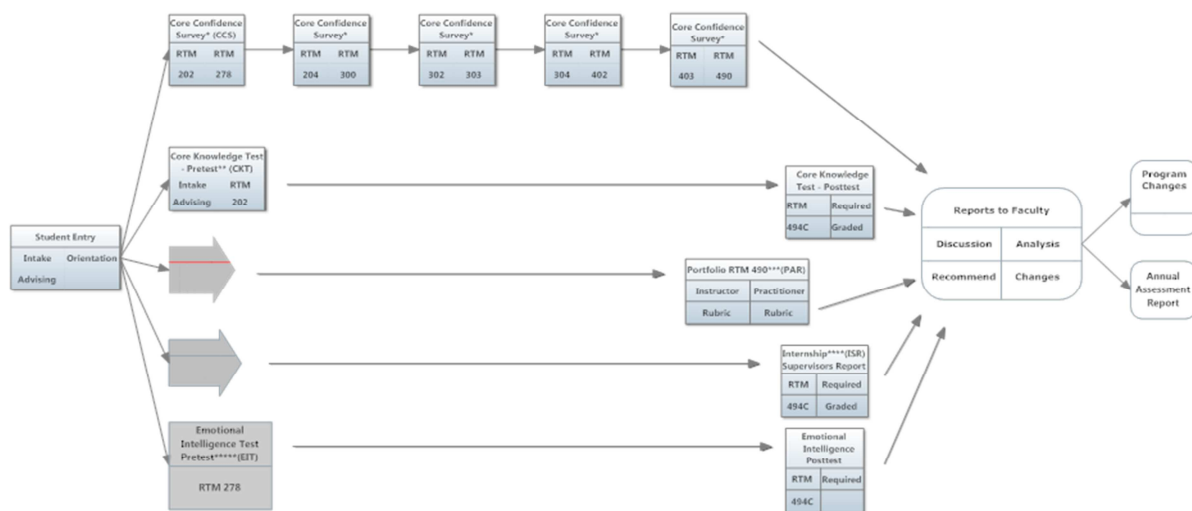


## Appendix 7-7: Protocols for Assessment Instruments

### 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 ongoing 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 vary 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.

## **Instruction set for Core Class Instructors for Core Confidence Test**

Students of RTM \_\_\_\_\_ (specific class)

All students enrolled in core courses are being asked to log into the Moodle site and take a few minutes to complete a Knowledge Confidence Questionnaire for each core courses that they are enrolled in (202, 278, 204, 300, 302, 303, 304, 402, 403, 490).

This assessment is in no way connected to the grade you will be assigned in RTM \_\_\_\_\_ (or any other core classes you are enrolled in). This assessment is also not connected to how my teaching effectiveness is measured.

Thank you in advance, for taking the survey and for supporting the RTM Department's Assessment efforts. The information you share through your responses will assist us in continually evolving the courses and curriculum offered to meet the needs of students and to best position you for post graduate employment.

Here are the steps involved with tending to this important task during class today:

1. Go to <https://moodle.csun.edu/>
2. Under the Navigation tab, click on "Courses".
3. Select Special Sites
4. Type "RTM Assessment" on the top right box which says "Search Courses". Click on "Go".
5. Click on "RTM Assessment".
6. It will ask you to log in. Log in using your CSUN User ID and password (the same one you use for Portal)
7. It will then ask for an enrollment key. Enter "rtmstudent". (Note: the key is case sensitive)
8. You will be directed to the site and are now enrolled in it.
9. Under the first topic section, click on the link for this core course.