

# Recreation and Tourism Management Department



California State University Northridge

## Self-Study Report

Prepared for the Council on Accreditation  
of Parks, Recreation, Tourism and Related Professions

December, 2012 (Revised January 2014)

Department of Recreation and Tourism Management  
California State University, Northridge

Accreditation Self-Study Report

for the Council on Accreditation  
of Parks, Recreation, Tourism and Related Professions

Northridge, CA  
December, 2012

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## Executive Summary

The Self-Study document for the Recreation and Tourism Management Department (RTM) reflects a department undergoing significant growth and change. The number of undergraduate majors has increased substantially with a growth rate of 91% over the last six years. The RTM undergraduate majors head count rose from 91 to 176 (2005-2011). The graduate program restarted the program in 2007 after a period of closure and now has 58 graduate students active in the program (2011).

The faculty resources have been stretched in order to accommodate the growth as well as maintain the work load of the California State University system. The self-study recognizes the great progress that has been made and also points to the need to continue to play catch-up to reach the highest potential for overall program outcomes, assessment and quality control, resource development (human and financial), and renewing connections with our industry groups and the community.

The faculty self-study process represents a comprehensive review of our undergraduate curriculum and the learning outcomes of the program. The narrative responses to the COAPRT standards are included in the self-study and supportive data is provided. The study is organized with a web-based format to provide detailed evidence to support the brief narrative responses to each accreditation standard. To facilitate access to the information the reader can link to supportive documents directly from the text of the self-study. There is also a webpage that provides a summary of the report and access to most of the major source documents. The link to that organizing web page is

[http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)

## Foreword

The RTM Department began a strategic planning process in 2010-11 as part of the leadership change in Department Chair and as part of an internal review process. The strategic planning identified the importance to department faculty to pursue accreditation with COAPRT. The Self-Study for the Council on Accreditation of Parks Recreation Tourism and Related Professions (COAPRT) accreditation was done in 2011 and 2012.

The return to accreditation by NRPA represents a journey both to the future and a connection to the past. In 2001 the Recreation and Tourism Management program pursued its twenty-five year accreditation cycle. The former reviews had all been positive. Following is the summary statement submitted by President Blenda Wilson to the Chancellor's Office as a report on CSUN internal Program Review in 2003-04:

“The accreditation team from the National Recreation and Park Association found a faculty that were committed to the accreditation process, an administration that was very supportive of the department and a student body who believed they were getting an excellent education. Re-accreditation was granted until 2002.” The site visitor had made several recommendations and a corrective action report was drafted by the faculty in order to complete the accreditation process. Unfortunately, the Department of Leisure Studies and Recreation\* was not granted reaccreditation due to administrative confusion regarding the response from the faculty. Once accreditation had been withdrawn, changes in campus willingness to commit resources to accreditation and shifts in the faculty attitude led to a period of intentional neglect of pursuing accreditation.

Today the faculty believes there are significant benefits to pursue the accreditation process again and submits the Self-Study with a new enthusiasm to demonstrate the quality of the Recreation and Tourism Management (RTM) program.

\*The Department of Leisure Studies and Recreation changed its name to Department of Recreation and Tourism Management in 2007.

## CHAPTER 1

# Eligibility Criteria

### 1.0 Eligibility Criteria

**1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.**

#### *Evidence of Compliance:*

The Department of Recreation and Tourism Management (RTM) is one of nine academic departments within the College of Health and Human Development at the California State University, Northridge. The RTM Department was formed in the 1970's when the original Department of Health Physical Education and Recreation founded in the late 1950's was split into three separate units. Foundational information on the university, college, and department can be found at the following websites.

California State University, Northridge website: <http://www.csun.edu/>

College of Health and Human Development website: <http://www.csun.edu/hhd/>

Department of Recreation and Tourism Management website: <http://www.csun.edu/hhd/rtm/>

CSUN organizational chart website: <http://wailuku.csun.edu/xplatform/99740714.htm>

The RTM Department has a long history that has placed an extensive number of alumni in different sectors of the community providing recreation and leisure services. The program has seen several periods of curriculum revision; the most recent major reorganization was in 1996 with curricular expansions in 2004 and 2010. Presently the Department offers the following degrees and minors.

- Undergraduate Degree:
  - Bachelor of Science in Tourism Hospitality Recreation Management
- Graduate Degree:
  - Masters of Science in Tourism Hospitality Recreation Management
- Minors:
  - Recreation Management
  - Tourism and Hospitality Management (proposed 2011-12)
  - Leadership (proposed 2011-12)



Degree descriptions and requirements are available in CSU Northridge University Catalog:  
<http://www.csun.edu/catalog/recreationandtourismmanagement.html>

**1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.**

*Evidence of Compliance:*

CSU Northridge is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council on Higher Education and Accreditation and the U.S. Department of Education. Information about WASC can be found at the WASC Website (<http://www.wascweb.org/>). For the State of California, CSU Northridge is accredited by the State Board of Education.

WASC reaccreditation was granted to California State University Northridge in March, 2012 as reflected on the CSUN website. <http://www.csun.edu/~instrsch/wasc/wascreaccreditation.pdf>

**1.03 A minimum of two full-time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program.**

*Evidence of Compliance:*

The RTM Department has seven full-time tenured/tenure-track faculty members. The Department also hires many part-time faculty who bring their wealth of real world experiences into the classroom and remain current with the emerging trends in the discipline.

- Full time faculty vitas are in Appendix C and a list of part-time teaching faculty for the 2011-12 academic year is in Table 1.2 below.
- A copy of the most recent semester schedule of classes, Spring 2012 is at this URL:  
[http://www.csun.edu/~vcrec004/COAPRT/SOC\\_2012\\_spring\\_2\\_17\\_12.pdf](http://www.csun.edu/~vcrec004/COAPRT/SOC_2012_spring_2_17_12.pdf)
- Table 1.1 summarizes faculty data for standard 1.03

**Table 1.1 Full Time Faculty and Instructional Areas**

<b>Full Time RTM Faculty</b>	<b>Faculty Terminal Degree and Granting Institution Date</b>	<b>Expertise by Courses Taught &amp; Specialty Areas</b>
Mechelle Best	Ph.D. University of Florida	RTM 251,480,481,520  Tourism Management, Sustainability
Joong won Lee	Ph.D. University of Utah	RTM 314;480;540;  Hospitality Management
Dianne Philibosian	Ph.D. Southern Illinois University at Carbondale	RTM 278; 352,305,444  Non-Profit Management, Play
Jan Tolan	Ph.D. Texas Woman's University	RTM 204, 402, 490, 494; 375,  Play & Human Development, Recreation Therapy, Inclusion
Veda Ward	Ph.D. University of Maryland	RTM 300, 490, 494; 330; 540, 693  Women & Leisure, Cultural Heritage Travel, Disparities in Recreation Access, Recreation Facilities Planning & Design
Al Wright	Ph.D. Penn State University	RTM 300,302, 303,304; 151,251,310,351,444,452,550,620  Leadership, Non-profit, Entrepreneurialism, Outdoor, Marketing, Organization & Management
Jimmy Xie	Ph.D. Penn State University	RTM 303,402,494; 550  Tourism Management & Marketing

**Table 1.2 Part Time Faculty and Instructional Areas**

<b>Part Time Faculty Name</b>	<b>Courses Taught</b>	<b>Specialty</b>
Brittany Applen, M.S.	RTM 151, 251	Outdoor Recreation
Francisca Castillo, M.B.A.	RTM 202, 300	Community Development and Recreation; Programming
Yeprem Davoodian, M.S.	RTM 202	Program & Event Planning
Paul Hellweg, M.S.	RTM 151, 251, 310	Outdoor Recreation
Kevin Lizarraga, M.S.	RTM 303	Marketing & Promotion
Erin Matthews, M.S.	RTM 305, 352	Play
Delfina Newton, M.S.	RTM 278, 352, 305, 402	Leisure and Play
Robin Sachs, M.S.	RTM 305, 330, 405	Play
Paulette Schuster, M.S.	RTM 204, 278, 415	Therapeutic, Leisure Services, Play, Ageing
Thomas Seifert, M.B.A.	RTM 304	Business Management
Kassandra Wilsey, M.S.	RTM 151, RTM 310	Outdoor Recreation
Mike Theune, M.S.	RTM 251	Outdoor Recreation
Wendy Yost, M.S	RTM 302, 303, 304, 403	Leadership & Program Evaluation

**1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.**

*Evidence of Compliance:*

The RTM Department has 7 full-time faculty. All hold Ph.D.'s and at least one degree in the related fields of parks, recreation, tourism, and play. In addition, all part-time faculty have a minimum of master's degree in the field or in related areas. Faculty's Vitae are available in Appendix C and Table 1.1 summarizes key information for standards 1.03; 1.04; and 1.05

**1.05 All individuals instructing in the programs shall have competence and credentials in the subject matter for which they are responsible.**

*Evidence of Compliance:*

All full-time tenured/tenure track faculty holds Ph.D. degree from accredited universities in recreation, leisure or related areas. The competence of faculty members is demonstrated by various factors such as subject specialty area, education, professional credentials and certifications, professional experience, and ongoing professional development (Table 1.1). Tenure track faculty are expected to have expertise in specialty subject matter but are also expected to contribute to our core subject matter represented in our core classes. Faculty Vitae are available in Appendix C and Table 1.1 summarizes key information for standards 1.03; 1.04; and 1.05.

**1.06 Each program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.**

*Evidence of Compliance:*

Dr. Veda Ward attended COAPRT training in both 2010 (Minneapolis) and 2011 (Atlanta) during the NRPA conferences, followed by a briefing by Mike Blazey at the Asilomar Conference Center California Recreation and Park Educator's Conference (Cal SPRE) in November 2011. She serves as co-team-leader with Dr. Wright on the self-study process for accreditation.

## CHAPTER 2

# Mission, Vision, Values, and Planning

### 2.0 Mission, Vision, Values, and Planning

**2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions:**

**2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.**

*Evidence of Compliance:*

The mission of the Recreation and Tourism Department was slightly revised in 2011 as a result of our strategic planning process in 2010-2012. The shortest version of mission is: *Provide a challenging, experiential, student- centered education to prepare professionals to enhance the quality of human life through recreation, leisure and play.* The Department mission is in broad alignment with the College of Health and Human Development mission and the University mission. The following sources document the mission statement which is available at the main Department website and university catalog. The statement is available at the following links:

- [New Majors Orientation Lecture Slides.](#)
- Department Web Page <http://www.csun.edu/hhd/rtm/>
- Department's Catalog Copy <http://www.csun.edu/catalog/recreationandtourismmanagement.html>

The mission of College of Health and Human Development is available at the following link:

<http://www.csun.edu/hhd/collegeplan.html>

**2.01:02 The academic unit shall maintain an up-to-date strategic plan for the program. This plan must include a) current mission, vision and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.**

*Evidence of Compliance:*

The RTM Department began a strategic planning process in 2010-11 as part of the CSUN Program Review process and began to implement parts of the strategic plan immediately. The strategic planning represents the focus of the Department for the five year period of 2010-2015. The strategic planning document is available in the following link:

Department Strategic Plan <http://www.csun.edu/~vcrec004/COAPRT/rtmstrategic.pdf>

Summary points to the Departments Strategic plan include:

- Hire new faculty members to resource curriculum expansion in hospitality and tourism and to support curriculum foci.
- Create new revenue streams through the Department centers, grants, and contracts
- Grow the undergrad program through expanded curriculum for the major and the minor
- Increase partnerships on campus
- Invest in faculty resources at the Aquatic center

Key parts of the strategic plan for the year are put into the faculty Project List which is listed at the bottom of each faculty meeting agenda. During faculty meetings (one of two times per month) all faculty members review the progress on accomplishing the goals and objectives that are identified in the strategic plan.

A part of the overall RTM strategic plan was to create a strategic plan for the aquatic center, under the Department of Recreation and Tourism Management. Key parts of the plans for the aquatic plan are summarized in the following bullet points:

- Hire a tenure track faculty member as part of a new staffing plan for the center and to align the center more completely with the RTM mission of research, teaching, and service.
- Expand program development for both the community and the campus to increase the service sector and revenue stream to support the RTM Department
- Expand partnerships with campus auxiliaries
- The specific plan for the CSUN Aquatic Center is available in the following link:

[http://www.csun.edu/~vcrec004/COAPRT/Aquatic\\_Center\\_Strategic\\_Plan\\_2011.pdf](http://www.csun.edu/~vcrec004/COAPRT/Aquatic_Center_Strategic_Plan_2011.pdf)

**2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.**

*Evidence of Compliance:*

The RTM Department continues to work on ongoing curricular development and improvement.

- Degree Name Change

In order to recognize expansion in curriculum and increase the marketability of our degree programs the Department made changes in degree name. The curricular request was re-initiated

in 2010-11 as a follow-up to the decision made by faculty in 2009-10. Final resolution was achieved in 2011 spring semester after extended negotiation with the College of Business. New degree names: B. S. in Tourism, Hospitality, and Recreation Management; M.S. in Tourism, Hospitality, and Recreation Management were implemented in Spring 2012.

- Expand the hospitality and tourism curriculum

A key part of curricular growth is the development of the Hospitality and Tourism areas at both the graduate and undergraduate levels. The expansion of the hospitality and tourism curriculum offering at the undergraduate level includes classes in Food and Beverage Management (RTM 414), Accommodations Management (RTM 434), Meeting and Convention Management (RTM 424), and Sustainable Tourism (RTM 481) as permanent courses. The course development consulted with both industry practitioners and campus departments. College and University Curriculum Committees approved those courses in 2011-12.

- Expand RTM minor

The previous minor is proposed to be replaced with three distinct minors that focus on recreation management, hospitality and tourism management, and leadership development. The curriculum proposal documents provide additional detail and rationale. Curriculum proposals were submitted in Spring 2012 for implementation Spring 2014. The curriculum proposals for [new minors are available in the document directory](#).

The curriculum change process at CSUN is well organized. The process begins with curriculum proposals at the Department level. Proposals are then reviewed and approved at a College Curriculum Committee and a University Educational Policies Committee (EPC). The curriculum process is outlined in detail at this link: <http://www.csun.edu/epc/>

### **2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.**

#### *Evidence of Compliance:*

The RTM Department curricular design depends on a core that develops fundamental competencies for the professional Recreation Hospitality and Tourism manager. The university catalog describes the requirements for the major and minor and all requirements must be approved by the Curriculum process at the Department, College, and University level.

We are currently seeking accreditation for the general recreation major; B.S. in Tourism Hospitality Recreation Management.

### **2.04 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.**

#### *Evidence of Compliance:*

The RTM Department is currently maintaining an up-to-date assessment plan that includes a variety of assessment techniques. The Department has an assessment liaison to the College of Human and Human Development and University Assessment Committees. An annual assessment report is submitted to the College Associate Dean and forwarded to the University Assessment office. In the RTM Department, all faculty are required to participate in the department assessment process and work with the department assessment coordinator/liaison. The RTM Department Assessment Liaison has developed a department assessment plan which has been approved by the faculty. Each semester, individual faculty systematically assess department SLO's within their courses which have been identified as the focal point in the annual assessment plan. This process includes the development of assessment tools, data collection, and analysis which is then returned to the department liaison to prepare the annual assessment report. Assessment is also a topic of reporting and/or discussion at the monthly (or bi-monthly) department meetings. The goal of that reporting process is to keep faculty apprised of information generated from the University assessment committee, discuss curriculum and SLO alignment, discuss and formalize the assessment process, and plan for impact of the assessment on the Department strategic planning process.

**2.04.01 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.**

*Evidence of Compliance:*

The RTM Department has adopted and implemented assessment tools from campus resources as part of the overall campus assessment process. The results of the specific assessment activities in the Department are submitted to a college assessment committee and a campus assessment committee. The recent WASC accreditation required all departments to have assessment plans and assessment reports available for review. CSUN also requires the 5-Year internal Program Review focus on assessment.

**2.04.02 The program shall demonstrate that data generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.**

*Evidence of Compliance:*

The data from departmental assessment is collected from all faculty members. This process is about assessing the effectiveness of programs and courses, not faculty members. The results are never reported in a way that will permit them to be associated with any specific individual, faculty or student. They are only used for the connection of each instructor's content to the broader educational context and used for the communication tools among instructors to find out what's working and what's not.

Section 600 (the CSUN tenure track personnel procedures) require teaching effectiveness to be measured with instrumentation and process that is separate from the program assessment process. The RTM Department personnel procedures identify those instruments and procedures for evaluating teaching effectiveness.



The RTM Department procedures are available at this URL:

[http://www.csun.edu/~vcrec004/COAPRT/rtm\\_ppr\\_policies\\_2012.pdf](http://www.csun.edu/~vcrec004/COAPRT/rtm_ppr_policies_2012.pdf)

**2.04.03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.**

*Evidence of Compliance:*

Each faculty member develops the exams or rubrics that could be used to evaluate students learning outcomes in all courses. Faculty members share assessment tools with one another (report, exam, portfolio, and research proposal).

Evidence reference in Section 7.0 displays a variety of suitable metrics.

**2.04.04 Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.**

*Evidence of Compliance:*

Reports are generated each year summarizing the results of the assessments. Minutes from faculty meeting demonstrate the integration of assessment activity into our curriculum decisions. Evidence referenced in Section 7.0 displays examples of learning outcome data that has informed decisions. (For example review the core course assessment matrix:

[http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)

## CHAPTER 3

# Administration

### 3.0 Administration

**3.01 Institutional policies and the organizational structure within which the program is housed shall afford sufficient opportunity for the program to succeed in its mission, vision, and values with respect to:**

**3.01:01 Responsibility and authority of the program administrator to make decisions is related to resources allocated to that program.**

*Evidence of Compliance:*

The Chair of the Recreation and Tourism Management Department is appointed by the Dean of the College of Health and Human Development after consultation with tenure and tenure track faculty. The Chair is normally appointed for a three year term and is tasked with the administrative responsibility to work with RTM faculty to achieve the mission of the unit. The job description for the Chair of RTM Department is attached in Appendix A or by following this direct web link

([http://www.csun.edu/~vcrec004/COAPRT/RTM\\_Chair\\_Job\\_Description.pdf](http://www.csun.edu/~vcrec004/COAPRT/RTM_Chair_Job_Description.pdf))

**3.01:02 Adequacy of financial resources.**

*Evidence of Compliance:*

The CSUN campus is under significant financial stress due to the funding crisis in the state of California. The department has recently been provided with two new tenure track lines in recognition of our growth pattern for majors. A budget of the RTM unit is attached in Appendix A and accessible by this URL: [http://www.csun.edu/~vcrec004/COAPRT/budget\\_2011\\_12.pdf](http://www.csun.edu/~vcrec004/COAPRT/budget_2011_12.pdf)

**3.01:03 Implementation of personnel policies and procedures.**

*Evidence of Compliance:*

The CSUN personnel policies are separated for tenure track faculty, part-time instructional faculty and other union faculty groups for administrative and support personnel.

The Section 600 manual governs tenure track faculty and a URL for the document is here.

(<http://www.csun.edu/facultyaffairs/policies/manuals/section600.pdf>)

The Section 700 manual governs temporary (part-time) instructional faculty and a URL for the

document is here. (<http://www.csun.edu/facultyaffairs/policies/manuals/section700.pdf>)

The RTM Department has specific personnel policies for tenure track faculty providing specific guidelines regarding tenure and promotion material and a URL for the document is here (<http://www.csun.edu/~vcrec004/COAPRT/rtmppr.pdf>)

### **3.01:04 Development and implementation of academic policies and procedures for the unit.**

#### *Evidence of Compliance:*

The RTM Department has very limited academic policy beyond what is specifically listed in the catalog copy regarding curriculum. The curriculum procedure is a faculty driven process both in development and implementation and the outcome is represented in the university catalog. (<http://www.csun.edu/catalog/recreationandtourismmanagement.html>)

The Department does have specific academic policy related to the RTM 494C Internship class and those requirements are outlined in the Internship Manual available at the RTM website.

Broader academic policies for the campus are developed by the academic senate and/or by the Chancellors Office of the California State University system. The URL for Academic Senate policies is included here. ([http://www.csun.edu/senate/policies\\_docs1.html](http://www.csun.edu/senate/policies_docs1.html))

The URL for the Chancellors Office policies is included here and represents very broad policy that covers all 23 campuses of the CSU. Each campus must adhere to these system wide policies and a very specific implication regarding procedures at the CSUN campus and RTM department will result. Specific Chancellor's Office academic policies are found at this website link: <http://www.calstate.edu/app/> and a more comprehensive list of CSU policies which also impact daily procedures is found at this link: (<http://www.calstate.edu/hrs/policies/index.shtml>)

### **3.02 The program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.**

#### *Evidence of Compliance:*

Dr. Al Wright is the current Chair and is a full time professor with senior rank with tenure. He holds a Ph.D. from the Pennsylvania State University and details are included in his curriculum vita in Appendix C

### **3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.**

#### *Evidence of Compliance:*

The RTM Chair is the administrator for the unit and is granted 6 units of release time for administrative duties. The administrative fraction of reassigned time for Department Chairs is determined by the respective College Dean in the colleges of the campus. There is not a written policy or standard procedure across Colleges. The standard practice in the HHD College is 'small departments' are provided 6 units of release time and 'large departments' are provided 12

units of release time for administrative duties. The Chair is appointed for a 12 month rather than an academic year appointment. Compensation for 12 month appointment is increased and calculated by a standard formula based on current rank and academic year appointment.

([http://www.csun.edu/facultyaffairs/compensation/calc/salary\\_calc.xls](http://www.csun.edu/facultyaffairs/compensation/calc/salary_calc.xls))

**3.04 There shall be formal participation of faculty in setting policies within the academic unit.**

*Evidence of Compliance:*

Faculty are presently involved in approving curriculum proposals at the department level which are then advanced to the college level curriculum committee for approval and then approved by a university-wide curriculum committee.

Faculty rewrote policies and procedures for the retention, tenure and promotion process which were then approved by Personnel committees at the college and university level in 2011-12.

The current strategic plan for the RTM Department was developed by discussions among faculty as part of internal program review and preparation for the self-study for the COAPRT.

Sample minutes of Department faculty meetings are included in the [document directory](#).

**3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.**

*Evidence of Compliance:*

Consultation with practitioners is achieved in three primary methods. First, the RTM faculty has a significant number of part-time instructors who are practitioners and influence the curriculum through direct instruction, by providing input on the assessment process adopted by the Department, and as invited participants in faculty meetings. Second, the Department creates ad hoc advisory committees to provide input on the department's program. Recent examples of this are the ad hoc practitioners group invited to provide input on the new Tseng College online program in hospitality and tourism management in May 2012, the Hospitality Management Education Initiative campus liaison visit in February 2011, and the advisory group on accreditation invited to campus August 2012. Third, the faculty member responsible for coordinating Internship is in regular communication with practitioners who are required to provide student feedback on learning outcomes accomplished through placement at the Internship site. Feedback from agency preceptors is provided indirectly through the annual assessment report. Verification of practitioner involvement is included in the Alumni survey information as well as participation at recent Internship recruitment meetings. Input directly informs the curriculum process and an example of practitioner input is the rationale included as part of the RTM 494C Internship course modification required by the campus.

During Spring 2012 the College Of Health and Human Development held a *Professor for a Day*, program and alumni were invited to return to campus to give a guest lecture in a class. The RTM 490 course was selected and an alumnus addressed students preparing for Senior Internship.

Guest speakers are a common way of providing students with additional interaction with practitioners. For example, professionals seeking interns are often invited to attend an RTM 490 class meeting to describe the opportunities available at their organization. Mock interviews conducted by alumni have also been used to assist students with honing interview skills.

## CHAPTER 4

# Faculty

### 4.0 Faculty

**4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

Faculty is invited to participate in CSUN sponsored professional development opportunities. The office for faculty development in the Provost's office offers workshops each semester. An overview of resources available and a sample link of programs from this semester are listed at this URL: (<http://www.csun.edu/facdev/>). The College of HHD also provides faculty development activities through the Faculty Development Coordinator position.

In addition the Faculty Technology Office provides individual technical support and training for online learning. An overview of resources available and a sample link of training opportunities from this semester are listed at this URL (<http://www.csun.edu/it/academic-technology>)

A limited amount of funding is available for professional development of faculty members (e.g., attending academic conferences, membership of academic/industry associations). A traditional sum would be \$500 for Tenured Faculty and \$1000 for Tenure Track Faculty. The college provided funding to the department/program for two tenure-track faculty positions in 2011, and offered financial support for new tenure-track faculty members' conference travels. The college also organized a faculty learning community to discuss and share pedagogical knowledge and experiences. In addition, the faculty learning community assigned a mentor to each new tenure-track faculty member to ensure their successful transition in the first few years. At the university level, several workshops and internal grants are available to enhance faculty members' teaching effectiveness and scholarship, such as Judge Julian Beck Learning-Centered Instructional Project Grant, Probationary Faculty Support Program Grants, CSUN Competition for Research, Scholarship and Creative Activity Awards, Instructionally Related Activities (IRA) Funding, and CSUN GPS for New Faculty. Finally, the Department maintains a good relationship with and receives support from university student organizations (e.g., University Student Union and Associate Students) in areas of student internship and service learning.

Part of the Department strategic plan is to increase resources available for faculty development and research dissemination. The current teaching load of faculty and expectations for research and professional engagement with practitioners demands that this be an area of significant growth in the future in order to fulfill our mission and values.

**4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.**

*Evidence of Compliance:*

Faculty have participated in a number of professional development activities that have directly influenced curriculum. A sample of key professional development activities from the last seven years included in Table 4.1 provides a list of connections between faculty development and curriculum and program operations. Additional connections can be seen in faculty curriculum vita. Vitae are provided in [Appendix C and the document directory](#).

**Table 4.1 Faculty Development and Curriculum Connections**

Full Time RTM Faculty	Faculty Development Activity & Date	Curriculum Connections
Mechelle Best	CIELO workshop: Active learning exercises “to go”: Using instructional intelligence to enhance class participation. (2009)	RTM 481, 510, 530, 580, 610, 693AB, 697.
	Research Methods for the Reluctant Student: A Student-Centered Approach (2011)	RTM 481, 510, 530, 580, 610, 693AB, 697.
	Building Performance Institute Energy Analyst certification (2011)	RTM481 RTM610
Joong-won Lee	Moodle Workshop (2011-2012)	RTM 314, 480, 414, 510, 530, 540
	GPS for new faculty members: Class Management Workshop (2011)and Conflict Resolution (2012)	RTM 314, 480, 414, 510, 530, 540

	Illuminations Workshop (2012)	RTM 314, 480, 414, 510, 530, 540
	GPS for new faculty members: Class Management Workshop (2011) and Conflict Resolution (2012)	RTM 314, 480, 414, 510, 530, 540
Dianne Philibosian	Monthly participation in LA Child Care Planning Committee Training meetings 2003-present	RTM 305 and RTM 406 related State of California Curriculum Standards based on Play in Early Childhood
	University of the Pacific: January and April 2012-Training in Strategic Planning Facilitation	RTM 278, 444, 302 related to strategies for leadership and planning
	Promising Practices Mental Health and Aging-training conference January 2012, 2011	RTM 278 Leisure in Contemporary Society
	2007-2010 Annual Workshops for online instruction	RTM 278, 406, 444
Jan Tolan	Creating Information Competent Courses: A guide to Information Competence (IC) Course Designation (CSUN, 2008)	RTM 402
Veda Ward	NRPA COAPRT Training (2010, 2011)	COAPRT Accreditation Study
	Re-Certification as CPRP (2014)	RTM 490, 494C, 540, 693
	RT Task Force on Licensure (2009-present)	RTM 204, 490,
	Earned M.B.A., University of Redlands (2011)	RTM 490, business-related components of all RTM courses
	California Council on Geriatrics and Gerontology (April 2012, USC)	RTM 330, 415

	Tech Prep Advisory Board (Mission College - Externship, Outreach visits, connections with industry partners); Hospitality Symposium, Chico CA, May 4 2012	RTM 314, 490, 494C
	LEAD Training (Latino Education Advocacy Days)	Relevant to all Latino students in RTM courses
Al Wright	International Coaching Federation Training Program (2005-2007)	RTM 302 Leadership Class; RTM 620 Organizational Theory
	Moodle Basics Workshop (2009)	New Learning Platform training for all classes
	Association for Challenge Course Technologies National Conference (2011)	RTM 151G Ropes Course and RTM 452 Outdoor Leadership
Jimmy Xie	GPS for new faculty workshop: How Do I Manage My Diverse Classroom? (2011)	RTM 303, 403, 396, 550, 684
	College of Health and Human Development Faculty Learning Community Seminar (2011)	

**4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.**

*Evidence of Compliance:*

The full time faculty in 2011-12 consists of 7 full tenure track lines and hiring practices have produced a diverse faculty. Educational backgrounds show no completely common graduate education and only 2 of the 7 Ph.Ds. are from the same university. Gender is 50/50. Race is diverse with a 50% White; 25% Black; 25% Asian and ethnicity providing greater diversity within that racial profile. Age and religious diversity is also varied. Other factors of diversity add to a very unique mix of people.

The university has a strong commitment to hiring practices that will encourage continued diversity in hiring. Each search committee must have a minimum of one trained diversity representative and the committee must submit a hiring plan that includes specific strategies to create an inclusive pool. The hiring practices are outlined at the Faculty Affairs website URL (<http://www-admn.csun.edu/eqtydiv/>)

**4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.**



*Evidence of Compliance:*

The CSUN faculty are part of collective bargaining Unit 3 employees and one of the consequences of the system is that faculty workloads are very consistent on paper across the system. Faculty work-loads are based on the unit system with 15 units representing a full time load. Tenure track faculty work a 12 unit teaching load with 3 units for committee work, advising, and research activities. Adjustments to this load are only done with 'release time funding' to redirect faculty load to other duties. The URL that provides additional documentation for these policies is provided here from CSU website:

([http://www.calstate.edu/LaborRel/Contracts\\_HTML/CFA\\_CONTRACT/CFAtoc.shtml](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/CFAtoc.shtml))

**4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

Salaries, leaves, and all matters financial are covered by the Unit 3 faculty bargaining agreement. The URL that provides additional documentation for these policies is provided here from CSU website:

([http://www.calstate.edu/LaborRel/Contracts\\_HTML/CFA\\_CONTRACT/CFAtoc.shtml](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/CFAtoc.shtml))

The Department is in a growth period in our program and that is a good thing. Essential to our future success is fulfilling our strategic plan that includes a balanced plan to continue to grow the number of students in our undergraduate and graduate programs while adding new faculty hires and while increasing our external financial resources. These critical pieces of the puzzle are essential to accomplish the mission of the Department.

The strategic plan for the RTM Department is included in Appendix D and linked at the following URL:

([http://www.csun.edu/~vcrec004/COAPRT/RTM\\_Strategic\\_PlanCOAPRT.docx](http://www.csun.edu/~vcrec004/COAPRT/RTM_Strategic_PlanCOAPRT.docx))

**4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum.**

*Evidence of Compliance:*

A shortage of tenure track lines plus a variety of leaves by full-time faculty in the last seven years has left us short-handed in the delivery of our core classes by full time faculty. In the last seven years our full time faculty count of 8 has seen 6 full time year-long leaves and one retirement. A strong qualified part-time teaching faculty has mediated this challenge.

The percentage has shown improvement based on three factors and will be in full compliance with this standard in the coming academic year (2014-2015). Three factors will accomplish this

goal. First, a shift in leadership philosophy has put more full time faculty teaching core classes with a commitment to continue that transition. Full time faculty will continue to teach in their specialties but they will contribute more to core class instruction. Second, the faculty hiring plan for 2010-2014 addressed this shortage with two new hires in 2011-12. Two additional hires were anticipated for the 2013-14 year but they were delayed by administration. The department was able to secure a full time Lecturer appointment that began with the 2013-14 year which is an important step toward this goal and brought us close to reaching the 60% standard for the 2013-14 academic year (50% Full Time). The Dean of the College has committed to search for 2 additional tenure track lines in the department to begin in 2014-15 year. The finalists will be interviewed on campus in February 2014 with anticipated approval of the recommendations made by the faculty for the new hires.

With the positions in place for the 2014-15 academic year that will create a minimum of 12 additional units per semester toward core class instruction by full time faculty. These two positions plus the one secured in 2013-14 will enable us to meet the standard. The 2014-15 academic year will bring us to the 60% level or greater.

The following percentages show full time faculty coverage of undergraduate core classes: 2009-10= 50%; 2010-11=40%; 2011-12=52%; 2012-13=35% \*\*; 2013-14=50%. The 2012-13\*\* year went so low due to a tenure track faculty member going on full time medical leave who taught heavily in the core curriculum. 2013-14 allowed for some recovery with our new Lecturer appointment and 2014-15 will bring us into compliance.

**4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact program quality, consistent with the missions of the institution and the academic unit.**

*Evidence of Compliance:*

Faculty have been involved in a variety of scholarship activities (discovery, integration, application) that have shown direct impact in program quality by informing curricular instruction as well as contributing to the research mission of our unit. The table below reflects recent scholarship activity. The full curriculum vitas indicate additional scholarship that has an implicit connection to our mission of teaching, service, and scholarship. Curriculum Vita included in Appendix C and at [resource directory](#).

**Table 4.2 Sample Scholarship Activities Impacting Program Quality and Research Mission of RTM (2005-2012)**

Full Time RTM Faculty	Scholarship Activity & Date	Curriculum Connections/ Program Quality
Mechelle Best	Best, M. N. (2012, March). Integrating tourism into the public school curriculum in Barbados.	Managing and sustaining tourism through education.

	Invited presentation for the Conférence on Tourism and Education, Fort de France, Martinique.	RTM 510, RTM 481, RTM 610, RTM 580
	Best, M. N. & Phulgence, W. (2012). The contested heritage of sugar and slavery at tourism attractions in Barbados and St. Lucia. In L. Jolliffe (Ed.) <i>Sugar Heritage and Tourism in Transition</i> . Bristol, UK: Channel View Publications (forthcoming).	RTM 510, RTM 481, RTM 530, RTM 610  Socio-cultural impacts of tourism in the local and global context.
	Best, M. N. & Thapa, B. (2011). Environmental management in the Caribbean accommodations sector. <i>Tourism</i> , 59 (2), 145-168.	RTM 481, RTM 610
Joong-Won Lee	Rudloff, B., Lee, J.W., & Huh, C. (2012). The relationship between customer-to-customer interactions, customer-to-employee interactions and themed cruisers' experience, The Korea America Hospitality and Tourism Educators Association Conference (KAHTEA), Las Vegas	RTM 510, RTM 480, RTM 314
	Kim, H., Chang, H., Lee, J.W., & Huh, C. (2012). Hotel Technology: Views from Guests, Graduate Research Conference in Hospitality and Tourism, Auburn, AL.	RTM 510, RTM 480, RTM 314
	Rosenbloom, A., Haefner, J., & Lee, J.W. (2012). Global Brands in the context of China: Insights into Chinese Consumer Decision Making, <i>International Journal of China Marketing</i> , 3 (1)	RTM 510, RTM 480, RTM 314
Dianne Philibosian	Philibosian, D and Anderson, G. "The 'Mininess And The Manyess' of Childcare Centers And The Need For Program Criteria," <u>Licensed</u>	RTM 305, 406 related to creating play environments for

	<u>Architect</u> , Fall 2010.	children
	Philibosian, D. "Leadership as a Passionate Expression," <u>Journal of the American College of Dentists</u> , Winter 2004, p. 30-32.	RTM 444 related to leadership in nonprofit organizations
	Philibosian, D. and Anderson, G.; "Final Report: Think Tank on Modular Design for Early Care and Education," www.DesignChildCare.com September 2004. Commissioned by the David and Lucille Packard Foundation.	RTM 305, 406 related to children's play environments
Jan Tolan	Tolan, J. & Vaughan, J. (2009) <u>Study Guide for the Therapeutic Recreation Certification Examination</u> . California & Texas: CBRPC & CTRAC, 3 <sup>rd</sup> Edition; in progress	RTM 204, RTM 490, RTM 494
Veda Ward	<p><b>Published</b></p> <p>Ward, V. E. (2012). Baby Boomers. <i>Encyclopedia of Global Studies</i>, Sage Publications.</p> <p>Ward, V. E. (2009). Conflicts of interest: Plasticity of peace tourism in the 21st century nation". <i>Perspectives on Global Development of Technology</i>, 8, 2-3, 116, pp. 414-426.</p> <p>Ward, V. E. in <i>Creating community: An action plan for parks and recreation</i>. (Ed.) Jane H. Adams.(2008). Human Kinetics.</p> <p><b>Recent Presentations</b></p> <p>"Assessing motivators and outcomes of a senior exercise program": Intersection of campus and community in a faith-based setting" California Council on Geriatrics and Gerontology (April 2012, USC).</p> <p>"Department level succession planning: Part of closing the assessment loop" 2012 CPRS Research Symposium (poster), March 2012 Long Beach.</p>	<p>RTM 415</p> <p>Global relevance of RTM</p> <p>RTM Core</p> <p>Assessment</p> <p>RTM 330 (community service-learning, field-based research, research to publication process)</p>

	Cho, N & Ward, V. "Persisting relevance of women's leisure....." CPRS Research Symposium (oral), March 2012, Long Beach.	RTM assessment process  Re-certification of GE course; data-driven research for future publication
Al Wright	Spin Soccer (Patent Pending – U.S. Patent Office - Serial No. 13/346,114 (2012)	RTM 304 Entrepreneurial Ventures; creative game design.
	Spiritual Dimensions of Team – book published by Chalice Press (2010)	Classes in Leadership and Organizational Theory (RTM 302; RTM 452; RTM 620). Applications of experiential education to team effectiveness.
	Prejudice Reduction through Shared Adventure (2009). <i>Journal of Experiential Education</i> .	Connection to classes RTM 310 Adv Rec; RTM 351 Outdoor Ed.
Jimmy Xie	<p><b>Xie, H.</b>, Kerstetter, D. L., &amp; Mattila, A. S., Buzinde, C., &amp; Morais, D. (Accepted). Information usefulness vs. ease of use: Which makes a destination website more persuasive? <i>Tourism Analysis</i>.</p> <p><b>Xie, H.</b>, Kerstetter, D. L., &amp; Mattila, A. S. (2012). The attributes of a cruise ship that influence the decision making of cruisers and potential cruisers. <i>International Journal of Hospitality Management</i>, 31, 152-159.</p> <p><b>Xie, H.</b>, Miao, L., Kuo, P., &amp; Lee, B. (2011). Consumers' responses to ambivalent online hotel reviews: The role of perceived source credibility and pre-decisional disposition. <i>International Journal of Hospitality Management</i>, 30, 178-183.</p> <p>Lee, C. H., &amp; <b>Xie, H.</b> (2012). The power of "we": The effect of social identity on consumers' processing of online hotel reviews. <i>Proceedings of the 2012 International Council on Hotel, Restaurant and Institutional Education (I-CHRIE) Conference</i>, Providence, RI.</p>	RTM303, RTM550, RTM684



## CHAPTER 5

# Students

### 5.0 Students

**5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.**

*Evidence of Compliance:*

Students are invited to participate in various ways. Recent examples include

- Focus groups conducted as part of program review in 2010-11 academic year.
- [Student survey data regarding scheduling of courses in Spring 2011 \(example\).](#)
- Student survey data on teaching effectiveness on potential tenure track hires in 2010/2011 academic years

**5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.**

*Evidence of Compliance:*

RTM uses the university's policies and procedures for admission, retention, and dismissal:

- Admission <http://www.csun.edu/outreach/prospective/>
- Undergraduate policies <http://www.csun.edu/anr/soc/academicpolicies.html#pro>
- Graduate policies <http://www.csun.edu/grip/graduatestudies/currentstudents/policies.html>
- General Student policies <http://www.csun.edu/studentaffairs/policies/conduct.htm>

**5.03 The resources available to the academic unit shall be sufficient to meet its educational objectives and serve the number of students admitted to the unit and enrolled in its courses.**

*Evidence of Compliance:*

Key statistical data is available at the institutional data website for the university.

<http://www.csun.edu/~instrsch/csunnumbersindex.html>

[http://irgry.csun.edu:8080/openweb/csun\\_btn/collegemenu.jsp?d=4&e=Recreation and Tourism Management&c=College of Health & Human Dev&a=health](http://irgry.csun.edu:8080/openweb/csun_btn/collegemenu.jsp?d=4&e=Recreation and Tourism Management&c=College of Health & Human Dev&a=health)

A full breakdown of the RTM Student Profile is found at the [document directory for Chapter 5](#).

Traditional data reported for 2011-12 includes:

- Number of students
  - 176 undergraduate majors
  - 58 graduate majors
- FTE (Full Time Equivalents)
  - 230 FTE students (grads and undergrads) taking classes in the major
- Number of faculty
  - 7 Tenured/tenure track
  - 10 Part time faculty
- Additional program responsibilities
  - Graduate programs – one tenure track faculty acts as graduate coordinator and receives a total of 3 units release time spread over the academic year
  - Assessment Liaison – one tenure track faculty acts as assessment coordinator and receives a total of 3 units of release time spread over the academic year
  - Advisement – all tenured/tenure track faculty provide undergraduate and graduate advisement
  - Administrative appointment – one faculty appointed as Department chair for half time administrative load
- Adequacy and equity of resources
  - The workload on tenured/tenure track faculty is high given the number of full time faculty in the Department and the growth in student majors. Based on the current and projected workload demands of expanded curriculum there is a need for additional faculty. Approval to search for additional faculty hires have been made for the 2012-13 academic year.

#### **5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:**

##### **5.04:01 Academic advising.**

###### *Evidence of Compliance*

Academic advising is done by all tenured and tenure-track faculty in the RTM department. Advising holds are placed on students records each semester that prevent them from enrolling in classes unless removed by a faculty member. The holds are not released unless the student has been advised. The department maintains an advising site on the Moodle platform which has been available for the last two academic years. This site hosts a range of information about advising procedures and the forms which are used during advising. After students are advised their official records are updated. These records are maintained in a secured filing cabinet in the RTM/Kinesiology workroom.

The faculty implemented an evaluation form to students regarding their advising experience in the Fall 2013 semester. An example of this form is attached in the final appendix as part of the summary report and in the document directory



([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)). The survey will be given once a year to continue to collect data on advising effectiveness.

The data from the initial advising survey included the following recommendations which will be implemented beginning in the Spring 2014 advising period.

- Maintain the overall positive regard for advisors reflected in the survey results
- Faculty scores could improve by providing additional resources in the area of career pathways and internship opportunities. New information at the RTM Moodle Advising site scheduled for implementation Spring 2014 may help address this concern as well as providing web links to common university policies questions.

Other evidence of the advising system includes:

- Samples from Moodle page - Degree planning documents, policies, and a description of procedures are provided for students as a resource  
[http://www.csun.edu/~vcrec004/COAPRT/Moodle\\_advising\\_resource.docx](http://www.csun.edu/~vcrec004/COAPRT/Moodle_advising_resource.docx)
- Degree planning documents include
  - Degree program/course list
  - [http://www.csun.edu/hhd/rtm/mngt\\_option.html](http://www.csun.edu/hhd/rtm/mngt_option.html)
- A sample of the Advising Survey is at the document director as Appendix G.

#### **5.04:02. Professional and career advising.**

All tenure track faculty provide professional and career advisement each semester through mandatory advisement. More directed advisement is provided through the RTM 490 senior seminar class and RTM494C internship class for undergraduates and RTM 693 internship class for graduate students. Students are also encouraged to participate in appropriate events hosted by the university's career center and to sign up for the center's database (<http://www.csun.edu/career/students/>).

##### *Evidence of Compliance:*

- In RTM 490 seminar, students are guided in the development of professional/career portfolios, resumes development, and interviewing techniques.
- The Department also makes weekly announcements about professional development, job, internship, and volunteer opportunities through its list serve. Faculty members share and post information on career possibilities obtained through conferences and email from colleagues.

#### **5.05 Student records shall be maintained in compliance with accepted confidentiality practices.**

##### *Evidence of Compliance:*

- Statement of Professional Responsibility  
[http://www.csun.edu/senate/policies/professional\\_responsibility.pdf](http://www.csun.edu/senate/policies/professional_responsibility.pdf)
- Employee confidentiality statement
- Student records <http://www.csun.edu/studentaffairs/faculty/records.htm>

#### **5.06 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.**

*Evidence of Compliance:*

Students are encouraged to attend professional meetings, conferences etc. and to participate in appropriate professional and volunteer activities. The following are examples of recent student participation:

- California Tourism Outlook 2012
- California Parks & Recreation Society conference 2010, 2011, 2012
- International Powwow 2012
- Korea America Hospitality & Tourism Educators Association conference, 2012
- National Extension Tourism Conference 2009
- National Intramural-Recreational Sports Association 2009, 2010, 2011, 2012
- Visit California's Sustainable Tourism Summit 2009, 2010

The student organization, the Recreation Management Association (RMA) was revitalized in 2009 after a period of inactivity and is a university recognized student organization, being re-chartered each academic year. RMA “provides a support system for Recreation and Tourism Management (RTM) students” and strives to “guide students through the program and into employment, maintain and improve communication among faculty and alumni, and promote activities that promote a sense of well-being and unity”. It is led by an executive board comprising 6 members.

## CHAPTER 6

# Instructional Resources

### 6.0 Instructional Resources

**6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

The Recreation and Tourism Management Program receives administrative support services from the department, college, and university. The Department has one full-time office coordinator and three part-time student assistants to support the faculty and students.

**6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.**

*Evidence of Compliance:*

Faculty members have the same resources as other faculty on campus, with tenure track faculty members not sharing offices, while part-time faculty share space. Normally, office utilization is staggered by schedule, and the Department conference room can also serve as a “back-up” space for meeting with students. Since email has been approved as a partial way to comply with office hour policy (one hour per each three-hour course), there are few issues with space for meeting student needs. The faculty, however, are “maxed out” in terms of available space for full-time faculty. In the current economic crisis, newly constructed office space is unlikely, but converted space has been suggested.

Each full-time faculty member has his or her own office in Redwood Hall. Each office has

1. Locked door;
2. Locked file storage;
3. At least one working desk;
4. One computer workstation accessed only by the faculty member’s account and maintained by the Information Technology Department of College of Health and Human Development;
5. Sufficient space and chairs for meeting and advising students.

Part-time faculty members share two office rooms in Redwood Hall. Each office has

1. Locked door;

2. Locked file storage;
3. Three work stations
4. Multiple computer workstations accessed only by the faculty member's account and maintained by the IT Department of College of Health and Human Development;
5. Sufficient space and chairs for meeting and advising students.

Redwood Hall is the building where the Department offices are located.

**6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.**

*Evidence of Compliance:*

The Department has one conference room in Redwood Hall. The conference room, approximately 600 sq. ft., has a hollow square table setup that comfortably sits up to 14 people. In addition, the conference room has an embedded storage room, a writing board, AC outlets, projection screen portable cart (for LCD projector and computer), and a kitchen sink.

Students do not have a study/meeting area in the Department area which would be a great addition. However, there are sufficient study/meeting areas for students on the campus. For example, Oviatt Library has study area, graduate/group/individual study rooms, quiet group study rooms, collaborator, computer laboratory, while the University Student Union has student study areas (2nd floor of Sol Center, and 2nd and 3rd floor of Sol Center Tower) and lounge areas (1st floor of Sol Center) for students to meet and study.

**6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.**

*Evidence of Compliance:*

Regular instructional classrooms are managed and assigned to each class by the university. The classrooms at CSUN were designed with different configurations and with different media equipment (e.g., overhead projector, computers with Internet connection, VHS/DVD player) to accommodate the needs and styles of different classes. Instructors can submit requests for classroom change to the university classroom reservation system should they find a mismatch between the assigned classroom and the pedagogical needs of the class. Instructors can also submit requests to CSUN Classroom Technology Support to reserve media equipment. The regular instructional classrooms are maintained and supported by CSUN Classroom Technology Support and Physical Plant Management.

The following link documents the media equipment in classrooms at CSUN

<http://www.csun.edu/~it/services/media/mediservequimain.html>

The following link documents special rooms available for reservation at CSUN

<http://www.csun.edu/acrp/RoomRes.html>

College of Health and Human Development has four computer laboratories. The number of computers in the four labs ranges from 20 to 36, approximately. Each computer lab, equipped with an overhead projector, has Internet connection, Microsoft Office, and SPSS.

University Oviatt Library has three computer labs for instructional purposes.

Computers and lap-tops in Oviatt Library

<http://library.csun.edu/Services/Computers>

**6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.**

*Evidence of Compliance:*

CSUN offers a wide range of resources and services to support the attainment of academic, professional and personal goals for persons of all abilities. CSUN has three offices/centers providing resources and services to individuals with disabilities: 1) Disability Resources and Educational Services (DRES) office; 2) The National Center on Deafness (NCOD); and 3) Center on Disabilities (COD).

*Disability Resources and Educational Services (DRES) office*

The services DRES offers include but not limited to: individual student counseling, academic coaching, alternative testing, special accommodation in the classroom, and training/workshop to faculty members. Please review DRES's website for more detailed information.

<http://www.csun.edu/dres/index.php>

*The National Center on Deafness (NCOD)*

DRES offers interpreting, captioning, volunteer note taking program, and tutoring services for individuals with deafness. Please review NCOD's website for more detailed information.

<http://www.csun.edu/ncod/>

*Center on Disabilities (COD)*

COD sponsors *Annual International Conference on Technology and Persons with Disabilities*, and offers national and international training programs to expand the knowledge base of professionals working in the disability field as well as individuals with disability who are in the work force. Please review NCOD's website for more detailed information.

<http://www.csun.edu/cod/index.php>

**6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.**

*Evidence of Compliance:*

CSUN complies with the current ADA codes and standards whenever building a new facility or renovate an old facility. However, existing facilities often don't comply with new standards implemented subsequent to their construction. Please refer to the website of CSUN Facilities Planning for more detailed information.

URL: CSUN Facilities Planning, Design, and Construction

<http://www-admn.csun.edu/facplan/>

**6.07 Library resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

CSUN's Oviatt Library provides educational, cultural, and information resources and services to students and faculty members. The primary mission of Oviatt Library is to *"support and supplement classroom and independent learning; facilitate student and faculty research; and provide students with lifelong skills in identifying, locating, evaluating and synchronizing information."*

Details of the library resources are found at the overview introduction of CSUN Oviatt Library retrieved from the library's website. (<http://library.csun.edu/About/HistoryandFacts>)

Key facts include:

- *Collaboratory with its 175 multipurpose computer workstations, 3 computer-equipped library instruction labs with a total of 100 computers, and 150 computer workstations*
- *The Oviatt Library has a physical collection containing 1.4 million volumes, of which over 1.1 million are books, and over 250,000 bound periodical volumes.*
- *The Library subscribes to 53,000 online journals, over 2,300 print journals, over 200 online databases and nearly 275,000 eBooks.*

The Department of Recreation and Tourism Management shares common resources with the rest of the campus community including open reference areas, student work stations, group meeting rooms and access to hard-copy materials, video collection and electronic databases. The library also offers an inter-library loan program in order to increase access to resources on other campuses.

In addition to general staff, Oviatt Library assigns a subject specialist librarian (Marcia Henry) to the Department. Upon request of faculty members, the specialist librarian offer lectures and training to RTM major students. The topics include but not limited to "how to search research papers and books using in the field of recreation, leisure and tourism using library's website" and "APA reference style." The specialist librarian also documents a research guide for the Department, creates handouts and reference sheets for resources typically required by Department faculty for the completion of assignments, and provides individual help to ensure students' effective use of library resources.

URL: lectures and outreach conducted by specialist librarian for RTM Department

<http://library.csun.edu/mhenry/LecturesByMarciaHenry>

URL: Research guide compiled by the specialist librarian for RTM Department

<http://library.csun.edu/mhenry/bibleisurestudies.html>

**6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.**

*Evidence of Compliance:*

*College-Level Resources and Services*

There is at least one desktop computer or lap-top computer in each full-time faculty member's office. The computer is connected to the Internet through campus network and is only accessed by the faculty member's account. The computer has standard software package including Microsoft Office Suite. Statistical analysis software (e.g., SPSS, SAS) is available upon faculty members' request. The computers and the software programs are maintained and supported by the IT Department of College of Health and Human Development.

College of Health and Human Development has three computer laboratories. The number of computers in the four labs ranges from 20 to 36, approximately. Each computer lab, equipped with an overhead projector, has Internet connection, Microsoft Office, and SPSS. The College also provides technical support through staff positions that are available to assist with local IT concerns.

*University-Level Resources and Services*

Broadband wireless Internet is available on campus, which can be accessed using faculty/staff/student account.

University Oviatt Library has a Collaboratory computer lab that has 175 multipurpose computer workstations, 3 computer-equipped library instruction labs with a total of 100 computer workstations, and 150 computer workstations, in various library locations. Faculty/staff/students can access the library computers using their university account. The Library maintains and provides access to electronic information 24 hours a day. Onsite individual assistance is available during library hours. Live chat with librarian is available online 24/7.

URL: Computers and lap-tops in Oviatt Library

<http://library.csun.edu/Services/Computers>

In addition to Oviatt Library, the University Student Union maintains a student computer lab that has over 30 computer workstations.

Students can access to different software programs (e.g., Libre3, Statistical Package for Social Sciences (SPSS)) from their personal computers for free using Virtual Software Library (VSL).

CSUN IT Help Center provides various types of services regarding campus technologies to faculty, staff, and students, such as software installation, university account, and emails. Please refer to the website of CSUN IT Help Center for a comprehensive list of technological services available to the faculty, staff, and students.

<http://www.csun.edu/it/helpcenter/>

Moodle, an online course management web application, is available for all faculty, staff, and students at CSUN. The university also has online communities, workshops, and support Department to ensure that faculty and students use the Moodle effectively and efficiently.

<http://moodle.csun.edu>



## CHAPTER 7

# Learning Outcomes

### 7.0 Learning Outcomes

#### *Evidence of Compliance:*

#### Overview of Undergraduate Curriculum

The Department of Recreation and Tourism Management (RTM) has structured the undergraduate curriculum with a 36 unit core that represents the theoretical foundations of the field, the competencies for service delivery, and management competencies for organizational effectiveness. In addition to the 36 unit core, students also enroll in 24 units of electives representing a career emphasis area(s).

The core classes include the following:

#### 1. Lower Division Core (9 Units)

RTM 278 Recreation and Leisure in Contemporary Society (3)

RTM 202/L Planning Programs and Events for the Recreational Experience and Lab (2/1)

RTM 204 Foundations of Recreation Therapy and Special Populations (3)

#### 2. Upper Division Core (27 Units)

RTM 300 Recreation and Community Development (3)

RTM 302 Dynamics of Leadership in Recreation and Human Services (3)

RTM 303 Promotion of the Recreation Experience (3)

RTM 304 Entrepreneurial Ventures in Recreation and Human Services (3)

RTM 402 Models of Play, Recreation and Leisure (3)

RTM 403 Evaluation Research in Recreation and Human Services (3)

RTM 490 Challenges in Leisure Services Seminar (3)

RTM 494C Senior Internship (6)

The syllabi for each of the core courses are found in the resource directory for accreditation or ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)).

Recreation and Tourism Management majors are required to take 24 units of elective coursework in the department. This coursework is not common across each major, but reflects career interests and often the passion that attracted the student to the department. Core courses serve as the springboard to the student's proposed career path by providing the foundational areas of knowledge and skills for the RTM profession. Electives provide the additional depth of

knowledge students need to be effective in their chosen professional context. Common career goals are event planning, campus recreation, hotel hospitality, sustainable tourism, community parks and recreation, outdoor recreation, aquatics and destination resorts. Recreational sport management is also expressed by some students but may be subsumed within one or more of the previously identified areas. As with any undergraduate major there are some students who are undecided about career direction and at this point just wish to earn a degree that offers a broad base.

The 24 unit electives packages are determined by the student in consultation with a full time tenure track faculty who serve as academic advisors. Common elective packages are part of the advisement process for students pursuing a career emphasis. For example, an “outdoor student” would be advising to take advantage of the RTM 151 series of classes in outdoor recreation skills and would also take RTM 251 Recreation and the Natural Environment, RTM 351 Outdoor Education Methods, RTM 452/L Outdoor Leadership plus a compliment of other relevant electives. Students in “hospitality careers” would be advised to take RTM 314 Intro to Hospitality, RTM 414 Food and Beverage, RTM 434 Accommodations Management, RTM 480 Tourism, RTM 481 Sustainable Tourism, and RTM 424 Meetings and Conventions. The goal is professional readiness for single or multiple of career foci of the student.

A full list of all RTM courses is available in the university catalog.

#### Overview of Learning Outcomes:

The Department of Recreation and Tourism Management (RTM) has overall learning outcomes for the bachelor degree program in addition to specific objectives and learning outcomes for each individual class. The RTM Department also integrates learning outcomes identified by the College of Health and Human Development as well as reinforcing the learning outcomes identified by the university’s general education program. As the department analyzed and revised its assessment process one change was to redefine the existing SLOs to represent greater alignment with the COAPRT 7.0 standards. The current learning outcomes (Program Learning Outcomes as referred to at CSUN) for the RTM Department are listed below.

#### *Student Learning Outcomes of the RTM Undergraduate Program*

As a developing professional in parks, recreation, tourism, hospitality; graduates of the Recreation and Tourism Management program will:

1. Demonstrate critical thinking including innovation, analysis, synthesis and application to the fields of recreation, play, leisure, parks, hospitality and/or tourism throughout the RTM program.
2. Demonstrate entry-level knowledge in the nature and scope of the park, recreation, tourism, and hospitality professions and the historic, scientific, and philosophical foundations of the profession based on evaluation of key class assignments and industry standards. (7.01)
3. Demonstrate the ability to design, implement, and evaluate services, events, and programs that model inclusive practices and that enhance the quality of life for all people through recreation and leisure experiences in a minimum of 3 required assignments in core courses. (7.02)

4. Demonstrate entry-level knowledge and skills associated with delivery, leadership, and operations management, including skills in emotional intelligence as assessed on outcome measures. (7.03)

5. Demonstrate application and integration of theoretical knowledge in a practical setting through successful completion of learning outcomes generated for a professional internship (minimum of 400 hours) in preparation for pursuing employment in the parks, recreation, tourism and hospitality industry. (7.04)

#### Assessment Overview:

The learning outcomes assessment process for the RTM Department has multiple elements. Elements include: a) individual faculty responsibility at the course level; b) course specific design protocols and assessment protocols defined by faculty collegially; c) summative assessment protocols defined by faculty collegially; d) Department assessment liaison duties and e) integration with other learning outcomes defined by other units in the university.

A. *Individual faculty* play the most significant component in the assessment process. As both teacher and evaluator their role is critical. There are at least three touch points of faculty in the assessment process. First, the duty to be involved in assessment is part of the job description for both full time and part time faculty and it is part of the organizational culture at CSUN to involve all faculty in assessment. Second, in addition to overall Department learning outcomes, each course syllabus contains a list of faculty agreed-upon and approved learning outcomes that are addressed by every instructor. Additional learning outcomes may complement, but not replace approved ones. Faculty members complete both formal and informal assessment of student learning based on these agreed upon outcomes. The role of faculty in informal assessment is extremely important and is a role the faculty takes seriously due to their high commitment to the teaching/learning process. Third, faculty are engaged in collaboration surrounding program assessment protocols and work with one another as faculty peers as well as working with the requests of Department Chair and the Department Assessment Liaison.

B. *Course specific assessment protocols:* The faculty underwent a thorough review of their assessment of student learning outcomes for the foundational classes in the program. The reflection of this work is the **Assessment Matrix for Core Classes** found in the document directory ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)) and Appendix F. Faculty reviewed and edited learning outcomes for each course and then also discussed key learning experiences that are an integral part of each course. For example, the ‘business plan’ is a key learning experience in the RTM 304 class, Entrepreneurial Ventures. The matrix for each class identifies which class specific objectives are clearly attached to key learning experiences as well as identifying alignment with program learning outcomes (PLO), COAPRT 7.0 standards, and college level learning outcomes as well. Finally the matrix reflects faculty decisions on key assessment tools or protocols as well as identifying ‘changes’ that have been made recently as to how the class is taught based on assessment to date. In other words, what changes have been implemented as a result of learning from the assessment process (i.e. “completing the assessment loop”)?

Course specific assessment is also reflected in a new assessment measure based on self-report that was pilot tested in the Spring 2012 and Fall 2013 semesters. Although self-report of competency has bias issues, there is an interesting line of assessment research that supports the validity of self-confidence reporting on master of knowledge and skills. An on-line questionnaire was developed that asks students their perceived level of progress on learning outcomes for each core class. Students are asked to evaluate their confidence on their mastery of knowledge and skills that are part of each core class. Each course objective is formatted as a question describing the content area. The following responses indicate the student's confidence level regarding that area.

1. I don't really know much about this topic OR am not confident I could answer the question.
2. I understand the question and could probably answer at least 50% correctly, OR I know precisely where I could look to get additional information that would allow me to write a good answer for grading in less than 20 minutes.
3. I am confident I could answer this question

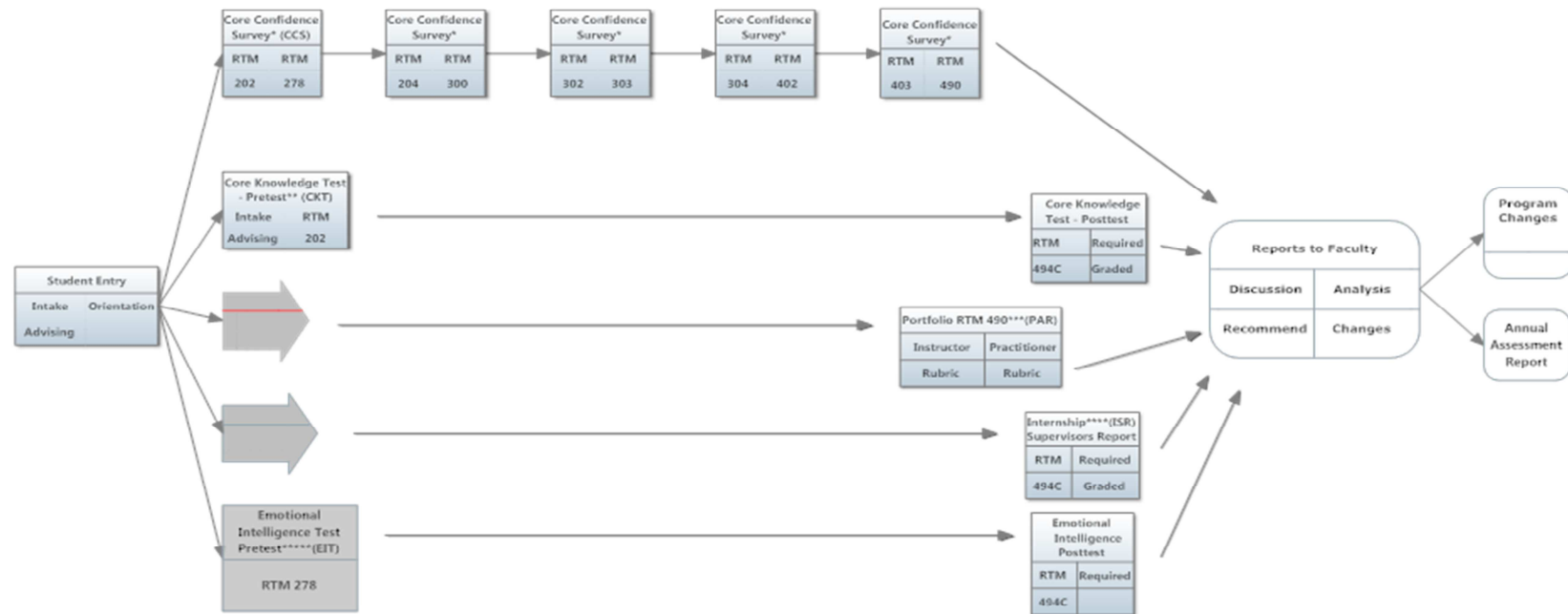
All instructor's will give this assessment instrument in the last two weeks of the semester in an online format utilizing the electronic platform at the university (Moodle) and the in-class computers provided to students. Responses will be downloaded into an ongoing dataset for comparison across sections and years. Examples of the survey are found in addendum 7-4 at the end of this chapter.

### *C. Summative Assessment Strategies*

The Recreation and Tourism Management Department refined its assessment program in three significant ways during 2012 and 2013 as part of the COAPRT accreditation process. As mentioned above, there was a rewriting of our program level student learning outcomes as well as a thorough examination of our course level learning objectives, key learning experiences, and course based assessment tools. The department then expanded its summative assessment strategies and began to collect and/or review data from these tools. The graphic on the next page represents the key assessment tools used.

Figure 7.1

## Recreation and Tourism Management Department Assessment Process



**Assessment Tools:** protocols summary for use of assessment tools that are part of the RTM undergraduate program.

\* **CCS (Core Confidence Survey)**- survey required last 2 weeks of instruction; given in-class by assigned instructor in each core class; moodle site format.

\*\***CKT (Core Knowledge Test)** - pretest required as part of hold release on intake advising; 202 is check-point for missed students; posttest is matched via ID; given in 494C as requirement.

\*\*\***PAR (Portfolio Assessment Rubric)** - portfolio required as 490 assignment; assessment rubric different from grading rubric; stratified random sample rated by instructor and practitioner

\*\*\*\***ISR (Internship Supervisors Report)**- report completed as part of regular 494C assignment; data set entry and summary responsibility of instructor of internship class.

\*\*\*\*\***EIT (Emotional Intelligence Test)** - pretest given as part of learning module in RTM 278 module; posttest given at 494C as part of classroom meeting; online format matched sample

### Key Measures:

The COAPRT accreditation process has been instrumental to strengthen our assessment data collection process and build a stronger evidence base for making program decisions. Specific tools now include the following five measures: Internship Supervisor's Final Report (ISR), Senior Portfolios Assessment Rubric (PAR), Core Knowledge Test (CKT), Core Confidence Survey (CCS) and the Emotional Intelligence Survey (EI). Two of these measures are refinements of past practice and three represent new measures: Core Knowledge Test and Core Self-Confidence Survey and Emotional Intelligence Survey (EI).

- **Retrospective Analysis:** The program addressed some assessment concerns retrospectively by taking some *existing assessment data* from the last two to five years that was collated and analyzed to provide a more substantive picture of key learning outcomes. The two direct measures were already in place but the evidence was not collated and reviewed for making future decisions. Data provided by **Internship Supervisor's Final Reports** (ISR) was analyzed and an additional review of randomly selected *senior portfolios* was also analyzed. Data from both of these projects is attached as addendums to this learning outcomes chapter (7-1 and 7-2). These two direct measures of professional competencies will be continued going forward and will be included in the department's future annual assessment report.

Changes in the program based on assessment are listed in those reports as well as the summary table for 7.0 Learning Outcomes.

- The faculty committed in 2013 to implement a **Core Knowledge Test** as a pre-test and posttest for undergraduate students. Faculty compiled a large potential question bank and in fall semester (2013) conducted a content validity analysis to refine the question bank to an acceptable pool of multiple choice and true/false questions. The test was piloted as a post-test only assessment in our capstone senior internship (RTM 494C) for Fall 2013 and the results of the test are included as Appendix 7-6. The Spring 2014 semester the pilot test questions will be refined for clarity based on student feedback during the pilot. The department will also reach out to practitioners who will provide additional responses to our content validity measure. Test refinement will be in place for the fall.

Beginning in Fall 2014 the core knowledge test will be implemented as a pretest/posttest design using the intake advising process as the capture point for pre-test and our capstone class (RTM 490) for the post test. Specific questions will also be randomly embedded in tests as part of the regular classroom examination process in core courses. Students achieving a comprehensive score of 75% on the Core Knowledge Test will be considered as having the relevant knowledge to satisfy this outcome. The direct measure data collected from the Core Knowledge Test will be analyzed and presented in the department's annual report.

- A fourth assessment tool utilizes student **Self-confidence** report on knowledge or skills learned in each core class. This **Core Confidence Survey** was referenced in the previous section discussing our core class levels assessment and will provide an indirect measure for our assessment program. This self-report uses an online questionnaire that asks students about their perceived level of confidence on learning outcomes for each core class. The original format of the test as well as the procedure for collecting the data has been changed as a result of pre-testing the tool in 2012-13. Student compliance was insufficient when asked to complete the survey independently online so the procedure has been moved to an in-class activity near the end of the semester spring 2014. The data collected from these surveys will be analyzed and presented in the department's annual report.
- The fifth assessment tool is focused on measurement of Emotional Intelligence which is part of professional competencies in management and leadership of recreation organizations. The new tool was used in the 2012-13 year and the reported outcomes are provided in addendum 7-5 at the end of this chapter.
- Further description of the protocols that will be in force for use for each of the assessment tools is described in addendum 7-7 as well as reflected graphically in figure 7.1.

#### *D. Evidence Based Changes:*

The visitation team and overall accreditation process with COAPRT has been of great value to push us to the next level in making our assessment process both more helpful in terms of rigor and yet remain manageable from a human resource perspective.

The true value of assessment is to enable program improvement. The department process for identifying areas for change in improvement is based on using the evidence from the measures described in this section. The RTM department provides an annual assessment report to the Associate Dean of the College and the report will not be written prior to active discussion at faculty meeting of the various data drawn from the measures. Changes supported by faculty consensus will become a part of the report and will be listed as part of the agenda for the coming year's faculty meetings.

The *Department Assessment Liaison* is a university identified role for each department and that person shares information and stimulates awareness about the assessment of student learning. The assessment liaison also represents the Department on the College and campus assessment committees, and may conduct research on various assessment issues. Sample activities include:

- a. Revision of RTM 330: Women. Leisure and Ethnicity course based on review of course portfolios and student comments;
- b. More intentional integration of assessment in department culture, by adding assessment as an item on department faculty meeting agenda, sending out information on assessment, and involving in the "conversation" all faculty (both full-and part-time) via email;
- c. Developing a set of recommendations to facilitate successful transitions between department assessment liaisons.



d. Integration of assessment plans into college and university curriculum proposal process. Learning outcomes are reviewed annually by department, academic college and University assessment groups. These groups meet on a regular basis and provide information, share case studies and a variety of assessment rubrics. Annual reports are filed by academic departments and the assessment liaison to ensure continuous improvement and to identify gaps in, or opportunities for new approaches and strategies for assessment. Learning outcomes may be increased, decreased or revised as the Department deems appropriate to meet changing needs of the academy and profession. A copy of the annual assessment reports for the RTM Department for the past three years are included at our resources directory page. ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)). Since there are so many changes in the assessment program in this last year the previous annual reports will not represent these new changes.

The following changes have been made to the instructional process as a result of the assessment data collected to date. A summary listing of these changes is also a part of the 7.0 Series Self-Study Table which clearly ties changes to the relevant 7.01 to 7.04 standards.

<b>Table 7.1 Quality Improvement Changes: Completing the Assessment Loop</b>	<b>Evidence Source</b>
1. The RTM 202 Event Planning class must have an individual based planning project required as a Key Learning Event in addition to the major group event that is conducted in teams. This change insures individual demonstration of skills in the 7.02 standard.	Portfolio Assessment Rubric (PAR). 2012.
2. Change the format of the portfolio organization to a 'demonstration of professional competencies' approach rather than being organized by course sequence of RTM 202 to RTM 490. The learning process of students first organizing the project by courses and doing the reflective summary of key learning from each course seems to be a great sequence. However as the next step students could then present the portfolio by showing what they can do/have done in terms of 7.02 and 7.03 standards. As an example the program plan and supporting evidence of an event they organized would be a section rather than having a section entitled RTM 202 Event Planning.	Portfolio Assessment Rubric (PAR). 2011-2013 review.
3. Identify how students can provide a stronger level of 'evidence' regarding the leadership competencies. Although self-reflection about leadership is a valid indirect measure of leadership, students could include a more behavioral demonstration of leadership competencies. The portfolios under review had minimal behavioral evidence.	Portfolio Assessment Rubric (PAR) 2011-13 review.
4. Create individual as well as team projects in the RTM 304 class (entrepreneurial studies) similar to changes made in the RTM 202 class last year (programming event planning).	Portfolio Assessment Rubric (PAR) 2011-13 review.



5. Continue to use Internship Supervisors as an objective source for feedback to students and as an informational source for outcome assessment.	Internship Supervisor Report (ISR)
6. Affirm high marks on majority of the competencies evaluated in the report	Internship Supervisor Report (ISR)
7. Revision of the internship evaluation form and then implemented beginning in 2013-14.	Internship Supervisor Report (ISR)
8. Affirm high marks on many of the competencies evaluated in the report (ISR). Improve individual application of program concepts (lowest rated section). Increase practice and related assessment of the direct design and leadership of programs and events (in core classes and/or electives).	Internship Supervisor Report (ISR)
9. The structure of the portfolio should be modified to include summaries of learning in each course (course-specific reflections) in addition to the overall reflection summarizing the entire undergraduate learning experience (confirmation of item #2 from latest PAR review).	Portfolio Assessment Rubric (PAR) 2013 Fall review.
10) The second pilot test of the Core Confidence Survey demonstrated that student compliance is still too low. Future semesters to require all professors to commit a short period of class time for the survey administration.	Core Confidence Survey (CCS) Fall 2013 review.
11) Results for all surveys should be distributed to teaching faculty by section to create awareness of the 'gaps' of objectives not met or being somewhat met. The greatest concern seems to be for RTM 300 and RTM 304.	Core Confidence Survey (CCS) Fall 2013 review

*E. General Education Learning Outcomes:* Students build upon general education requirements set by the University faculty for all students in the areas of oral communication, math, information competence and critical thinking. These are reinforced in RTM core courses and electives. Table 7.2 provides examples of departmental integration of GE SLO's into specific RTM classes. At the end of Spring semester 2012, RTM majors completed an assessment of these general education competencies as captured in their major courses.

**Table 7.2 General Education Competencies in RTM Core Courses**

General Education	RTM Core Course	Evidence/ Assignment
Oral Communication	RTM 278, 300, 302, 303, 402, 494	Oral presentation of class projects
Math Applications	RTM 304, 403	Business plan, analysis of data
Information	RTM 278, 300, 304, 402, 403	Research of scholarly material

Competence		
Critical Thinking	RTM 202, 204, 278, 300, 302, 303, 304, 402, 403, 490, 494C	Research paper, Class projects, Internship Problem Solving

The College of Health and Human Development has developed several student learning outcomes that have relevance to all the academic departments in the unit. These student learning outcomes address the themes of professionalism and ethics. The Assessment Matrix for Core Classes (see document directory) shows the connection between RTM classroom level learning and the specific college level SLO's.

### **The 7.0 Series Self-Study Report table**

In closing the overview of the 7.0 series, a summary table is presented that identifies the RTM department's response to each sub-section of the 7.1 through 7.4 standards (i.e. learning opportunity source, assessment tools, performance levels, data results, and programmatic decisions from the evidence. The table (Table 7.3) is inserted here and will be referred to repeatedly in the narrative response to the 7.01 to 7.04 standards.

## Recreation and Tourism Management Department 7.00 Series Self-Study Report

Table 7.3

Course Specific Learning Outcome (Examples)	COPART Learning Outcome	Evidence of Learning Opportunity (7.01.01)	Performance Measure (7.01.02),	Performance levels/metrics (minimum criterion)	Assessment Results (7.01.03)	Evidence of Programmatic Decisions (7.01.04)
RTM 278: <a href="#">2</a> ; <a href="#">3</a> ; <a href="#">4</a> <a href="#">5</a> ; <a href="#">6</a> ; <a href="#">7</a> <a href="#">8</a> ; <a href="#">10</a>	7.01	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: all met except obj. 5 ISR: met at 3.58 profess. knowledge scale EI: emerging, no t-test yet	1) Add specific EI learning module in 278 class content
RTM 402: <a href="#">1</a> <a href="#">2</a> <a href="#">3</a>	7.01	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ;  <a href="#">ISR</a> ;  <a href="#">PAR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale  ISR: 3.0 of 4.0 scale  PAR: 3.5 of 5.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: all met except obj.1 partial ISR: met at 3.58 profess. knowledge scale PAR: partially met at 3.18 to 3.91 range in rubric EI: emerging, no t-test yet	
Course Specific Learning Outcome (Examples)	COPART Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Performance Measure (7.02.02)	Performance levels/metrics (minimum criterion)	Assessment Results (7.02.03)	Evidence of Programmatic Decisions (7.02.04)
RTM 202/L: <a href="#">2</a> ; <a href="#">4</a> <a href="#">5</a> ; <a href="#">6</a> <a href="#">7</a> ; <a href="#">8</a> <a href="#">9</a> ; <a href="#">10</a>	7.02	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">PAR</a> ;  <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale PAR: 3.5 of 5.0 scale  ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT – emerging CCS – all met PAR: partially met at 3.18 to 3.91 range in rubric ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Maintain program plan assignments 2) Create portfolio ‘inclusion’ indicator in program plans 3) Create individual program plan assignments as well as overall class project 4) Increase practice of event design

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RTM 403: <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a>	7.02	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">PAR</a> ;  <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale PAR: 3.5 of 5.0 scale  ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: all met PAR: partially met at 3.18 to 3.91 range in rubric ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Maintain agency evaluation project
RTM 204: <a href="#">2</a> ; <a href="#">3</a> <a href="#">4</a> ; <a href="#">5</a>  <a href="#">7</a> ; <a href="#">9</a> <a href="#">11</a> ; <a href="#">12</a> <a href="#">13</a> ; <a href="#">14</a>	7.02	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">PAR</a> ;  <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale PAR: 3.5 of 5.0 scale  ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: all met PAR: partially met at 3.18 to 3.91 range in rubric ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Modify curriculum content to include broader inclusion themes beyond disability (i.e. other forms of diversity)
RTM 300: <a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a>	7.02	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">PAR</a> ;  <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale PAR: 3.5 of 5.0 scale  ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: majority not met PAR: partially met at 3.18 to 3.91 range in rubric ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Modify curriculum content to strengthen healthy- community orientation. 2) Improve instructional “gaps” in content areas (see CCS)
<b>Course Specific Learning Outcome (Examples)</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity (7.03.01)</b>	<b>Performance Measure (7.03.02)</b>	<b>Performance levels/metrics (minimum criterion)</b>	<b>Assessment Results (7.03.03)</b>	<b>Evidence of Programmatic Decisions (7.03.04)</b>
RTM 302: <a href="#">1</a> ; <a href="#">3</a> <a href="#">4</a> ; <a href="#">5</a> <a href="#">6</a> ; <a href="#">7</a> <a href="#">9</a>	7.03	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">PAR</a> ; <a href="#">ISR</a> ; <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale PAR: 3.5 of 5.0 scale ISR: 3.0 of 4.0 scale EI: t-test >0.5 level	CKT: emerging CCS: all met PAR: met at 3.65 ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Maintain experiential learning format. 2) Create portfolio leadership evidence indicator

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RTM 303: <a href="#">1</a> <a href="#">4</a> <a href="#">5</a>	7.03	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ; <a href="#">PAR</a> ; <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale PAR: 3.5 of 5.0 scale ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: all met PAR: met at 3.65 ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Maintain marketing projects
RTM 304: <a href="#">4</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a> <a href="#">9</a> <a href="#">10</a>	7.03	<a href="#">Syllabus/CLAT</a>	<a href="#">CKT</a> ; <a href="#">CCS</a> ;  <a href="#">PAR</a> ; <a href="#">ISR</a> ;  <a href="#">EI</a>	CKT: 75% of 100% CCS: 2.5 of 3.0 scale  PAR: 3.5 of 5.0 scale ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CKT: emerging CCS: somewhat met obj.# 4,5,6,7,8,9 PAR: met at 3.65 ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Maintain business plan assignment 2) Limit team project size for individual skill demo. 3) Improve instructional “gaps” in content areas (see CCS results)
RTM 490: <a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">6</a> <a href="#">8</a> <a href="#">9</a>	7.03	<a href="#">Syllabus/CLAT</a>	<a href="#">CCS</a> ;  <a href="#">PAR</a> ; <a href="#">ISR</a> ;  <a href="#">EI</a>	CCS: 2.5 of 3.0 scale  PAR: 3.5 of 5.0 scale ISR: 3.0 of 4.0 scale  EI: t-test >0.5 level	CCS: all met except obj. #4 PAR: met at 3.65 ISR – met at 3.59 profess. performance scale EI: emerging, no t-test yet	1) Change format of portfolio
<b>Course Specific Learning Outcome (Examples)</b>	<b>COPART Learning Outcome</b>	<b>Evidence of Learning Opportunity (7.04.01)</b>	<b>Performance Measure (7.04.02)</b>	<b>Performance levels/metrics (minimum criterion)</b>	<b>Assessment Results (7.04.03)</b>	<b>Evidence of Programmatic Decisions (7.04.04)</b>
RTM 494C: <a href="#">1</a> ; <a href="#">3</a> <a href="#">4</a> ; <a href="#">5</a> <a href="#">6</a> ; <a href="#">7</a> <a href="#">8</a> ; <a href="#">10</a> <a href="#">11</a> ; <a href="#">12</a>	7.04	<a href="#">Syllabus/CLAT</a>	<a href="#">ISR</a> ;     <a href="#">EI</a>	ISR: 3.0 of 4.0 scale     EI: t-test >0.5 level	ISR: met at profession knowledge scale (3.58), professional performance (3.59) scale, and professional attitude scale (3.75)    EI: emerging, no t-test yet	1) Maintain required internship 2) Increase student preparation in program planning. 3) Continue to use supervisor’s feedback

**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 those industries; and c) the foundations of the profession in history, science, and philosophy.**

*Evidence of Compliance:*

The 7.0 Series Report (Table 7. 3) provides the summary evidence (also found at this link: ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html))). Other evidence includes the Course-Level-Assessment Matrix found at our documents page as well as a review of course syllabi. ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)).

Table 7.4 provides some selected informal examples of how these entry-level knowledge areas are incorporated into course objectives and samples of assessment strategies. The more complete description is found in Table 7.3 with the listing of formal assessment measures. Reflections on informal learning experiences in the classroom are another part of the overall assessment process and faculty wanted to reflect discussion on this part of assessment.

**Table 7.4 Samples of Relevant Core Courses and Key Learning Outcomes for 7.01**

<b>Criterion</b>	<b>Course (s)</b>	<b>Quoted Sample Learning Outcome (s) or Learning Outcome Assignment(s)</b>	<b>Anticipated Informal Evidence</b>
a) Nature and scope of relevant park, recreation, tourism or related professions and their associated industries	RTM 278	<p>“Analyze the contribution of parks, recreation, tourism and hospitality industries to the economic development of communities, regions, and nations.”</p> <p>“Explain the evolution of the parks, recreation and leisure services profession as an outgrowth of historical and social movements.”</p>	Course text readings, lectures and discussions
	RTM 300	<p>“Describe the significance of the urban recreation movement in the United States, particularly as it relates to the evolution of other human services (education, social services, youth authority, etc.).”</p>	“Gain first-hand experiences in urban communities using recreation services and leisure experiences as a focal point for revitalization, problem

			solving and community building” (class project)
	RTM 490	“Integrate theory and practice in the analysis of professional practice for leisure profession.”	Analysis of professional competencies; case study exercise Researching possible internship placements
	RTM 494C	“Apply knowledge and skills gained in the academic setting in one of more areas of professional practice for no fewer than 400 total hours.”	Internship weekly reports, midterm and final evaluations
b) Techniques and processes used by professionals and workers in those industries	RTM 202 and Lab	<p>“Demonstrate knowledge of a variety of methods for assessing community and user needs (e.g. strategic planning, needs assessment, etc.).”</p> <p>“Demonstrate the ability to formulate, plan for implementation, and evaluate the extent to which goals and objectives for the leisure service event or program have been met (for both groups and individuals).”</p>	Fall Welcome Back event and Spring Banquet event.
	RTM 204	“Apply a variety of assistive techniques, adaptive devices, equipment, and facility design related to specific illness and disabilities in therapeutic recreation services.”	Simulation activities and events
	RTM 300	“Investigate and analyze the potential of recreation to build/revitalize communities, address social problems and	Community service-learning or other field assignment Course text readings

		assist youth with navigating the pathways to responsible adulthood.”	and assignments
	RTM 302	“Apply the influence of personal value systems in leadership effectiveness.”	Leadership exercise in group, decision-making theory Time management exercise
	RTM 303	“Understand globalization and the role marketing plays with the global recreation and tourism context.”  “Understand the importance of marketing in today’s society, especially as it relates to the leisure field”	Marketing Plan
	RTM 304	“Describe forms of business organization such as proprietorship, partnership, limited corporations, non-profit corporations and the risks and benefits of each design.” “Describe alternative sources of financing the venture” “Develop a business plan with the assistance of computer software”	Written business plan
	RTM 403	“ Demonstrate understanding of language utilized in the research evaluation process”  “Define research evaluation and list its component parts”  “ Describe various research evaluation methods including experimental, historical and observational”	Evaluation research project and oral report
	RTM 490	“Effectively document relevant knowledge/resource bases impacting problem solving	Technical report, resume writing, interview skills



		<p>within the profession.”</p> <p>“Objectively critique one’s chosen field of study and professional practice.”</p> <p>“Demonstrate understanding of ethical issues associated with professional practice in the field of recreation, parks, tourism and human services”</p>	
c) Foundations of the profession in history, science and philosophy	RTM 278	“Explain the evolution of the parks, recreation and leisure services profession as an outgrowth of historical and social movements.”	Incorporated in text readings; discussed in relationship to specific career or internship choices
	RTM 204	“Describe the characteristics of illness and disabilities and their effects on functioning, within leisure behavior.”	In readings and experiential assignments show application of foundational relevant to all aspects of our profession

RTM majors also provide evidence in their individual learning portfolios.

**7.01.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.**

*Evidence of Compliance:*

*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.*

Course syllabi and the course specific assessment matrix are the major part of the evidence of meeting this standard. The 7.0 Series Report (Table 7. 3 on previous pages or at the hyperlink

below) provides the summary evidence

([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)). The Course-Level-Assessment Matrix found at our documents page as well as a review of course syllabi found there as well indicate sufficient opportunity to achieve learning outcomes during the program.

Students begin the sequential core with our two gateway courses; RTM 202/L Program and Event Planning and RTM 278 Leisure and Society which provide foundational learning about the field and the fundamental mission of providing a range of programs and events to constituents. As the core progresses students develop additional competencies and are exposed to other theoretical and practical models. Students are free to explore different career paths through courses and field experiences through the 24 units of electives required by the degree.

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

*Evidence of Compliance:*

*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 who they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed*

The description of the assessment measures is found in the overview for this chapter. The 7.0 Series Report (Table 7. 3) provides the summary evidence from those measures (also found at this link: [http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)). Additional details of the data are found in the addendums for Chapter 7. Other evidence includes the Course-Level-Assessment Matrix found at our documents page as well as a review of course syllabi. ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)).

**7.01.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.**

*Evidence of Compliance:*

*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.*

The description of the level of achievement of the learning outcomes summarized in the 7.0 Series Report (Table 7. 3) (also found at this link: [http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)). Additional details of the data are found in the addendums for Chapter 7.

**7.01.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.**

*Evidence of Compliance:*

*Evidence must include a written explanation of how the data associated with Learning Outcome 7.01 are used to inform decision making.*

Faculty discussions regarding data from the assessment evidence plus informal reflections on the classroom have led to changes in course design and delivery. The 7.0 Series Report (Table 7. 3) provides descriptions of have informed specific decision making. (also found at this link: [http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)). Additional details of the data that created the discussions are found in the addendums for Chapter 7. Traditionally one or two faculty members will be responsible for generating the report and then collective discussion at a faculty meeting will lead to consensus decisions for change.

Annual assessment reports also reflect changes made to classes or the program. Future annual reports will see clear linkages between our new assessment measures and programmatic changes.

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

*Evidence of Compliance:*

The 7.0 Series Report (Table 7. 3) provides the summary evidence (also found at this link: [http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)) for achieving the 7.02 standards. Other evidence includes the Course-Level-Assessment Matrices found at our documents page as well as a review of course syllabi found there as well. [http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html).

Table 7.5 provides some selected informal examples of how these entry-level knowledge areas are incorporated into course objectives and samples of assessment strategies. The more complete description is found in Table 7.3 which focuses on formal assessment measures. Informal learning experiences in the classroom provide another key part of the overall assessment process.

**Table 7.5 RTM Core Courses Addressing the 7.02 Standard – Informal Description**

Criterion	Course (s)	Quoted Sample Learning Outcome (s) or Assignment(s)	Anticipated Evidence
Addressing the Needs of Diverse Clientele	RTM 202L	“Practice community-based volunteer experience in the provision, development, implementation and evaluation of	Fall Welcome Back Picnic, Spring Banquet

		recreation events/programs.”	
	RTM 278	“Discuss the dramatic impacts on leisure due to population makeup (age groups, family patterns, ethnic diversity, income disparity)”	Field experience and class discussions of leisure lifestyles among the diverse students who represent the world cultures and diversity of Los Angeles basin
	RTM 300	“Value the recreation and leisure needs of diverse cultural and ethnic groups that claim the greater Los Angeles metropolitan area as “home”.	Field-based assignments throughout greater Los Angeles or San Fernando Valley
Evaluation	RTM 300	“Analyze the social, environmental and economic benefits of parks, recreation and tourism in supporting the concept of healthy communities”  “Critique existing service delivery systems from historical, best practices and contemporary “planning” criteria.”	Community needs assessment and use of existing data/ collection of new data to address community problems.
	RTM 403	“Prepare and complete a research evaluation design for a community based play/leisure/ recreation organization”  “Complete, submit and present an executive report of findings from the community-based agency evaluation”	Data collection strategies and basic analytical techniques demonstrated in project.
	RTM 490	“Demonstrate high quality, career-relevant skills (e.g. resume, interview for entry and the profession, test-taking).	Professional Practice/ Position Description/ Analysis of Competencies

**7.02.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.**

*Evidence of Compliance:*

*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.*

Refer to responses to standard 7.01.01 for location of summary tables and document directory.

Table 7.5 provides some selected informal examples of how these entry-level knowledge areas are incorporated into course objectives and samples of assessment strategies. The more complete description is found in Table 7.3 with formal assessment measures.

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

*Evidence of Compliance:*

*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.*

Refer to response to standard 7.0 descriptions of survey instruments on pages 44-47 of the self-study and addendum 7-7 on instrument protocols at the end of Chapter 7.

**7.02.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.**

*Evidence of Compliance:*

*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.*

Refer to responses to standard 7.01.03.

**7.02.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.02 for continuous program improvement.**

*Evidence of Compliance:*

*Evidence must include a written explanation of how the data associated with Learning Outcome 7.02 are used to inform decision making.*

Refer to responses to standard 7.01.04.

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

Recreation and Tourism Management students are provided an introduction to management in the field in our 202/L event planning class and 278 introduction to leisure class. Then more in-depth learning of a variety of management and administrative practices is in our 300 level core classes in community recreation (RTM 300), leadership (RTM 302), marketing (RTM 303) and finance and business (RTM 304). Other management practices are practiced and reviewed in the capstone experiences of senior seminar (RTM 490) and internship (RTM 494C/494C)

**7.03.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.**

*Evidence of Compliance:*

*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 7.03.*

Refer to responses to standard 7.01.01 for location of summary tables and document directory.

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

*Evidence of Compliance:*

*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*

Refer to response to standard 7.0 descriptions of survey instruments on pages 44-47 of the self-study and addendum 7-7 on instrument protocols at the end of Chapter 7.

**7.03.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.**

*Evidence of Compliance:*

*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.*

Refer to responses to standard 7.01.03.

**7.03.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement.**

*Evidence of Compliance:*

*Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making.*

Refer to responses to standard 7.01.04.

**7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.**

**7.04.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.**

*Evidence of Compliance:*

*Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence.*

Prior to enrolling in the internship course, students are required to obtain a copy of the Internship Manual, now available electronically on the Department website. Students provide a learning plan at the beginning of the internship course which is reviewed and signed-off by the internship site supervisor and internship course instructor. Weekly reports are submitted by the student following review by the site supervisor. Instructors evaluate weekly reports for evidence of problem-solving skills.

Interns attend group meetings (usually every 3-4 weeks) and receive peer feedback on topics such as problem solving, professional growth and self-management, and preparation for next “career” step. The focus of these meetings combines both student and faculty-initiated topics.

Final written evaluations are provided by the internship placement site supervisor.

A copy of the internship manual can be found at the department website. (rtm.csun.edu). Also refer to responses of 7.01.01 for references to summary tables and additional data.

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



*Evidence of Compliance: 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*

Refer to response to standard 7.0 description of survey instruments on pages 44-47 of the self-study and addendum 7-7 at the end of Chapter 7.

The internship manual provides examples of the midterm and final evaluation forms completed by internship supervisors. (<http://rtm.csun.edu>)

**7.04.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.**

*Evidence of Compliance:*

*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.*

Refer to responses to standard 7.01.03.

Graduates of the Department of Recreation and Tourism pursue a wide variety of career paths, ranging from community parks and recreation, to nonprofit organizations, to campus recreation to hospitality and tourism industries. Department faculty recognizes the ability of its students to obtain and successfully complete internship placements as key evidence of achieving identified learning outcomes. The alumni survey (see document directory) indicates that less than 10% of our students did not find the internship to be a valuable experience. Individualized learning plans for internship placement allow students to build on the basic foundation of learning provided in core courses, by focusing field-based learning in areas where they wish to acquire additional depth or breadth.

**7.04.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.**

*Evidence of Compliance:*

*Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making.*

Refer to responses to standard 7.01.04.



Course learning outcomes identify the application of knowledge, testing and enhancement of leadership and supervisory skills; ability to function as an effective team member and the use of basic (general education) competencies along with ethical and professional competencies. Since this Internship is the culminating experience in the RTM Department, students are asked to demonstrate effective critical thinking, analytical and self-management skills, as they synthesize information acquired throughout their undergraduate educational experience. Evidence is presented in the form of weekly reports, midpoint and final evaluations and conversations with onsite supervisors.

Overall, the Department is making great progress toward effectively identifying areas to “close the assessment loop” in order to improve student learning experiences and accomplishment of learning outcomes through Internship placement. Department faculty are continually learning more about assessment, gathering and interpreting evidence from their courses, and then enhancing teaching/learning. Answering the question, “How well are students learning?” is a difficult one to answer and to manage due to the many variables that impact student learning. Fortunately, the accreditation process has increased the shared ownership of the assessment process as an important dimension of teaching and learning. The increase in rigor added to our assessment process and creation of more data based tools represents a marked improvement. Ongoing work with external accreditation and internal assessment demands continue to push the RTM faculty toward continuous quality improvement of the program.

## CHAPTER 7 Learning Outcome Addendums

### Assessment Data Reports

Given the importance of the evidence collected in the assessment process described in Chapter 7 the summary reports for our most recent data collection is provided here as well as at our document directory ([http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html).)

The following appendices relate to the Assessment data collection process and are included here at the end of Chapter 7.

#### Appendices

- 7-1. Internship Supervisor's Survey (2009-2013)
- 7-2. Portfolio Retrospective Assessment (2011-2013)
- 7-3. Portfolio Fall 2013
- 7-4. Confidence Survey Report Fall 2013
- 7-5. Emotional Intelligence Fall 2013
- 7-6. Core Knowledge Test Pilot Test Fall 2013
- 7-7. Protocols for Assessment Instruments

## **Appendix 7-1: Internship Supervisors Report (ISR) – Fall 2009-Spring 2013**

### **An Analysis of Internship Final Evaluation of Undergraduate Recreation and Tourism Management Majors at California State University Northridge (2009-2013)**

#### **Introduction**

Internship is a 6-unit core course for undergraduate Recreation and Tourism Management (RTM) majors at California State University, Northridge (CSUN). Each year, RTM undergraduate students complete their internship hours in a variety of leisure, recreation, tourism, and hospitality organizations. Upon the completion of the internship, the agency supervisor is required to complete an internship final evaluation form for the internship student.

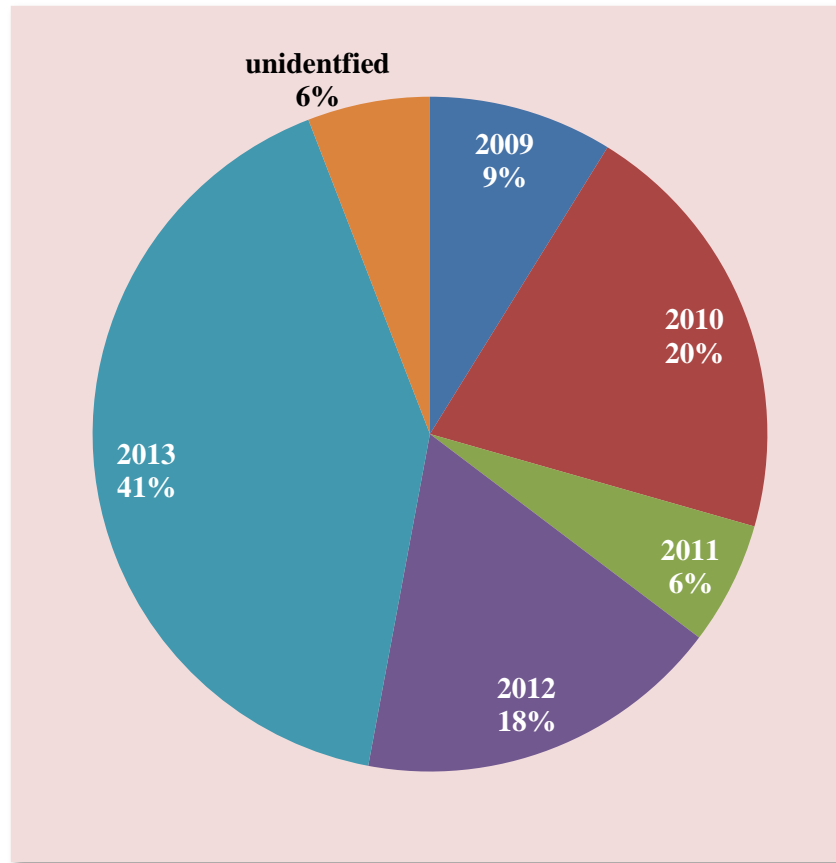
The final evaluation form asks the agency supervisor to:

- 1) Indicate the fulfillment of the internship student's learning objectives;
- 2) Make quantitative evaluations of the internship student in the following areas:
  - a) Professional performance,
  - b) Professional knowledge
  - c) Professional personal and attitude
- 3) Provide qualitative comments and feedback on the internship student's strength and areas that need to improve.
- 4) Offer an overall assessment (satisfactory vs. unsatisfactory) of the internship student's performance.

This report presents the results of the analysis of the 2<sup>nd</sup> and 4<sup>th</sup> sections in the internship final evaluation. The analysis includes 34 internships that took place between 2009 and 2013. SPSS 20.0 was used to perform the analysis.

#### **Results**

Of all the internships analyzed in this report, forty-one percent (N=14) took place in 2013, followed by 2010 (20%) and 2011 (18%) (Figure 1).



**Figure 1: Years in which the Internships (N=34) Took Place**

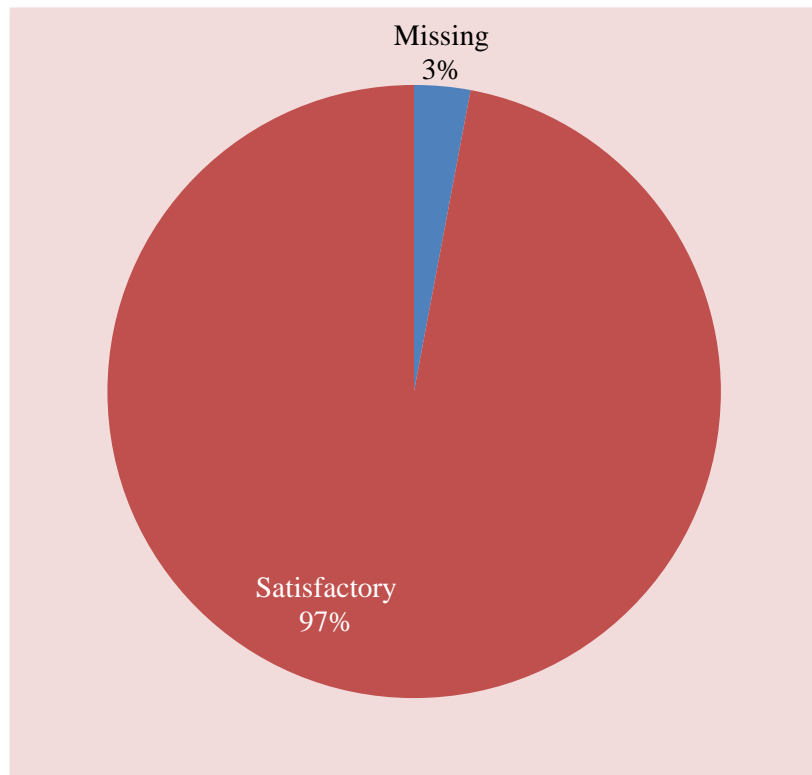
Ninety-seven percent (N=33) of agency supervisors indicated that the internship students' performance were overall satisfactory. No agency supervisors suggested an overall dissatisfaction with the internship students. However, one agency supervisor did not answer the question on overall satisfaction (Figure 2).

Agency supervisors also were asked to evaluate the internship students in three general areas: 1) professional performance, 2) professional knowledge, and 3) professional personal and attitude. On average, CSUN RTM internship students received positive overall ratings in all three areas, with *professional personal and attitude* (3.75/4) being rated slightly higher than *professional performance* (3.59/4) and *professional knowledge* (3.58/4) (Tables 1-3).

Within *professional performance* (Table 1), internship students were most highly rated in the ability to work independently (3.67) and being critical of own performance and quality of work (3.64), and were most lowly rated in the ability to lead and direct (3.39) and the capacity for motivating others (3.32).

In terms of *professional knowledge* (Table 2), the highest ratings went to the items “display an expanding scope of interests” (3.68) and “possess a wide variety of interests” (3.59), while the lowest ratings were found in items “displays knowledge and understanding of program principles and methods” (3.41) and displays ability to integrate conceptual knowledge and activity skills (3.35)

With respect to *professional personal and attitude* (Table 3), agency supervisors on average gave the highest ratings in items “upholds and follows agency policies” (3.85) and “shows enthusiasm for work” (3.76), and gave the lowest ratings in items “demonstrates initiative” (3.56) and “has a high tolerance for conflict” (3.40)



**Figure 2: Overall Assessment of Internship Students' Performance**

**Table 1: Agency Supervisors' Rating in Professional Performance.**

Evaluation Item	N	Mean	Std. Deviation
Has ability to work independently	33	3.67	0.540
Is critical of own performance and quality of work	33	3.64	0.489
Organizes work well	34	3.56	0.613
Displays ability to solve problems	34	3.56	0.613
Utilizes all available resources	34	3.56	0.613
Keeps complete and accurate records	34	3.56	0.660
Recognizes others for their performance	31	3.55	0.675
Completes assignments on time	34	3.53	0.615
Shows concern for safety of others	33	3.48	0.566
Is willing to delegate responsibilities	28	3.46	0.693
Possesses strong communication skills	34	3.44	0.660
Displays ability to lead and direct	31	3.39	0.715
Displays capacity for motivating others	31	3.32	0.653
<i>Overall Evaluation</i>	34	3.59	0.500

Note: 1= Rarely displays the characteristic; 2=Usually displays the characteristic; 3=Frequently displays the characteristic; 4=Far exceeds the characteristic. (See Appendix for a detailed description)

**Table 2: Agency Supervisors' Rating in Professional Knowledge.**

Evaluation Item	N	Mean	Std. Deviation
Displays an expanding scope of interests	34	3.68	0.535
Possesses a wide variety of interests	34	3.59	0.657
Ability to apply knowledge in a practical way	34	3.56	0.561
Displays knowledge and understanding of human behavior associated with various ages, groups, etc.	33	3.42	0.663
Displays knowledge and understanding of program principles and methods	34	3.41	0.657
Displays ability to integrate conceptual knowledge and activity skills	34	3.35	0.597
<i>Overall Evaluation</i>	33	3.58	0.614

Note: 1= Rarely displays the characteristic; 2=Usually displays the characteristic; 3=Frequently displays the characteristic; 4=Far exceeds the characteristic. (See Appendix for a detailed description)

**Table 1: Agency Supervisors' Rating in Professional Personal and Attitude.**

Evaluation Item	N	Mean	Std. Deviation
Upholds and follows agency policies	34	3.85	0.359
Shows enthusiasm for work	33	3.76	0.561
Displays good judgment	34	3.74	0.511
Gains respect of others	34	3.74	0.511
Dresses appropriately for occasion	33	3.73	0.574
Displays a sense of humor	34	3.68	0.638

Evaluation Item	N	Mean	Std. Deviation
Accepts suggestions, feedback, evaluation well	34	3.68	0.535
Displays creativity and imagination	34	3.65	0.597
Is tactful in relations with others	34	3.62	0.604
Displays maturity for age	34	3.59	0.609
Displays flexibility	34	3.59	0.657
Demonstrates initiative	34	3.56	0.613
Has a high tolerance for conflict	30	3.40	0.814
<i>Overall Evaluation</i>	32	3.75	0.440

Note: 1= Rarely displays the characteristic; 2=Usually displays the characteristic; 3=Frequently displays the characteristic; 4=Far exceeds the characteristic. (See Appendix for a detailed description)

### **Appendix: Rating Scale**

<i>N/A (Not applicable):</i>	Does not apply at this time or in this situation.
<i>1= Rarely displays the characteristic:</i>	Indicates an area for improvement; an area in which the intern should focus more effort.
<i>2=Usually displays the characteristic:</i>	Indicates an area in which the intern has demonstrated ability or knowledge but not as consistently as would be expected from an entry level professional.
<i>3=Frequently displays the characteristic:</i>	Indicates an area in which the intern demonstrates ability or knowledge on a regular basis.
<i>4=Far exceeds the characteristic:</i>	Indicates an area in which the intern has achieved and consistently demonstrates the skills/knowledge of an entry level professional.

### **Recommendations for Faculty Discussion and Change in Program**

The following affirmations and changes should be considered by the RTM faculty based on this report.

- Continue to use Internship Supervisors as an objective source for feedback to students and as an informational source for outcome assessment.
- Revision of the evaluation form and then implemented beginning in 2013-14
- Affirm high marks on many of the competencies evaluated in the report
- Improve individual application of program concepts (lowest rating section Table 2 and Table 1). Increase practice and related assessment of the direct design and leadership of programs and events (in core classes and/or electives).

## **Appendix 7-2: Portfolio Retrospective Assessment (Fall 2011-Spring 2013)**

### **Summary of Portfolio Assessment**

**September 2013**

**The Goal:** to conduct a retrospective assessment of RTM Senior Portfolios for evidence of fulfilling COAPRT standards 7.02 and 7.03.

**Method:**

The portfolios currently available at the department were submitted by students from the semesters Fall 2011, Spring 2012, Fall 2012, and Spring 2013. The portfolios were divided into three levels based on overall GPA (Group A = 3.5 to 4.0; Group B = 3.0 to 3.49; and Group C = 2.0 to 2.99). The stratified random sample had 17 portfolios that were reviewed by a faculty member and/or a practitioner based on the attached rubric. Of the 17 portfolios 5 represented level A, 5 from level B, and 7 from level C. GPA levels were not indicated to the reviewers. Two faculty members reviewed the sample portfolio and an industry partner was also brought in to review a select number of the sample pieces.

The rubric used for the evaluation is attached to this report. The 7.02 standard was split into three sub-sets as reflected in the rubric.

**Summary Evidence and Reflections for Faculty Consideration:**

- a) Dividing the assessment by GPA was a helpful strategy to represent a greater diversity of portfolios and to reflect on the difference in quality of evidence as a function of type of student.
- b) The portfolios under review had minimal behavioral evidence of leadership competency in the 7.03 standard. The students may have those competencies but the portfolios in their current configuration show minimal evidence of leadership good or bad.
- c) Team projects in the RTM 304 class and RTM 202 class left a question of whose competency was demonstrated with no indication of that role a student played in the team project.
- d) Although there was evidence of 'diversity and inclusion' being taught in the curriculum there was minimal direct evidence in the portfolio of how this was explicitly a part of program design and delivery.
- e) The overall scores given to the multiple indicators (3.18 to 3.91) are lower than would be desired.

**Recommended Changes to Curriculum or Instruction for Faculty Decision (completing the loop):**

- a) Change the format of the portfolio organization to a 'demonstration of professional competencies' approach rather than being organized by course sequence of RTM 202 to RTM 490. The learning process of students first organizing the project by courses and doing the reflective summary of key learning from each course seems to be a great sequence. However as the next step students could then present the portfolio by showing what they can do/have done in terms of 7.02 and 7.03 standards. As an example the program plan and supporting evidence of an event they organized would be a section rather than having a section from RTM 202 Event Planning.



b) Identify how students can provide a stronger level of ‘evidence’ regarding the leadership competencies. Although self-reflection about leadership is a valid indirect measure of leadership, students could have a more behavioral demonstration of leadership competencies. The portfolios under review had minimal behavioral evidence.

c) Continue to raise the ‘scores’ of performance in these areas on the rubric to a desired average of 4.0.

d) Create individual as well as team projects in the RTM 304 class (entrepreneurial studies) similar to changes made in the RTM 202 class last year (programming event planning).

**Data Summary of Portfolio Rubric for 7.02 and 7.03 Standards – 2011-2013**

	Evidence Samples from 17 Portfolios	Average Quality Score (1=poor to 5=excellent)
7.02 Program Design	Brochure/ flyer (13); Program plan or design (4); Product marketing proposal (1); Press Release (1); Internship letter (1)	3.91
7.02 Program Evaluation	Assessment survey (15); Industry report (2); focus group (2)	3.18
7.02 Program Diversity	Inclusion interview (1); survey report for LGBT; volunteer report (1); disability report/ access survey (8); site visit report (1); homeless paper (1); elder interview (1)	3.51
7.03 Management Competencies	Facility design in business plan (2); marketing/PR Report (13); advocacy letter (2); resume (3); interview (1); business plan (12); business plan marketing part (3); cover letter (6); budget (1); business plan slides (1); event promo material (1); leadership report (1); internship reference letter (1)	3.65
Overall Comments/Recommendations on portfolio and therefore to program consideration for change	Organization of projects range from poor to excellent – mostly excellent. Leadership evidence missing/ needs to strengthen presentation in portfolio Business plan- teams too large (6) for individual assessment Portfolio presentation should beyond class syllabus & project but integrate competencies. Overall good balance of skills demonstrated Range of quality in projects significant Overall evidence of professional competency is present.	Preferred quality score to be 4.0 or higher. Minimum standard at 3.5.

RTM 490: Challenges of Leisure Services Seminar

**Portfolio Assessment for Professional Competencies**

<i>Category</i>	<i>Expected Evidence in Portfolio</i>	<i>Quality of Evidence (1-5)*</i>	<i>Comments</i>
7.02 Students graduating from the program shall be able to demonstrate the ability. . .			
7.02 to design and implement, targeted human experiences	e.g. Program design plan, brochures, needs assessment, leadership video, etc.		
	Key Indicator:		
7.02 to evaluate services that facilitate targeted human experiences	e.g. Evaluation questionnaire, focus group questions or report, online survey, etc.		
	Key Indicator:		
7.02 to embrace personal and cultural dimensions of diversity in program development.	e.g. program plan indicating inclusion and or diversity issues, etc.		
	Key Indicator:		

7.03 Students graduating from the program shall be able to demonstrate . . .			
7.03 entry-level knowledge about management/administration	e.g. business plan, leadership reflection paper, budgets, interview schedules, etc.		
	Key Indicator:		

**Student's Identifier**

**\*Overall Assessment:** 1=Poor, 2 =Fair, 3= between Fair and Good, 4= Good, 5=Excellent

**COMMENTS:**

## **Appendix 7-3 Portfolio Assessment Report for Fall 2013 Semester**

### **Summary of Portfolio Assessment – January 2014**

**The Goal:** to conduct the ongoing assessment of RTM Senior Portfolios for evidence of fulfilling COAPRT standards 7.02 and 7.03.

**Method:**

The portfolios that were used for evaluation were from the Fall 2013 semester. The portfolios were divided into three levels based on overall GPA (Group A = 3.5 to 4.0; Group B = 3.0 to 3.49; and Group C = 2.0 to 2.99). The stratified random sample had 4 portfolios (out of 23) that were reviewed by a faculty member, an alumnus, and a practitioner based on the attached rubric. The 4 portfolios were represented by 1 level A, 2 from level B, and 1 from level C. GPA levels were not indicated to the reviewers. One faculty member reviewed the sample portfolios and an industry partner and alumnus were also brought into the conference room for a blind review of the same sample portfolios that faculty reviewed. The rubric used for the evaluation is attached to this report. The 7.02 standard was split into three sub-sets as reflected in the rubric.

### **Summary Reflections for Faculty Consideration:**

The discussion by the review team affirmed many of the suggestions from the initial retrospective report conducted last fall (2011-2013) and those are repeated here. The new external reviewers by practitioners did not review the previous summary report until after their independent reviews but affirmed earlier reflections.

- a) Dividing the assessment by GPA remains a helpful strategy to represent a greater diversity of portfolios and to reflect on the difference in quality of evidence as a function of type of student.
- b) The portfolios under review had minimal behavioral evidence of leadership competency in the 7.03 standard. The students may have those competencies but the portfolios in their current configuration show minimal evidence of leadership good or bad.
- c) Team projects in the RTM 304 class and RTM 202 class left a question of whose competency was demonstrated with no indication of what role a student played in the team project.
- d) Although there was evidence of 'diversity and inclusion' being taught in the curriculum there was minimal direct evidence in the portfolio of how this was explicitly a part of program design and delivery.
- e) The overall scores given to the multiple indicators (3.81 to 4.3) are higher than the previous years (3.18 to 3.91 average from 2011-2013).

### **Recommended Changes to Curriculum or Instruction for Faculty Decision (completing the loop):**

- a) Change the format of the portfolio organization to a 'demonstration of professional competencies' approach rather than being organized by course sequence of RTM 202 to RTM 490. The learning process of students first organizing the project by courses and doing the reflective summary of key learning from each course seems to be a great sequence. However as the next step students could then present the portfolio by showing what they can do/have done in terms of 7.02 and 7.03 standards. As an example the program plan and supporting evidence of an event they organized would be a section rather than having a section from RTM 202 Event Planning.

b) Identify how students can provide a stronger level of ‘evidence’ regarding the leadership competencies. Although self-reflection about leadership is a valid indirect measure of leadership, students could have a more behavioral demonstration of leadership competencies. The portfolios under review had minimal behavioral evidence.

c) Continue to raise the ‘scores’ of performance in these areas on the rubric to a desired average of 4.0 for each category in the rubric. The increase in scores from the retrospective study is encouraging. The aggregate mean moved from 3.72 to 4.01.

d) Create individual as well as team projects in the RTM 304 class (entrepreneurial studies) similar to changes made in the RTM 202 class the year before (programming event planning). As new cohorts arrive to the RTM 490 portfolio project these changes should be evident in the portfolios.

e) Underscore the comprehensive nature of inclusion and diversity (especially RTM 202, 204, 300) be related not to disability only but all populations (missing LGBT or other populations).

f) Marketing plans and business plans should reflect greater level of detail in content.

**Data Summary of Portfolio Rubric for 7.02 and 7.03 Standards – Fall 2013**

	Evidence Samples from 4 Portfolios	Average Quality Score (1=poor to 5=excellent)
7.02 Program Design	Brochure/ flyer (3); Program plan or design ( 4); Product marketing proposal (1 ); Press Release (2); need assessment ( 2); Sample menu (1)	3.84
7.02 Program Evaluation	Assessment survey and report(4) – program, establishment, event (play), and service, ; Industry report (1); focus group (1); play log observation (4); self-assessment report (1)	3.81
7.02 Program Diversity	Inclusion (disability) interview (4); volunteer report for Special Olympic(1); site visit report (3) – ADA access and senior home; Elder interview (2); Women’s Leisure report (2); Senior travel report (1); Community service paper (2); Human trafficking report (1)	4.04
7.03 Management Competencies	Business plan (4); marketing/PR Report (3); advocacy letter (1 ); resume (4); budget analysis (4); leadership report (2); internship reference letter (1); letter of recommendation (3), market trend (1), risk management project (2); self-reflection report (1); award and certificate (1); professionalism and professional competency (2); internship critique (1); Competitive analysis (1); grant proposal (1); cover letter (1)	4.30

Overall Comments/Recommendations on portfolio and therefore to program consideration for change	<ul style="list-style-type: none"><li>• Organization of projects range from good to excellent – mostly excellent. Presentation of portfolio should be improved.</li><li>• Leadership related evidence (leadership evaluation paper) was presented but not sufficient.</li><li>• All portfolios demonstrate managerial admin and skills very well.</li><li>• All portfolios present the diversity related evidence, however, they are related to disability only (missing LGBT or other populations).</li><li>• Marketing plan was found in all portfolios, however, the content was superficial (missing key components such as SWOT analysis, competitive analysis, etc.).</li><li>• Business plan was too generic (no detailed information was provided).</li><li>• Missing internship or career development related evidences – SMART objectives, certificate, awards, etc.</li><li>• Overall good balance of skills demonstrated</li><li>• Range of quality in projects significant</li><li>• Overall evidence of professional competency is present.</li></ul>	Preferred quality score to be 4.0 or higher. Minimum standard at 3.5.
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RTM 490: Challenges of Leisure Services Seminar

**Portfolio Assessment for Professional Competencies**

<i>Category</i>	<i>Expected Evidence in Portfolio</i>	<i>Quality of Evidence (1-5)*</i>	<i>Comments</i>
7.02 Students graduating from the program shall be able to demonstrate the ability. . .			
7.02 to design and implement, targeted human experiences	e.g. Program design plan, brochures, needs assessment, leadership video, etc.		
	Key Indicator:		
7.02 to evaluate services that facilitate targeted human experiences	e.g. Evaluation questionnaire, focus group questions or report, online survey, etc.		
	Key Indicator:		
7.02 to embrace personal and cultural dimensions of diversity in program development.	e.g. program plan indicating inclusion and or diversity issues, etc.		
	Key Indicator:		

7.03 Students graduating from the program shall be able to demonstrate . . .			
7.03 entry-level knowledge about management/administration	e.g. business plan, leadership reflection paper, budgets, interview schedules, etc.		
	Key Indicator:		

**Student's Identifier**

**\*Overall Assessment:** 1=Poor, 2 =Fair, 3= between Fair and Good, 4= Good, 5=Excellent

**COMMENTS:**



## Appendix 7-4 - Confidence Survey Report Fall 2013

California State University, Northridge

Recreation and Tourism Management

Core Course Assessment

Written Summary for Action

Fall 2013

This document serves as a written summary of the RTM Core Course Assessment conducted via Moodle at the end of Fall semester 2013. Enrolled students participated in the assessment voluntarily. Each core course is listed along with the number of students who completed the assessment. Any stated course objective or general essay prompt that did not meet the criteria (i.e. met = 2.5 mean score or greater, somewhat met = 2.0-2.49 mean score, or unmet = 1.99 mean score or less) is listed and numbered accordingly to identify items/areas of concern.

- I. RTM 202 (n=7)
  - A. All objectives/essay prompts were met.
- II. RTM 204 (n=4)
  - A. All objectives/essay prompts were met.
- III. RTM 278 (n=6)
  - A. Objective 5 (M=2.3) and Essay 1 (M=2.3) were somewhat met.
  - B. Objectives/essay prompts of concern:
    - 5. I can describe the early history and philosophy of play, recreation and leisure, hospitality, and tourism.
    - ESSAY 1: Analyze the contribution of parks, recreation, tourism and hospitality industries to the economic development of communities, regions, and nations.
- IV. RTM 300 (n=4)
  - A. Essay 1 (M=2.0), Essay 2 (M=2.0), and Objective 3 (M=2.2) were somewhat met, with **all** other objectives being unmet [Objective 1 (M=1.8), Objective 2 (M=1.8), and Objective 4 (M=1.8)].
  - B. Objectives/essay prompts of concern:

- 1. I can describe the significance of the urban recreation movement in the United States, particularly as it relates to the evolution of other human services (education, social services, youth authority, etc.)
- 2. I can describe the relevance of the parks, recreation and leisure services movement to community and institutional development.
- 3. I can describe the dynamic interrelationship among public (government), non-profit and private sectors in the evolution of the urban recreation, leisure services and park movement(s).
- 4. I can describe the recreation and leisure needs of diverse cultural and ethnic groups that claim the greater Los Angeles metropolitan area as "home"
- Essay 1: What is the potential of recreation to build/revitalize communities, address social problems and assist youth with navigating the pathways to responsible adulthood.
- Essay 2: What is the social, environmental and economic benefits of parks, recreation and tourism in supporting the concept of healthy communities.

V. RTM 302 (n=31)

- A. All objectives/essay prompts were met.

VI. RTM 303 (n=5)

- A. Objective 2 (M=2.0) and Objective 3 (2.4) were somewhat met.  
B. Objectives/essay prompts of concern:

- 2. I can describe globalization and the role marketing plays with the global recreation and tourism context.
- 3. I can describe the importance of marketing in today's society, especially as it relates to the leisure field.

VII. RTM 304 (n=9)

- A. Objective 2 (M=2.2), Objective 3 (M=2.4), Objective 4 (M=2.2), Objective 5 (M=2.0), Objective 7 (M=2.4), Objective 8 (M=2.3), Objective 9 (M=2.0) and Essay 1 (M=2.0) were somewhat met. Objective 6 (M=1.9) was unmet.  
B. Objectives/essay prompts of concern:

- 2. I can describe the marketing orientation theory for development for new services with emphasis on assessment of the marketplace for feasibility of the enterprise.
- 3. I can describe forms of business organization such as proprietorship, partnership, limited corporations and the risks and benefits of each design.
- 4. I can describe the alternatives sources of financing the new venture.
- 5. I can describe cash and accrual methods of financial accounting and development of financial reports.
- 6. I can describe the financial and operational issues of payroll management and taxation for the small business.

- 7. I can describe the importance of risk management and legal liability for protection of the entrepreneurial venture including types of insurance and the role accreditation/ certification within recreation and human services field.
- 8. I can explain the overview of information management system as it relates to the small business.
- 9. I can apply spreadsheet & database management software to the financial and information management systems.
- Essay 1: Describe cash and accrual methods of financial accounting and development of financial reports.

VIII. RTM 402 (n=3)

- A. Objective 1 (M=2.3) and Essay 2 (M=2.3) were somewhat met.
- B. Objectives/essay prompts of concern:

- 1. I can describe the conceptual foundations of play for all populations and settings.
- Essay 2: What is the critical thinking process as applied to play behavior.

IX. RTM 403 (n=1)

- A. All objectives/essay prompts were met.

X. RTM 490 (n=9)

- A. Objective 4 (M=2.3) and Essay 1 (M=2.4) were somewhat met.
- B. Objectives/essay prompts of concern:

- 4. I can integrate theory and practice in the analysis of professional practice for leisure profession.
- Essay 1: Express your personal definition and philosophy of the profession, and vision/mission statement.

### Reflections for Faculty Discussion

1) The second pilot test of the Core Confidence Survey demonstrated that student compliance is still too low. Future semesters should require all professors to commit a short period of class time for the survey administration.

2) Results for all surveys should be distributed to teaching faculty by section to create awareness of the 'gaps' of objectives not met or being somewhat met. The greatest concern seems to be for RTM 300 and RTM 304.

## SAMPLE CORE CONFIDENCE SURVEY - RTM 302

The survey collects information about your confidence in having learned about certain knowledge or skills in your class. The survey is not about teacher effectiveness or appreciation (you may have loved or hated them) nor is it about your grade (you may have scored high or low) but rather it is about how well you believe you learned certain material. Please provide honest responses to the survey questions. Thanks for your help.

Assign values of 1, 2, or 3 to your confidence at doing each of the tasks in the table below. Refer to the same rating scale:

1. I don't really know much about this topic OR am not confident I could answer the question or demonstrate the skill.
2. I understand the question and could probably answer at least 50% correctly, Or I know precisely where I could look to get additional information that would allow me to write a good answer for grading in less than 20 minutes.
3. I am confident I could answer this question or demonstrate that skill.

	1	2	3
I can describe the classic leadership/management theory and research.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>

I can describe communication theory as it relates to leadership effectiveness and demonstrate competency in listening skills and personal communication effectiveness including multi-cultural settings.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>
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I can practice decision-making theory as it relates to leadership influence in groups and demonstrate competency in generation of new ideas and analysis of alternatives, evaluation of consequences (safety management), and implementation strategies.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>
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I can practice group process theory as it relates to leadership influence in creating & sustaining effective teams and managing conflict and discipline issues in groups.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>
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I can describe motivation theory as it relates to sustaining involvement in groups and as it relates to the recruitment, review, and termination of employees with reference to legal issues related to the hiring and termination process.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>
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I can describe the theories of personal time management	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>
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and techniques for managing personal goal attainment.

Question # 2: Response Required

How well could you write an essay in response to the following questions. Assign values of 1, 2, or 3 to your confidence at responding to each question in the table below:

1. I don't really know much about this topic OR am no confident I could answer the question.
2. I understand the question and could probably answer at least 50% correctly OR I know precisely where I could look in the resource materials to get additional information, such that twenty minutes later I could start writing a good answer.
3. I am confident I could answer this question.

	1	2	3
Essay 1: Explain the influence of personal value systems in leadership effectiveness.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>

Essay 2: Explain the role of temperament theory or strengths theory on personal leadership and in sustaining effective teams.	option 1 <input type="checkbox"/>	option 2 <input type="checkbox"/>	option 3 <input type="checkbox"/>
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Question # 3

During your semester in RTM 302 Leadership in Recreation and Human Service you have participated in different in-class experiences and out-of-class assignments. Think about two or three professional competencies that you have developed and/or significant topics that you learned about this semester. List the topic or skill and describe as specific as possible the 'learning' and how that came about (e.g. assignment, reading, lecture, experiential event, discussion, field experience, test, etc.)

	<input type="button" value="↑"/>
	<input type="button" value="↓"/>
<input type="button" value="←"/>	<input type="button" value="→"/>

## Appendix 7-5 Emotional Intelligence Test (EI)

### Fall 2013

During the Fall 2011 semester faculty piloted a form of the Emotional Intelligence test. Fall 2013 began the systematic application of the tool for the RTM 490 classes. Data from the initial pilots are included in the document directory form of this appendix. Results from the Fall 2013 class section are listed below to demonstrate the nature of the instrument (n=20). The overall composite mean was 4.2 on a 1 to 5 scale. The results for individual items are reported below.

The test will continue to be given in subsequent semesters to build a data set of pre and posttest groups that can then be used to see if a significant and meaning difference exists between students entering the program and upon completion in order to better assess this program learning outcome.

Emotional Intelligence Test Question Posttest Group – Fall 2013 – Seniors in RTM 490	Mean N=20
Associate different internal physiological cues with different emotions.	4.05
Relax when under pressure in situations.	4.15
“Gear up” at will for task.	4.55
Know the impact your behaviour has on others.	4.7
Initiate successful resolution of conflict with others.	4.15
Calm yourself quickly when angry.	4.3
Know when you are becoming angry.	4.25
Regroup quickly after a setback.	4.15
Recognize when others are distressed.	4.6
Build consensus with others.	4.05
Know what senses you are currently using.	4.35
Use internal “talk” to change your emotional state.	4.2
Produce motivation when doing uninteresting work.	3.95
Help others manage their emotions.	3.95
Make others feel good.	4.7
Identify when you experience mood shifts.	4.25
Stay calm when you are the target of anger from others.	3.9
Stop or change an ineffective habit.	3.75
Show empathy to others.	4.2
Provide advice and emotional support to others as needed.	4.5
Know when you become defensive	3.7
Know when you are thinking negatively and head it off.	4.05
Follow your words with actions.	4.15
Engage in intimate conversations with others.	4.15
Accurately reflect people’s feelings back to them.	4.25
Average of all scores	4.2

Sample of testing format and additional data are in document directory.

## **Appendix 7-6 - Core Knowledge Pilot Test Fall 2013**

### **Core Knowledge Test**

#### **Fall 2013**

During the fall 2013 semester faculty created a question bank with questions from all but two of the core courses. Faculty individually and collectively reviewed the questions for readability, validity and reliability. The CKT was set up in Moodle and scheduled for the end of the semester. The pilot test was set up with 13 compulsory questions (from RTM202, 204, and 278) and 50 randomly selected questions (5 questions each from RTM 300, 302, 303, 304, and 403). The decision was taken to pilot the CKT with students enrolled in RTM494C Supervised Internship who would be outgoing students.

The test had 63 questions and was completed by 24 students. The test takers pointed out questions with spelling and grammar errors and comprehension issues. Nineteen students scored at least 50% on the test, while 2 students scored 70% or higher.

It is worthy to note that students were made aware of the test in the second month of the semester and knew that they would be participating in a pilot that would have no bearing on their completion of the degree.

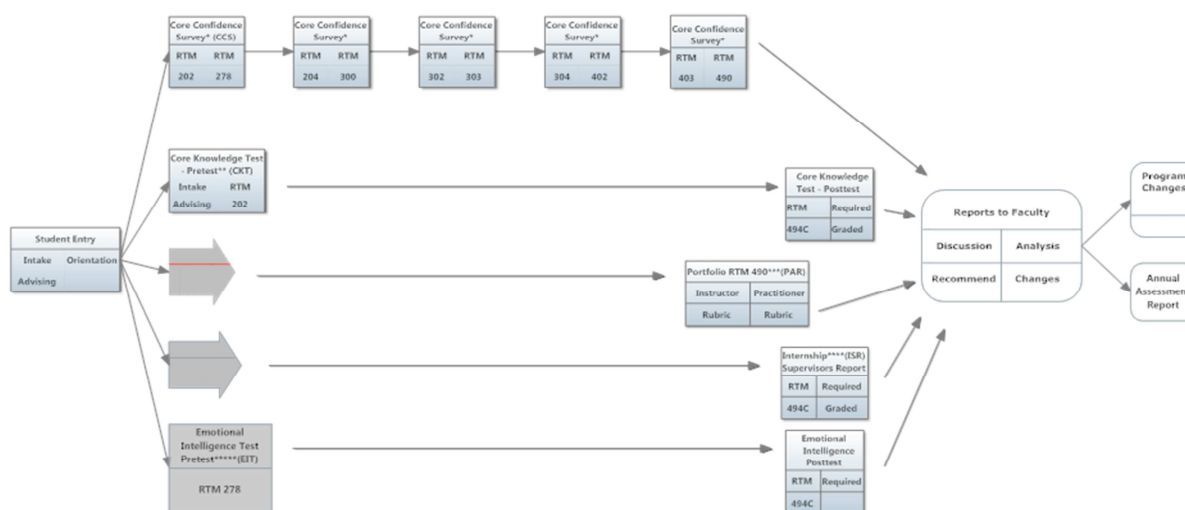
During the spring 2014 semester the question bank will be refined and expanded with due consideration to the comments made by the students. Practitioners will also be asked to participate in the content validity process as additional refinement to the question bank. The test data analysis strategy will also be finalised. Majors will be informed of the addition of the CKT as a component of their program. It is anticipated that the full version of the test will be taken by incoming and graduating students in the Fall 2014 semester and each subsequent semester to provide ongoing pre and posttest assessment.

## Appendix 7-7: Protocols for Assessment Instruments

### Detailed Description and Procedures for the Measurement Tools in the Assessment Plan

The graphic below provides the overview of the RTM Department assessment instruments and provides a representation of the timing of data collection. The descriptions that follows provide additional detail about the five assessment instruments.

### Recreation and Tourism Management Department Assessment Process



**Assessment Tools:** protocols summary for use of assessment tools that are part of the RTM undergraduate program.

\* CCS (Core Confidence Survey) - survey required last 2 weeks of instruction; given in-class by assigned instructor in each core class; moodle site format.

\*\*CKT (Core Knowledge Test) - pretest required as part of hold release on intake advising; 202 is check-point for missed students; posttest is matched via ID; given in 494C as requirement.

\*\*\*PAR (Portfolio Assessment Rubric) - portfolio required as 490 assignment; assessment rubric different from grading rubric; stratified random sample rated by instructor and practitioner.

\*\*\*\*ISR (Internship Supervisors Report) - report completed as part of regular 494C assignment; data set entry and summary responsibility of instructor of internship class.

\*\*\*\*\*EIT (Emotional Intelligence Test) - pretest given as part of learning module in RTM 278 module; posttest given at 494C as part of classroom meeting; online format matched sample.

### Portfolio Evaluation (PAR)

In the RTM 490 senior seminar class, portfolio creation has been the primary capstone assessment tool for the RTM program for a number of years. Two approaches will be used to provide strong data based decision making regarding the portfolio. A rubric that measures the overall presentation quality of this assignment has been in use for several years by classroom instructors and is part of the grading basis for the class. The initial rubric attached is used by the instructor assigned to RTM 490 to directly assess Portfolios for presentation content and quality. This method of assessment will continue each semester as it has for the past few years.

A second rubric is designed which measures key components of the 7.02 and 7.03 COAPRT standards that can be measured by the Portfolio contents. 7.02 is the students' "ability to design,



implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.” 7.03 states that “students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.” Beginning in the Fall 2013 semester this rubric will be used by the instructor assigned to RTM 490 to assess 15% of all Portfolios submitted for the class. The random selection will be based on dividing the portfolios into three levels based on overall GPA (Group A = 3.5 to 4.0; Group B = 3.0 to 3.49; and Group C = 2.0 to 2.99).

This randomly selected group of portfolios will be reviewed by a practitioner each semester and a practitioner who is also an alumnus using the second rubric to create additional referent points and a clear tie to the profession. The random selection will be stratified by GPA to represent the range of student performance affected by student motivation.

*Criterion level:* Preferred quality score to be 4.0 or higher. Minimum standard at 3.5 for each category in the portfolio assessment rubric.

Going forward the department will take advantage of the new electronic depository created by the university and submit portfolios to this depository for ongoing evaluation in the future.

The data from this process will be written into a summary report and provided to the assessment liaison for discussion at faculty meetings as part of annual assessment report.

### **Internship Site Supervisor’s Final Report (ISR)**

All RTM students are required to successfully complete a minimum of 400 internship hours to gain their Bachelor’s degree. Interns are placed in a range of approved agencies where they are evaluated by an objective site supervisor. Supervisors evaluate interns on a range of items pertaining to professional performance (e.g. ability to solve problems), knowledge (e.g. knowledge and understanding of human behavior associated with various ages, groups, etc.; ability to integrate conceptual knowledge and activity skills; knowledge and understanding of programming principles and methods), and attitude (e.g. displays creativity and imagination). This method will continue to be used to evaluate whether students are able to “to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity” as well as “demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.”

The data from the last three years from this report have been collated and faculty discussion has resulted in the several changes to the overall program. Each semester the instructor for the internship class will work with the front office to compile responses from these evaluations. The instructors for the year will then submit a written summary report to the assessment liaison for discussion at faculty meeting regarding potential changes in curriculum and instruction. The on-going data in a consolidated dataset will enhance our ability to look a long range trends as well as semester by semester snapshots.

Beginning with the 2013-14 school year the recently revised Internship Supervisor instrument will be used.

The criteria level varies based on the evaluation range of specific questions in the supervisor's form.

### **Core Confidence Survey (CCS)**

Students will be asked to evaluate their confidence on their mastery of knowledge and skills that are part of each core class. Each course objective will be formatted as a question describing the content area. The following responses indicate the student's confidence level regarding that area.

1. I don't really know much about this topic OR am not confident I could answer the question.
2. I understand the question and could probably answer at least 50% correctly, OR I know precisely where I could look to get additional information that would allow me to write a good answer for grading in less than 20 minutes.
3. I am confident I could answer this question

All instructor's will give this assessment instrument in the last two weeks of the semester in an online format utilizing the electronic platform at the university (Moodle) and the in-class computers provided to students. Responses will be downloaded into an ongoing dataset for comparison across sections and years.

Acceptable **criteria level** for courses learning outcomes will be at 2.5 or greater. Any stated course objective or general essay prompt that did not meet the criteria will be noted in the report. (I.e. met = 2.5 mean score or greater, somewhat met = 2.0-2.49 mean score, or unmet = 1.99 mean score or less). Averages representing somewhat met or unmet will generate faculty discussion regarding classroom instruction.

### **Core Knowledge Test (CKT)**

The RTM Faculty has compiled a question bank to test core knowledge for professional competencies in designing programs and managing organizations. The question bank randomly draws questions for a stratified 120 item test to be given during the Intake Advising session with new majors. The online administration of the test through the Moodle Assessment site will assign a unique and confidential identifier so that the posttest in our capstone senior internship (RTM 494C) can be matched. A limited number of specific questions from the bank will also be embedded in tests as part of the regular classroom examination process in specific courses.

*Criteria level:* Students achieving a score of 75% on the Core Knowledge Test at posttest will be considered as having the relevant knowledge to satisfy this outcome. The post test will be administered through the universities' Moodle learning platform and given during part of a class session in the RTM 490 class to mandate a high level of participation. The direct measure data collected from the Core Knowledge Test will be analyzed and presented in the department's annual report after discussion by Department faculty.

### **Emotional Intelligence Survey (EI)**

The EI survey will be provided to students in the RTM 278 class as part of the introduction of the unit on emotional intelligence. The students will be provided a unique identifier so that students can be matched for data analysis at the post test. The post test will be given in the RTM 494C section during one of the mandatory class meetings. The criterion level is a confidence level of greater than .05 for improvement at the post test. The pre-test procedure will be implemented beginning with the incoming cohort for Spring 2014.

## CHAPTER 8

# Specialty Profession Learning Outcomes

### 8.0 Specialty Profession Learning Outcomes

The Department anxiously awaits the development of standards related to specific career areas of interest to majors. Currently the RTM Department is seeking no accreditation of specialty professions.

Faculty members Schuster and Ward have been actively involved with the California Task Force to explore licensure for Recreation Therapists. It is believed that the results of this process will be determined by 2014, coinciding with development of national standards. The Departments strategic plan has identified the re-evaluation of the Therapeutic Recreation program will take place when the state level decisions on the licensure issue are known. A work force demand study would also be conducted to properly inform future decisions on the TR program. The administration has independently ‘suspended’ the program beginning in 2012.

#### The Future

The Department of Recreation and Tourism Management faculty have undergone numerous group activities during faculty meetings as well as on “retreat” in order to prioritize plans for the future. While the Department was originally scheduled to undergo internal Program Review (every five years), human resource and assignment shifts within the Department shifted the focus toward applying for re-accreditation through National Recreation and Parks Association /COAPRT.

With two new full-time faculty members now joining the Department Fall 2011, it is an appropriate time to explore future directions. Since the field of parks, recreation and tourism is so broad, the faculty represent diverse backgrounds, professional experience and perspectives on higher education, their sub-disciplinary focus and their path to retention, tenure and promotion. At a recent Saturday “retreat” (April 2012), a simple SWOT analysis assisted those present with sharing ideas about the future. The reflections show marked similarity with the planning process begun in 2010. As additional new faculty become part of the organizational culture the future will continue to evolve and looks exciting as new voices join into future planning. Their input is summarized below.

**Table 8.1 RTM Retreat SWOT Analysis Summary**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Diversity of faculty; their professional, academic and personal backgrounds</li> <li>• Smaller yet growing major; still maintaining personal advising, exciting time</li> <li>• Rebranding from LSRC to RTM; major and degree name changes attracting different students, internship placements, industry interest, etc.; <i>management</i> in title is important national trend in careers</li> <li>• Good, long-standing relationship with USU, AS and College of Extended Learning</li> <li>• Location in CA as valuing parks, recreation, tourism and outdoor lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Uncertainty about filling faculty positions; department perceived as too broad by some administrators</li> <li>• Smaller unity heavily -weighted with part-time faculty; limited number of bodies/minds to get things done</li> <li>• Department advisory council should be re-invigorated</li> <li>• Program and department need better, comprehensive marketing</li> <li>• Limited resources for graduate assistants, research</li> <li>• Indirect access to staff and Chair in main office</li> <li>• No office space for new hires</li> <li>• Classrooms located all over campus</li> <li>• RMA not visible in New Student Orientation</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Fast-growing hospitality industry in California</li> <li>• Community connections and fund development through Castaic Lake Aquatic Center and College of HHD Wellness Institute</li> <li>• Connections in international marketplace; students, instruction, consulting, etc.</li> <li>• RTM has no competition in SFV</li> <li>• New Student recreation Center could expand partnerships</li> <li>• Possible Rec Therapy licensure in CA</li> <li>• Contracts and grants with non-profit and industry partners</li> <li>• Tseng College online program</li> <li>• Formalize visiting scholar exchange programs</li> <li>• Summer Institutes with international</li> </ul>	<ul style="list-style-type: none"> <li>• Competition from increasing number of tourism/hospitality programs</li> <li>• Budget constraints that may limit program development, increase “turf” protection, or lead to mergers</li> <li>• CSU student realities; FT employee, family responsibilities, cost of units</li> <li>• Enrollment limitations based on geography may reduce diversity of students</li> <li>• Course structure/unit limitations (S-Factor, internship, independent study, etc.)</li> <li>• Turnover in upper administration; unknown</li> <li>• Retiring campus partners</li> <li>• High cost of living for (potential)</li> </ul>

<p>“sister” institutions; expand concept of Lily Academy</p>	<p>new hires; retention/recruitment</p> <ul style="list-style-type: none"><li>• Growing number of students with mental health concerns; national focus on autism spectrum disorders (perhaps at expense of other populations)</li></ul>
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The Department of Recreation and Tourism Management (RTM) has many opportunities in the State of California, and is embarking on a path similar to that of many of its sister departments within the California State University (CSU) system. The hospitality industry is a growing sector of the State’s challenged economy. An omnipresent threat is the lack of understanding of the interrelated and cyclical nature of the field, requiring the Department to offers a diversity of approaches to accommodate shifts in employment opportunities among private sector, non-profit organization and public

As with past economic cycles, downturns in the economy often negatively impact employment. At present, many students appear realistic about the future, and have chosen an academic path that is based on broadly transferable knowledge, skills and abilities such as event planning, implementations and evaluation; leadership, marketing, small business development, community needs assessment and the like.

## Appendices and Supporting Documents

The majority of detailed supporting evidence for accreditation standards is referenced as web links in the self-study. Web links are either a current link to a web based URL that the authors of this study do not control (e.g. a link to CSUN Library information). Other web links direct the reader to documents compiled for this specific study and filed by the authors in our document directory. Please consult the document directory for e-versions of what would normally appear as additional paper documents at the end of a self-report.

URL: [http://www.csun.edu/~vcrec004/COAPRT/COAPRT\\_Directory.html](http://www.csun.edu/~vcrec004/COAPRT/COAPRT_Directory.html)

If this were a traditional paper based self-study, the document would end with a series of appendices. A single paper copy of this study will be kept on file at the RTM Department using traditional Appendices. The appendices format is also reflected in the document directory, but all that information is found previously in the chapter by chapter document directory.

The named Appendices are:

Appendix A: Web-based RTM Documents (this web page)

Appendix B: Curricula

Appendix C: Faculty Vitae

Appendix D: Strategic Planning

Appendix E: Core Classes Assessment Matrix

Appendix F: Student Profiles

Appendix G: Student Advisement Survey Results

The named Appendices for Chapter 7 are:

7-1. Internship Supervisor's Survey (2009-2013)

7-2. Portfolio Retrospective Assessment (2011-2013)

7-3. Portfolio Fall 2013

7-4. Confidence Survey Report Fall 2013

7-5. Emotional Intelligence Fall 2013

7-6. Core Knowledge Test Pilot Test Fall 2013

7-7. Protocols for Assessment Instruments

These appendices are included in this self-study narrative at the end of Chapter 7 as well as in the document directory.