COAPRT 7 Series Template
RSSHM Core 2019

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

Students will identify socio-cultural factors related to recreation and leisure.

Students will understand the importance of balancing the provision of recreation in an increasingly diverse society.

Students will understand the importance of state and federal land management agencies on outdoor recreation in America.

Students will describe inclusive practices as they pertain to operating programs and services.

Evidence of Learning Opportunity (7.01.01) *How are students given opportunities to show they have learned the outcome?*
REC 160
a & c) Course Exam: Recreation and Leisure Concepts

Performance Measure (7.01.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

    a & c) Assessed by exam questions

Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*
70% of students will score 70% or above on the course exam over recreation and leisure concepts

Assessment Results (7.01.03) *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

 Exam: 0% of students scored 70% or higher on the exam

Evidence of Programmatic Decisions (7.01.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

Require the pre/post-test to be a part of the students' grade. Review exam questions being included – do they align with course content and learning outcomes?

Need to review other assignments/projects within the course. Are there others that align better with the learning outcome. If not better assessments, need to consistently collect the data.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

b) Students will identify the providers of recreation.

Be aware of diverse career opportunities in recreation and leisure field.

Students will be knowledgeable of the settings in which leisure service provider's work.

Evidence of Learning Opportunity (7.01.01) *How are students given opportunities to show they have learned the outcome?*

REC 160 Written Paper: Interview with a Recreation Professional

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Performance Measure (7.01.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

Assessed by PSU Writing Rubric

Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

70% of students will score 70% or above on the assigned content areas on the rubric

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Assessment Results (7.01.03*) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

97% of students in the spring 2019 and 70% of students in the fall 2019 scored a 70% or higher on the interview paper.

Evidence of Programmatic Decisions (7.01.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*
Fall 2019 right at cut point, continue to monitor. Review assignments in course to find if additional assignments cover information or to include more assignment specifics in grading rubric provided.

COAPRT 7 Series Template

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7.02   Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

Students will demonstrate the ability to design, implement and evaluate recreation services based on the population's needs

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Evidence of Learning Opportunity (7.02.01) *How are students given opportunities to show they have learned the outcome?*

REC 311: Program Labs & Hypothetical Project
REC 419: Community Based Research Project

Performance Measure (7.02.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

Assignment specific grading rubric for each assignment

Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

70% of the students will get a score of 70% or higher on the assignment

Assessment Results (7.02.03*) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

Spring 2019
REC 311 Program Labs: 100%
REC 311 Hypothetical Project: 65%
REC 419 Community Based Research: 82%

Evidence of Programmatic Decisions (7.02.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

REC 311 Hypothetical Projects: Monitor assessment results as numbers indicate various scores in previous semesters. In 2020, broke down project into greater detail during semester to help focus on each area of project.

7.03 **Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.**

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

REC 470
Students shall be able to understand environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design, and development upon the environment.

Understand the principles and procedures for evaluation of leisure programs and services

Have the ability to formulate, plan for implementation and evaluation extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met

Have a basic knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organization and business enterprise.

Have basic knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal, and regulatory standards.

Students shall be able to understand environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design, and development upon the environment.

Have basic knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal,

and regulatory standards.
Understand the concepts of organizational behavior, accountability, interpersonal relations and decision-making strategies.

Understand and develop the ability to promote the agency, the services, and the profession through marketing, public relations and promotion strategies.
Have a basic knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organization and business enterprise.

Have a basic knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal and regulatory standards.

Evidence of Learning Opportunity (7.03.01) *How are students given opportunities to show they have learned the outcome?*

REC 470 Project: Ten Year Plan for the City of Pittsburg
REC 470 Final Exam

Performance Measure (7.03.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

REC 470 project assessed by rubric.
Exam questions

Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

70% of the students will get a score of 70% or higher on the assignment

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Assessment Results (7.03.03*) Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

Spring 2019
REC 470 Project: 74% of students received a 70% or higher on the assignment
REC Final Exam: 71% of students received a 70% or higher on the exam

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Evidence of Programmatic Decisions (7.03.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*
REC 470:
Examine into other courses & assignments that address management/administration for further assessment.
Break the ten year project into smaller assignments during the semester to help guide student progress.

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

Students will produce quality project similar to those found in the chosen recreation field/internship placement.

Discuss recreation agency administrative policies and procedures.

Apply foundational knowledge to recreation-based services within the agency. Demonstrate the ability to solve problems through critical thinking.
Evidence of Learning Opportunity (7.04.01) *How are students given opportunities to show they have learned the outcome?* Major Project Final Internship Report Final Internship Evaluation
Performance Measure (7.04.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.* Rubric for major project and final report Supervisor completed evaluation
Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)* *70% of the students will get a score of 70% or higher on the assignment*
Assessment Results (7.04.03*) Based on the performance levels/metrics set above, at the end of the semester, what were the results?* Spring 2019: 100% of students scored a 70% or above on the major project and final report. 100% of students scored a three or higher on the final evaluation. Fall 2019: 100% of students scored a 70% or above on the major project and final report. 100% of students scored a three or higher on the final evaluation.
Evidence of Programmatic Decisions (7.04.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?* For future evaluation, create evaluations to be more specific to each emphasis area than one broad general evaluation. Create an evaluation for the supervisor to complete on the major project Raise the score of 70% or higher on the assignments. Raise the performance level from 70% to at least 90%. Make specific performance measure criteria for the final evaluation