 1 of 7 resiliency characteristics in an afterschool program, with at least one of the recreation activities in a 10-week cycle targeting anti-bullying. The rubric assesses students in the following areas: 1. Correct Names, Date, Traits and Week/Group; 2. Measurable objective; 3. Appropriately selected activities and explanations for WAP; 4. Three reflective learning techniques (with explanations); and 5. Identified needed resources and page numbers.

**Finding (2014-2015) - Target: Met**
100% (79 of 79) passed the WAPs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan for PRTS 301/302 Weekly Activity Plan**
*Established in Cycle: 2012-2013*
No action plan needed. Outcome was met.

**Action Plan for PRTS 301/302 Weekly Activity Plan**
*Established in Cycle: 2013-2014*
Less flexibility was given to students when designing the WAPs. Essentially the WAPs were created by faculty and had students on...

**Action Plan for PRTS 301/302 Weekly Activity Plan**
*Established in Cycle: 2014-2015*
We have now phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the t...

**SLO 5: 7.02.02 Assess Learning Outcomes**

The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct measure (see Table 1 for examples of direct measures). Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.

**Related Measures**

**M 1: PRTS 201**

Students are expected to understand and develop their activity leadership and programming skills. Theories and techniques in relation to community, therapeutic, commercial, and outdoor recreation leisure service provision are explored. Students will examine the basic principles of recreation programming and leadership including needs assessment, public relations, and evaluation. Students will gain a better understanding of agencies that provide recreational programs. Increase knowledge of career opportunities. Students are provided with an opportunity to have direct contact with professionals working in the recreation/tourism industry. Lastly, students will be able to create a well-researched and thought-out program plan using professional guidelines.

Source of Evidence: Academic direct measure of learning - other

**Target:**
70% of students enrolled in PRTS 201 will pass will score 70% or higher on the Facilitation Assignment. A 70% or higher on this assignment reflects students' performance to run an event, to be professional and accountable to peers, assess aspects of the programmed event, and provide feedback/reflection on the event.

**Finding (2014-2015) - Target: Met**
99% of students (74 out of 75) passed the Facilitation Assignment with a 70% or higher score.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan for PRTS 201 Facilitation Assignment**
*Established in Cycle: 2012-2013*
No action plan needed. Goal was met.
Action Plan for PRTS 201 Facilitation Assignment
Established in Cycle: 2013-2014
Because all of the students received above 70%, we plan to continue monitoring and make changes as needed. One such change is th...

Action Plan for PRTS 201 Facilitation Assignment
Students did very well with this assignment. Students led a great program and all participants had fun. Leadership skills were d...

M 3: PRTS 285
Students will be introduced to the responsibilities of public, private, and commercial leisure service delivery systems in relation to their diverse constituents. The objective is to increase students' understanding of ethnic/racial groups, gays and lesbians, people with disabilities, the elderly, and other diverse groups in park/recreation/tourism settings. Student assignments are geared towards the exploration of personal and cultural experiences of other individuals unlike themselves, and exposure to one or more diversity event(s) they would normally not attend and have them reflect on their experience.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 285 will pass with a 70% or higher score on the Diversity Event & Paper Assignment. Students are graded on an introduction, reflection, conclusion, and grammar. The reflection is 50% of the grade. Passing with a 70% or higher would indicate that the student has given a good general introduction, has reflected on the experience and given some thought to how the diversity event has impacted them individually or professionally to demonstrate what aspects of the diversity event they have embraced, and has given thought to general recommendations.

Students in PRTS 285 passed the Diversity Event and Paper assignment with 93% (57 out of 61) pass rate.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for Diversity Event and Paper
Established in Cycle: 2012-2013
The action plan is to include this measure in the upcoming academic year.

Action Plan for Diversity Event and Paper
Established in Cycle: 2013-2014
Students that did not do well on this assignment either did not turn it in or did not offer any insightful recommendations. We ...

Action Plan for Diversity Event and Paper
The Diversity Campus Event & Paper is similar to the Interview; however, the interview focuses on one on one interaction, whereas...

M 5: PRTS 302
Prerequisites: PRTS 301. This course examines research, theory, practice, and techniques of structuring recreation experiences to facilitate predetermined outcomes. This course includes the examination of theories of learning, motivation, emotion, socialization, human development, and group dynamics as related to the facilitation of recreation experiences.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 302 will pass with a 70% or higher on their CARE NOW Facilitation Assignment. A score of 70% or higher indicates that students were able to incorporate theory into weekly intentional recreation activities designed to reflect 1 of 7 resiliency characteristics in an afterschool program, with at least one of the recreation activities in a 10-week cycle targeting anti-bullying. The rubric assesses students in the following areas: 1. Correct Names, Date, Traits and Week/Group; 2. Measurable objective; 3. Appropriately selected activities and explanations for WAP; 4. Three reflective learning techniques (with explanations); and 5. Identified needed resources and page numbers.

100% (79 of 79) passed the WAPs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for PRTS 301/302 Weekly Activity Plan
Established in Cycle: 2012-2013
No action plan needed at this time. Outcome met.

Action Plan for PRTS 301/302 Weekly Activity Plan
Established in Cycle: 2013-2014
Less flexibility was given to students when designing the WAPs. Essentially the WAPs were created by faculty and had students on...

Action Plan for PRTS 301/302 Weekly Activity Plan
We have phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the theo...

SLO 6: 7.02.03 Graduate achievement
The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments,
standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome. Examples of direct and indirect measures are included in Table 1.

**Related Measures**

**M 1: PRTS 201**

Students are expected to understand and develop their activity leadership and programming skills. Theories and techniques in relation to community, therapeutic, commercial, and outdoor recreation leisure service provision are explored. Students will examine the basic principles of recreation programming and leadership including needs assessment, public relations, and evaluation. Students will gain a better understanding of agencies that provide recreational programs. Increased knowledge of career opportunities. Students are provided with an opportunity to have direct contact with professionals working in the recreation/tourism industry. Lastly, students will be able to create a well-researched and thought-out program plan using professional guidelines.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

70% of students enrolled in PRTS 201 will pass with a 70% or higher on their Program Evaluation

**Finding (2014-2015) - Target: Met**

98% of students (74 out of 75) passed the Program Evaluation Assignment with a 70% or higher score.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Action Plan for PRTS 201 Program Evaluation**

*Established in Cycle: 2012-2013*

No action plan needed. Goal has been met.

**Action Plan for PRTS 201 Program Evaluation**

*Established in Cycle: 2013-2014*

This finding only reflects Spring 2014 results. The Fall 2013 was the first time Dr. Usher taught PRTS 201 and while she had six...

**Action Plan for PRTS 201 Program Evaluation**

*Established in Cycle: 2014-2015*

Students did very well with this assignment. They were able to provide effect feedback, reflection, and evaluation of the event.

**M 9: PRTS 482W**

Students will have a basic knowledge in research and evaluation within the context of parks, recreation and tourism studies. Specific focus is placed on integrating basic research, program evaluation, ethics, and statistical analysis in an applied manner within the field. Topics include program interventions, program evaluations, and survey research. This is a writing intensive course. Students learn how to put together sections of a professional report for an agency. This reflects entry-level knowledge of the typical sections found in any report given to management.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

70% of students enrolled in PRTS 482W passed with a 70% or higher on the Applied Research Assignment. 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). The point total for the rubric is 50 points. Students must receive a 35 out of 50 points in order to get a 70%. The 70% reflects proper knowledge of putting together a report for an agency. 70% of students enrolled in PRTS 482W passed with a 70% or higher on the Questionnaire and Interview Assignment. A 70% pass indicates that students were able to distinguish between open-ended and closed-ended questions, demographic questions, use proper layout and design, and write up results and summarize findings. Information from this assignment is then incorporated into the final report (Applied Research Assignment).

**Finding (2014-2015) - Target: Met**

91% (67 out of 74) of students enrolled in PRTS 482W passed with a 70% or higher on the Questionnaire Exercise Assignment. 96% (71 out of 74) of students enrolled in PRTS 482W passed with a 70% or higher on the Applied Research Assignment.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Action Plan for Applied Research and Questionnaire & Interview**

*Established in Cycle: 2012-2013*

No action needed. Outcomes met.

**Action Plan for Applied Research and Questionnaire & Interview**

*Established in Cycle: 2013-2014*

Applied Research Assignment. Students were not initially given a breakdown of the points needed to really highlight the areas ne...

**Action Plan for Applied Research and Questionnaire & Interview**

*Established in Cycle: 2014-2015*

This assignment needs some tweaking so that students understand that they have to conduct an in-person interview. Since it...

**SLO 7: 7.03.01 Opportunity to achieve**

The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) syllabi for courses relevant to this learning outcome, b) a matrix of courses and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.03.

**Related Measures**
M 6: PRTS 332
Students examine personnel management principles, practices, and policies in the public, private, and commercial recreation delivery systems. Students will explore general personnel management as well as personnel management practices unique to the park, recreation, and tourism industry. Students are expected to learn the following: a) understand the components to a job description and increase knowledge of individual job related duties in the recreation/tourism industry; b) gain an understanding of job recruitment through the use of job announcements, publishing software and other tools, and c) gain an understanding of of program administration through the use of policy and procedures assignment.

Source of Evidence: Academic direct measure of learning - other

**Target:**
70% of students enrolled in PRTS 332 will pass with a 70% or higher on their Job Description Samples Assignment. The purpose of this assignment is to assess a student’s ability to understand the components of a job description. Students write a job description for an entry level position in the recreation industry. A score of 70% or better demonstrates knowledge of entry level job requirements including job duties, knowledge, skills, ability, and education. The rubric includes scores for appropriate job description content, and technical writing skills. 70% of students enrolled in PRTS 332 will pass with a 70% or higher on their Job Announcement Samples Assignment. The purpose of this assignment is to assess the student’s ability to write a job announcement and understand basic job recruitment strategies. A score of 70% or higher indicates that students have demonstrated knowledge of job content for job announcements and recruitment of employees. The rubric includes scores for job content, creativity & eye appeal of a job announcement using publishing software, as well as technical writing skills.

**Finding (2014-2015) - Target: Met**
89% (56 out of 63) passed with a 70% or higher on their Job Description Samples Assignment. 92% (58 out of 63) passed with a 70% or higher on their Job Announcement Samples Assignment.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan for PRTS 332 Job Description, Job Announcement**
*Established in Cycle: 2012-2013*
No action needed. Outcomes met.

**Action Plan for PRTS 332 Job Description, Job Announcement**
*Established in Cycle: 2013-2014*
· PRTS 332 Job Description Assignment: The concept of what a job description is, why it is important, and how it is u...

**Action Plan for PRTS 332 Job Description, Job Announcement**
*Established in Cycle: 2014-2015*
The students did well with this assignment. The students did a wonderful job with this assignment. They were very creative and ...

SLO 8: 7.03.02 Assess Learning Outcomes
The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct measure (see Table 1 for examples of direct measures). Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.

**Related Measures**

M 1: PRTS 201
Students are expected to understand and develop their activity leadership and programming skills. Theories and techniques in relation to community, therapeutic, commercial, and outdoor recreation leisure service provision are explored. Students will examine the basic principles of recreation programming and leadership including needs assessment, public relations, and evaluation. Students will gain a better understanding of agencies that provide recreational programs. Increase knowledge of career opportunities. Students are provided with an opportunity to have direct contact with professionals working in the recreation/tourism industry. Lastly, students will be able to create a well-researched and thought-out program plan using professional guidelines.

Source of Evidence: Academic direct measure of learning - other

**Target:**
70% of students enrolled in PRTS 201 will score a 70% or higher on their Program Plan Assignment

**Finding (2014-2015) - Target: Met**
89% of students (67 out of 75) passed the Program Plan Assignment with a 70% or higher score.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan for Program Planning Assignment**
*Established in Cycle: 2012-2013*
No action needed at this time. Goal has been met.

**Action Plan for Program Planning Assignment**
*Established in Cycle: 2013-2014*
The program plan assignment was explained to students on multiple occasions and Dr. Usher looked over parts of the assignment...

**Action Plan for Program Planning Assignment**
*Established in Cycle: 2014-2015*
Students did well with vision, mission and values of the organization, program design, and promotion. Students can improve in w...
Students examine personnel management principles, practices, and policies in the public, private, and commercial recreation delivery systems. Students will explore general personnel management as well as personnel management practices unique to the park, recreation, and tourism industry. Students are expected to learn the following: (a) understand the components to a job description and increase knowledge of individual job related duties in the recreation/tourism industry, (b) gain an understanding of job recruitment through the use of job announcements, publishing software and other tools, and (c) gain an understanding of of program administration through the use of policy and procedures assignment.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students enrolled in PRTS 332 will pass with a 70% or higher on their Job Description Samples Assignment. The purpose of this assignment is to assess a student's ability to understand the components of a job description. Students write a job description for an entry level position in the recreation industry. A score of 70% or better demonstrates knowledge of entry level job requirements including job duties, knowledge, skills, ability, and education. The rubric includes scores for appropriate job description content, and technical writing skills. 70% of students enrolled in PRTS 332 will pass with a 70% or higher on their Job Announcement Samples Assignment. The purpose of this assignment is to assess the student's ability to write a job announcement and understand basic job recruitment strategies. A score of 70% or higher indicates that students have demonstrated knowledge of job content for job announcements and recruitment of employees. The rubric includes scores for job content, creativity & eye appeal of a job announcement using publishing software, as well as technical writing skills. 70% of students enrolled in PRTS 332 will pass with a 70% or higher on their Policy & Procedure Assignment. 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.

89% (56 out of 63) passed with a 70% or higher on their Job Description Samples Assignment. 92% (58 out of 63) passed with a 70% or higher on their Job Announcement Samples Assignment. 84% (53 out of 63) passed with a 70% or higher on their Policy and Procedures Assignment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for PRTS 332 Job Description, Job Announcement, Policy & Procedure
Established in Cycle: 2012-2013
No action plan needed on Job Description and Job Announcement Assignment. Initiate new assignment (Policy and Procedure Assignment).

Action Plan for PRTS 332 Job Description, Job Announcement, Policy & Procedure
Established in Cycle: 2013-2014
PRTS 332 Job Description Assignment: The concept of what a job description is, why it is important, and how it is used...

Action Plan for PRTS 332 Job Description, Job Announcement, Policy & Procedure
The students did well with this assignment. The students did a wonderful job with this assignment. They were very creative and...

M 8: PRTS 425
Students examine principles and practices of financial and risk management in park, recreation, and tourism. The focus is geared toward the recreation facilities as well as how to review and develop effective financial and risk management plans. Students will be exposed to (1) a two-part assignment to demonstrate knowledge of key components within a budget and ability to prepare a budget, and (2) conducting a risk assessment and creating a risk management plan.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students will score a 70% or higher on the Budget Assignment. A 70% pass on this Budget assessment indicates that students grasped budget components, know proper terminology and can create a budget. 70% of students will score a 70% or higher on the Risk Management Assignment. A 70% pass on the Risk Management Assignment indicates that students measured the likelihood and significance of incidents that can occur during recreational activities and within parks and recreation facilities. The plan addresses specific risks related to activities as well as general concerns (e.g., media policies, inspections, supervision, etc.).

74 out of 85 (87%) scored 70% or higher on the Budget Assignment. 81 out of 85 (95%) scored 70% or higher on the Risk Management Assignment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for Budget and Risk Mgmt
Established in Cycle: 2012-2013
In order to be in line with 2013 COAPRT standards for accreditation, we will be changing this measure to assignments. We will i...

Action Plan for Budget and Risk Mgmt
Established in Cycle: 2013-2014
PRTS 425 Multiple Assessment Tools: Because the nature of the PRTS 425 course changed from a facilities management and design...

Action Plan for Budget and Risk Mgmt
Students understood the basics of assessing risks, trying to prevent them and having a reaction plan. More attention will be pr...
SLO 9: 7.04.02 Assess Learning Outcomes

The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.

Related Measures

M 11: PRTS 368

Students will engage in not less than 400 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-COAPRT and the National Council for Therapeutic Recreation Certification (NCTRC).

Source of Evidence: Capstone course assignments measuring mastery

Target:
70% of students will score a 70% or higher on their Final Internship Report. The final report is worth 20 points and 70% or higher would constitute a well-thought out reflection on their goals, experience and career, as well as recommendations given to the PRTS Program to help both the internship process and curriculum changes. 90% of students will score a “C” (Satisfactory) or higher on the Final Evaluation from Internship Supervisor. A “C” or higher constitutes an overall satisfaction with the interns by their supervisor across four areas: (1) attitudes towards work, (2) leadership and professional qualities, (3) communication skills, and (4) personal qualities (e.g., discipline, adaptability, courtesy, etc.). Given that this is the capstone course, our expectation is that 90% of students will pass with higher than satisfactory scores, as a reflection of both the student we “produce” and the student’s role as a representative of our program.

93% of all students (42 out of 45) passed the Final Internship Report with meaningful feedback in spring of 2014. 98% of all students (44 out of 45) passed with a “satisfactory” or higher score on the Final Evaluation from Internship Supervisor.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for Comprehensive Internship
Established in Cycle: 2013-2014
Final Internship Report Action: In general, students have done well with the final report. We are able to make minor modificat...

Action Plan for Comprehensive Internship
Change the PRTS Program Evaluation Survey and Include an evaluation of the agency/internship site. Make this effective in the Su...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan for Applied Research and Questionnaire & Interview
No action needed. Outcomes met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.02.03 Graduate achievement

Action Plan for Budget and Risk Mgmt
In order to be in line with 2013 COAPRT standards for accreditation, we will be changing this measure to assignments. We will include a Budget Assignment and a Risk Management Assignment. 70% of students enrolled in the PRTS 425 course will be expected to pass with a 70% or higher on each of the assignments.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: PRTS 425 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

Action Plan for Diversity Event and Paper
The action plan is to include this measure in the upcoming academic year.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

Action Plan for Diversity Interview & Paper
Not reported in this cycle. Keep measure for next Academic Year.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for Diversity Reading Card and Reflection
Roll over this measure to next AY for first time assessment.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.01.02 Assess Learning Outcomes

**Action Plan for Ethical Guidelines Assignment**
No action needed. Outcome met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.01.02 Assess Learning Outcomes

**Action Plan for Philosophy Statement Assignment**
No action plan needed at this time. Goal has been met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 211 | Outcome/Objective: 7.01.01 Opportunity to achieve

**Action Plan for Professional Interview Assignment**
No action plan needed at this time. Goals have been met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 211 | Outcome/Objective: 7.01.01 Opportunity to achieve

**Action Plan for Program Planning Assignment**
No action needed at this time. Goal has been met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 211 | Outcome/Objective: 7.03.02 Assess Learning Outcomes

**Action Plan for PRTS 201 Facilitation Assignment**
No action plan needed. Goal was met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 201 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

**Action Plan for PRTS 201 Program Evaluation**
No action plan needed. Goal has been met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 201 | Outcome/Objective: 7.02.03 Graduate achievement

**Action Plan for PRTS 201 Program Plan Assignment**
No action needed at this time. Goal was met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 201 | Outcome/Objective: 7.02.01 Opportunity to achieve

**Action Plan for PRTS 301/302 Weekly Activity Plan**
Discontinue this measure for the next academic year.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 301 | Outcome/Objective: 7.02.03 Graduate achievement

**Action Plan for PRTS 301/302 Weekly Activity Plan**
No action plan needed at this time. Outcome met.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 302 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

**Action Plan for PRTS 301/302 Weekly Activity Plan**
No action plan needed. Outcome was met.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 301 | Outcome/Objective: 7.02.01 Opportunity to achieve

**Action Plan for PRTS 301/302 Weekly Activity Plan**
No action plan needed. Outcome was met.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 301 | Outcome/Objective: 7.02.01 Opportunity to achieve

**Action Plan for PRTS 301/302 Weekly Activity Plan**
The action plan is to discontinue this metric for the following academic year.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 302 | Outcome/Objective: 7.02.03 Graduate achievement

**Action Plan for PRTS 301/302 Weekly Activity Plan**
No action plan needed. Outcome was met.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 301 | Outcome/Objective: 7.01.03 Graduate achievement

**Action Plan for PRTS 301302 Weekly Activity Plan**
No action need at this time. Outcome met.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 301 | Outcome/Objective: 7.01.03 Graduate achievement

**Action Plan for PRTS 301302 Weekly Activity Plan**
No action plan needed. Outcomes met.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 302 | Outcome/Objective: 7.03.01 Opportunity to achieve

**Action Plan for PRTS 332 Job Description, Job Announcement**
No action plan needed on Job Description and Job Announcement Assignment. Initiate new assignment (Policy and Procedure Assignment) in next academic year.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 332 | Outcome/Objective: 7.03.02 Assess Learning Outcomes

**Action Plan for Questionnaire Exercise Assignment**
No action needed.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.01.03 Graduate achievement

**Action Plan for Applied Research and Questionnaire & Interview**
Applied Research Assignment: Students were not initially given a breakdown of the points needed to really highlight the areas needed to do well. In addition, samples were provided of previous assignments in order to showcase format and expectations. Students are now provided with an Applied Research Project Rubric in order to help focus on writing expectations. Questionnaire and Interview Assignment: Although students did relatively well on this assignment, classroom instruction was changed so that the students would already have read the text, did a questionnaire assignment (see 7.01.03), been exposed to questionnaire design in the class, and then have a hands-on questionnaire development in the writing lab. This was used in the most recent class with much success.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.02.03 Graduate achievement
Action Plan for Budget and Risk Mgmt

PRTS 425 Multiple Assessment Tools: Because the nature of the PRTS 425 course changed from a facilities management and design course to a financial and risk management course, we have experimented with the type of measure to use for this course. The first time it was offered we utilized a comprehensive final. Assessment of the final showed the students performed well, but we felt the content needed to be expanded on testing. The second time PRTS 425 was offered we tried separating the finance and the risk portions of the course into two exams. We then decided that it might be best for students to have an applied outcome-oriented assignment that reflects knowledge of finance and risk management principles – this was used in the third iteration of the course as our metric for assessment. Students have responded well to the change in focus regarding this course. Given that the assignments have only been used for one academic year, we will continue monitoring the assignments at this time.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 425 | Outcome/Objective: 7.03.02 Assess Learning Outcomes

Action Plan for Comprehensive Internship

Final Internship Report Action: In general, students have done well with the final report. We are able to make minor modifications in the internship process from their feedback. Additionally, students have successfully reflected on the goals they set out for themselves at the beginning of the internship, in terms of "met" "partially met" or "not met" and explanations for such a designation. It is a good feedback loop for the PRTS program and their capstone course. Final Evaluation from Internship Supervisors: General comments ... General supervisor feedback for the tourism emphasis students show that they are particularly strong in customer service delivery and survey development, and that they may benefit from more courses in accounting, economics, and social media. This could be addressed in advising when students are looking for electives, or as possible minors. General supervisor feedback from the park and recreation emphasis students show that they are particular strong in programming and leading/leadership activities, and that they could benefit from courses in public speaking to better deal with diverse constituents - something that could be addressed more in the diversity course.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 368 | Outcome/Objective: 7.04.02 Assess Learning Outcomes

Action Plan for Diversity Event and Paper

Students that did not do well on this assignment either did not turn it in or did not offer any insightful recommendations. We are currently not sure whether the assignment should be extra credit or part of the grade. For now we will keep it as part of the grade and monitor the value for the students. Students generally felt positive about the assignment and the opportunity to get them to try something new and out of their comfort level.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

Action Plan for Diversity Interview & Paper

Students did extremely well on this assignment and loved the opportunity to interview someone unlike themselves. Although no real problems at this time, some students found the rubric a bit confusing, so we will seek to streamline the rubric. The comment that kept re-occurring in their reflections was the initial start to the interview. Many were nervous. Perhaps discuss some common interviewing techniques prior to the assignment, and note that it's okay to be nervous.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for Diversity Reading Card and Reflection

Although students did well on this exercise, some students struggled with the extent to which the assignment called for reflection. Additionally, the assignment did not note where in the textbook the case studies could be found so more clarity is needed related to access and expectations. Consider using a separate document detailing the case studies (i.e., name, authors, location in textbook).

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.01.02 Assess Learning Outcomes

Action Plan for Ethical Guidelines Assignment

No real problems with this assignment, except maybe create more scenarios. But, for now continue monitoring. Classes reviewing the general protection of human subjects were very well received by students. This portion of the course is very well liked by students because many case studies and examples are brought in related to past human subjects abuses.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.01.02 Assess Learning Outcomes

Action Plan for Philosophy Statement Assignment

The data indicate that PRTS faculty need to work more on the writing and conceptualization of a philosophy statement.
of leisure. We plan to incorporate a writing process that involves an iterative process using a feedback loop and allowing for re-writes that could include an end-of-the course philosophy statement in PRTS 211 and have the students compare and contrast pre and post course philosophy statements.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** PRTS 211  |  **Outcome/Objective:** 7.01.02 Assess Learning Outcomes

**Action Plan for Professional Interview Assignment**

The data indicate that students are doing well with their professional interviews, given our measure of 70% or better. Most students who did not do well, simply forgot to turn in the assignment, or lost points for lateness. The PRTS faculty feel that the Personal Interview overlaps with aspects of the Site Visit assignment and are considering discontinuing this assignment due to redundancy.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** PRTS 211  |  **Outcome/Objective:** 7.01.01 Opportunity to achieve

**Action Plan for Program Planning Assignment**

The program plan assignment was explained to students on multiple occasions and Dr. Usher looked over parts of the assignment the students had to work on throughout the semester. While the assignment guidelines and a rubric were provided, a checklist for the assignment could be useful in making sure the students include all parts of the project. The students who did not do well mainly forgot to include parts of the final project. Another issue is that coming up with an original program idea is probably overwhelming for students who have not done programming before. Modifying the assignment so that it is focused on an actual program (perhaps the one they help facilitate), instead of one they have to make up on their own, may also make more sense to students, especially in an introductory class. We instituted some of these modifications from the Fall to the Spring in AY 13-14 and saw marked improvement. We will continue to monitor this assignment.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** PRTS 211  |  **Outcome/Objective:** 7.03.02 Assess Learning Outcomes

**Action Plan for PRTS 201 Facilitation Assignment**

Because all of the students received above 70%, we plan to continue monitoring and make changes as needed. One such change is that if this same event is used for program facilitation in the Fall, we can re-word the sections of the rubric for each specific aspect of the project for a more parsimonious metric. Fall 2013 was the first time the students helped facilitate the ODU triathlon.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** PRTS 201  |  **Outcome/Objective:** 7.02.02 Assess Learning Outcomes

**Action Plan for PRTS 201 Program Evaluation**

This finding only reflects Spring 2014 results. The Fall 2013 was the first time Dr. Usher taught PRTS 201 and while she had six of her students conduct an evaluation of the event they facilitated, the entire class did not do one. Next time the entire class will be involved in a program evaluation.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** PRTS 201  |  **Outcome/Objective:** 7.02.03 Graduate achievement

**Action Plan for PRTS 201 Program Plan Assignment**

The program plan assignment was explained to students on multiple occasions and Dr. Usher looked over parts of the assignment the students had to work on throughout the semester. While the assignment guidelines and a rubric were provided, a checklist for the assignment could be useful in making sure the students include all parts of the project. The students who did not do well mainly forgot to include parts of the final project. Another issue is that coming up with an original program idea is probably overwhelming for students who have not done programming before. Modifying the assignment so that it is focused on an actual program (perhaps the one they help facilitate), instead of one they have to make up on their own, may also make more sense to students, especially in an introductory class. We instituted some of these modifications from the Fall to the Spring in AY 13-14 and saw marked improvement. We will continue to monitor this assignment.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** PRTS 201  |  **Outcome/Objective:** 7.02.01 Opportunity to achieve

**Action Plan for PRTS 301/302 Weekly Activity Plan**

Less flexibility was given to students when designing the WAPs. Essentially the WAPs were created by faculty and had students only make minor adjustments. This action was taken because in the past, when students had full autonomy of the WAPs, the theoretically underpinning (resiliency and character) were lost. At this point, lab lessons have been adjusted to increase student knowledge of theory, and allow for more input from students as they “personalize” the WAPs to allow for a better balance of input. Faculty are deciding whether or not to keep the WAPs as an assessment tool.
Action Plan for PRTS 332 Job Description, Job Announcement

Less flexibility was given to students when designing the WAPs. Essentially the WAPs were created by faculty and had students only make minor adjustments. This action was taken because in the past, when students had full autonomy of the WAPs, the theoretically underpinning (resiliency and character) were lost. At this point, lab lessons have been adjusted to increase student knowledge of theory, and allow for more input from students as they “personalize” the WAPs to allow for a better balance of input. Faculty are deciding whether or not to keep the WAPs as an assessment tool.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcomes/Objective):
- Measure: PRTS 301 | Outcome/Objective: 7.02.01 Opportunity to achieve
  | 7.02.02 Assess Learning Outcomes | 7.02.03 Graduate achievement

Action Plan for PRTS 301/302 Weekly Activity Plan

Students perform well with this assignment. The assignment requires that students create a job description for a park, recreation, therapeutic recreation, or tourism position. Students typically lose points by making technical mistakes, e.g. formatting errors. Students do well listing job duties and requirements related to the job title.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcomes/Objective):
- Measure: PRTS 301 | Outcome/Objective: 7.02.01 Opportunity to achieve
  | 7.02.02 Assess Learning Outcomes | 7.02.03 Graduate achievement

Action Plan for PRTS 301/302 Weekly Activity Plans

Students perform well with this assignment. The assignment requires that students create a job description for a park, recreation, therapeutic recreation, or tourism position. Students typically lose points by making technical mistakes, e.g. formatting errors. Students do well listing job duties and requirements related to the job title.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcomes/Objective):
- Measure: PRTS 302 | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for PRTS 332 Job Description, Job Announcement

- PRTS 332 Job Description Assignment: The concept of what a job description is, why it is important, and how it is used in the work place are discussed in class. The assignment requires that students create a job description for a park, recreation, therapeutic recreation, or tourism position. Students perform well with this assignment. They typically lose points by making technical mistakes, e.g. formatting errors. Students do well listing job duties and requirements related to the job title.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcomes/Objective):
- Measure: PRTS 332 | Outcome/Objective: 7.03.01 Opportunity to achieve

Action Plan for PRTS 332 Job Description, Job Announcement, Policy & Procedure

- PRTS 332 Job Description Assignment: The concept of what a job description is, why it is important, and how it is used in the work place are discussed in class. The students review the parts of a job description and are given examples in class. The assignment requires that students create a job description for a park, recreation, therapeutic recreation, or tourism position. Students perform well with this assignment. They typically lose points by making technical mistakes, e.g. formatting errors. Students do well listing job duties and requirements related to the job title.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcomes/Objective):
- Measure: PRTS 332 | Outcome/Objective: 7.03.01 Opportunity to achieve
of students were involved with policy and procedures during their internship experiences. It was felt that the students would be better prepared if they were required to develop a policy and procedure in class. Students are given a list of topics that commonly require a policy and procedure. They are given a sample policy and procedure in class on staff professional development. This assignment is not long (only a few pages) but is very technical and detail oriented. The students mostly lose points on lack of detail in the procedures section of the assignment. More time will be spent in class discussing the details that go into a policy and procedure.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 332 | Outcome/Objective: 7.03.02 Assess Learning Outcomes

Action Plan for Questionnaire Exercise & Comprehensive Exam

Questionnaire Exercise: More information on the development of questionnaires/surveys that incorporate differences between open-ended and closed-ended or qualitative and quantitative formats for data gathering could be elaborated upon more clearly and earlier in PRTS 482W. The understanding of questionnaire development improved due to changes in PRTS 482W in more hands-on/applied uses of survey research. Comprehensive Exam in PRTS 482W:

Students continue to do well on this comprehensive exam because of the hands-on portion of the lab and service-learning hands-on projects outside of class, which help to reinforce class material. Minor changes have been made in class instruction to reinforce weaker areas on the exam and mirror CPRP and CTRS preparation.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for Site Visit Assignment

Although students did well on this assignment, further clarification is needed on the assignment in terms of its purpose and the use of a rubric for assessment.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 211 | Outcome/Objective: 7.01.01 Opportunity to achieve

Action Plan for Applied Research and Questionnaire & Interview

This assignment needs some tweaking so that students understand that they have to conduct an in-person interview. Since it involves some quantitative questions, they seem to think that their two participants must fill it out like a survey, or that they can email it out to them. Students did well with open-ended and closed-ended. Need to go over more sequence and layout for surveys. We have tried various versions of this assignment and continue to refine it and try to give students enough flexibility to choose their own topic for this project. Students did really well with the final research assignment. They excelled in the write-up of their findings for the 2-3 interviews conducted as part of the assignment. Statistics portion of the write up not needed in future assignments. Also, rubric will be altered to reflect the separation between methodology and findings.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 482W | Outcome/Objective: 7.02.03 Graduate achievement

Action Plan for Budget and Risk Mgmt

Students understood the basics of assessing risks, trying to prevent them and having a reaction plan. More attention will be provided in the future to the assessment tool so that risks are rated more realistically for likelihood of occurrence and consequences. Utilized similar assignment as in the past where students created a program budget and determined a price for it based on both break-even and profit objectives. Also had students review and update multiple line items within a departmental budget. Students grasped the project very well. The new text and additional classroom practice assignments proved helpful in their understanding. Modified the assignment so that while students obtain a general understanding of risks related to various activities they were able to hone in on what they considered to be the greatest risk for their given activity.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 425 | Outcome/Objective: 7.03.02 Assess Learning Outcomes

Action Plan for Comprehensive Internship

Change the PRTS Program Evaluation Survey and Include an evaluation of the agency/internship site. Make this effective in the Summer 2014. Automate assignments on Blackboard.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 368 | Outcome/Objective: 7.04.02 Assess Learning Outcomes

Action Plan for Diversity Event and Paper

The Diversity Campus Event & Paper is similar to the Interview; however, the interview focuses on one on one interaction, whereas the event focuses on group setting. Consider offering one or the other, rather than both assignments, or alternate the assignment. Consider only offering the Event assignment, as it is in 7.02, and there are already two options for 7.01 in 285. This assignment is not possible in the summer schedule.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

Action Plan for Diversity Interview & Paper
Included more examples of a poor, good, and excellent Diversity Interview on Blackboard. I was not able to do this last year because it was taught for the first time. Students appreciated the posts.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 285 | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for PRTS 301/302 Weekly Activity Plan
We have now phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the theory-based outcome with an activity. Faculty have updated the WAPs and they are reused each year for the afterschool program.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 301 | Outcome/Objective: 7.02.01 Opportunity to achieve

Action Plan for PRTS 301/302 Weekly Activity Plans
We have now phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the theory-based outcome with an activity. Faculty have updated the WAPs and they are reused each year for the afterschool program.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 302 | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for PRTS 301302 Weekly Activity Plan
We have phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the theory-based outcome with an activity. Faculty have updated the WAPs and they are reused each year for the afterschool program.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 302 | Outcome/Objective: 7.01.03 Graduate achievement

Action Plan for PRTS 301302 Weekly Activity Plans
We have phased out students modifying the Weekly Activity Plans. Students struggle to consistently appropriately match the theory-based outcome with an activity. Faculty have updated the WAPs and they are reused each year for the afterschool program.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 332 | Outcome/Objective: 7.03.01 Opportunity to achieve

Action Plan for PRTS 332 Job Description, Job Announcement
The students did well with this assignment. The students did a wonderful job with this assignment. They were very creative and understood the concepts well. More needs to be explained in what job functions need to be and should be included.Providing students with a sample job description posted on Blackboard helped to clarify expectations for the assignment. Students were permitted to submit this assignment electronically so they did not need access to a color printer. This improved the overall quality of the work submitted.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PRTS 332 | Outcome/Objective: 7.03.01 Opportunity to achieve

Action Plan for PRTS 332 Job Description, Job Announcement, Policy & Procedure
The students did well with this assignment. The students did a wonderful job with this assignment. They were very creative and understood the concepts well. More needs to be explained in what job functions need to be and should be included.Providing students with a sample job description posted on Blackboard helped to clarify expectations for
the assignment. Students were permitted to submit this assignment electronically so they did not need access to a color printed. This improved the overall quality of the work submitted. Providing a sample policy and procedure on Blackboard helped to decrease confusion about this assignment which was a concern with previous semesters. In general the students did okay with this assignment. Some found it difficult to find the appropriate wording for each policy section. More time needs to be dedicated to discussing policies, how they are written and the thought process behind them.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 332 | Outcome/Objective: 7.03.02 Assess Learning Outcomes

**Action Plan for Questionnaire Exercise & Comprehensive Exam**

This assignment needs some tweaking so that students understand that they have to conduct an in-person interview. Since it involves some quantitative questions, they seem to think that their two participants must fill it out like a survey, or that they can email it out to them. Students did well with open-ended and closed-ended. Need to go over more sequence and layout for surveys. This is a different comprehensive exam than before. We switched to a different textbook. Some of the test questions from the book had to be altered to reflect park, recreation and tourism research and incorporate examples from class, however many of the basic questions about research methods were the same. Students did well with the statistics portion, portions or a research report, and ethics and IRB. They did not do as well on qualitative research methods. Did well on types of experiments (true, quasi, pre), but not as well on experiment validity and reliability issues.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 482W | Outcome/Objective: 7.01.03 Graduate achievement

**Action Plan for Diversity Reading Card and Reflection**

Created a new Rubric and Assignment Protocol and went over the Reading Card assignment in more detail. This created less confusion over the previous year. An example from a different course was posted to demonstrate expectations for the reflection and ties back to course content. Much improved.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 285 | Outcome/Objective: 7.01.02 Assess Learning Outcomes

**Action Plan for Philosophy Statement Assignment**

The guidelines and sample philosophy statement used by the previous instructor were clarified so that students could understand exactly what they needed to do in order to complete the assignment. This seemed to help because a majority of the class passed the assignment and got well over 70%. No changes needed at this time; however, begin to include statement as part of their eportfolios. Continue monitoring.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 211 | Outcome/Objective: 7.01.02 Assess Learning Outcomes

**Action Plan for Program Planning Assignment**

Students did well with vision, mission and values of the organization, program design, and promotion. Students can improve in with program pricing, evaluation techniques and how their target audience impacted programming.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 201 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

**Action Plan for PRTS 201 Facilitation Assignment**

Students did very well with this assignment. Students led a great program and all participants had fun. Leadership skills were developed. Students can work on being on time.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 201 | Outcome/Objective: 7.02.02 Assess Learning Outcomes

**Action Plan for PRTS 201 Program Evaluation**

Students did very well with this assignment. They were able to provide effect feedback, reflection, and evaluation of the event.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PRTS 201 | Outcome/Objective: 7.02.03 Graduate achievement

**Action Plan for PRTS 201 Program Plan Assignment**

Students did well with vision, mission and values of the organization, program design, and promotion. Students can improve in with program pricing, evaluation techniques and how their target audience impacted programming.

**Action Plan for Site Visit Assignment**

Add a requirement that every group has to go to a different place for a site visit. Site Visit is now completed in pairs or groups of three to avoid a large number of students using professional staff time at the same facilities (e.g., the majority of the Therapeutic Recreation students [50% of class] were visiting the Norfolk TR Center, which overloaded the CTRSs).

**Established in Cycle:** 2014-2015  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** PRTS 201  
- **Outcome/Objective:** 7.02.01 Opportunity to achieve

**Relationships (Measure | Outcome/Objective):**

- **Measure:** PRTS 211  
- **Outcome/Objective:** 7.01.01 Opportunity to achieve