

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: Health and Human Development

Department: Recreation and Tourism Management (RTM)

Program: Undergraduate Recreation, Hospitality and Tourism degree only. Therapeutic Recreation is not admitting new majors pursuing this degree emphasis at this time.

Assessment Liaison: Veda E. Ward

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

Last year the RTM Department underwent external accreditation by the Council on Accreditation of Park, Recreation and Tourism (COAPRT) and related academic programs, affiliated with the National Recreation and Park Association. The assessment was commitment was to address accreditation standards and align with current assessment practices.

The Department was also required to prepare for Program Review in the Fall, which made the review of assessment practices even more important as the outcomes informed both reviews.

2. Assessment Buy-In. Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

Recreation and Tourism Management has eight full-time tenure track faculty members and a newly-appointed (Fall 2013) lecturer who serves as Executive Director of the Aquatic Center at Castaic Lake. In general, we operate as a Committee-of-the-Whole, and shared responsibilities for reviewing current assessment of department PLOs, and course SLOs as they related to COAPRT accreditation standards. A wide variety of group and individual assignments were undertaken and reports were made at faculty meetings, shared via email and in OneNote.

To the extent desired part-time faculty members were included in electronic- discussion, invited to participate in faculty meetings, or were asked to identify additional ways they were assessing student learning outcomes in required (core) courses, in addition to syllabus-identified portfolio assignments, if they instructed those courses. In addition, part-timers were asked to weigh in on the various iterations of the accreditation report so though they could better understand the interrelationships among national external accreditation, campus level, college and academic department as well as specific course SLOs.

The RTM external review was completed in Spring 2013 and the curriculum “hearing” will be held in Houston on October 7, 2013. Professors Wright and Ward will attend the national Congress to respond to any questions remaining following the submission of responses to concerns identified by the reviewers at the exit interview.

The full report is available for review, was submitted according to approved university policy.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

The Department collects student portfolios (PLO #2) each semester, along with annual collection of Emotional Intelligence survey (PLO #4). The University Catalog identifies PLOs on page 562 of the 2012-14 hard copy edition. During 2012-3 we also looked at PLO #3 (RTM 494C), which is now aligned with national standards and requires only 400 hours of professional internship.

3b. Does this learning outcome align with one or more of the university’s Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking (RTM 278, 204. 300, 402, 490, 494C)
- Oral Communication (RTM core classes; oral presentations, group discussions and community projects)
- Written Communication (RTM core classes; written reports, term papers, field assignment write-ups, written reflections)
- Quantitative Literacy (RTM 278, 303, 304, 403)

- Information Literacy (Almost all core course require a library instruction visit with the content specialist, Marcia Henry, with research-skill related assignments required in RTM 300, 303, 304, 402, and 494C)

The portfolio contents demonstrate sample assignments from required (core) course that demonstrate these competencies. Courses where these are found are identified parenthetically, above).

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

In general, the field of parks & recreation, hospitality and tourism requires students to be able to work with diverse individuals, not only throughout the region but around the globe. We have an increasingly diverse faculty (Barbados, China, Korea) who incorporate examples, resource material, videos and personal stories to assist students with broadening their view beyond their unique career aspiration. We have also had visiting scholars from Korea and China as guest lecturers and research partners in our classes.

Because we assess portfolios each year, and they represent a full range of student activity during the time they are in the major, we often find evidence in photos of event and activities where students have engaged with diverse groups. Department faculty also represent diversity in age, background, educational institutions, and instructional philosophy.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

Department faculty view the Emotional Intelligence survey (standardized instrument) as an indirect measure of ability to tolerate diverse people and opinions. Field assignments and the required course entitled *Foundations of Recreation Therapy and Special Populations* (RTM 204) exposes all majors to the perspective of inclusive recreation, while RTM 300 requires students to examine issues of social justice and access issues associated with hospitality, tourism and recreation at the community level. Senior Internship placements often expose students to diverse local and international patrons, clients and customers.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

The EI survey is administered once a year to 200 and 400-level courses. Portfolio content is assessed in the RTM 490 class (undergrad capstone), and bi-annually by independent (in addition to the course instructor) faculty members. These processes were recently completed and data are being analyzed at present.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

The Department of Recreation and Tourism Management has focused its energies on responding to accreditation review feedback, and have undertaken. Because the PLOs are interrelated, the primary focus was on standardizing reporting, establishing data collection/analysis/management systems within the department and modifying rubrics to more effectively assess outcomes.

In addition, faculty members recognized some tensions in specific courses where learning outcomes were reported based on group as opposed to individual assignments. Faculty members are considering use of multiple measure to separate these competencies and learning outcomes in different courses. This has been discussed in recent faculty meetings.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

As a result of this review process, and in response to the accreditation reviewers faculty have actively engaged in course review, making several clarifications of portfolio assignments and expectations (syllabus language). In many cases, accrediting bodies recommend that core courses be taught by full time tenure-track faculty members and some instructional assignments were changed this semester to achieve this objective.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

Among the goals identified in last year's report, as well as at assessment meetings were the desire to include language on the AA-1 hiring document (position description) that participation in assessment was expected by the successful candidate, to establish tracking and maintenance systems of assessment data, and to be certain students understood which assignments were required for the portfolio.

Portfolios continue to be a maintenance problem for a department with little physical space for storage. While we have considered an e-portfolio, it is difficult to transition students quickly to the new format, but this is coming along gradually. We have several faculty members with skills in measurement and evaluation, statistics and data management that will assist with stabilizing our data collection.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

The Department of Recreation and Tourism Management has addressed a number of issues raised during the accreditation visit, most of which were effectively addressed in a written response. Following the October hearing, additional changes will be considered by the faculty but cannot be delineated at this time.

We have not voted to change any of the published PLOs, but are considering modifications in assignments and rubrics to better focus and capture student learning outcomes.

6.Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

Again, the RTM department will probably complete and implement changes that have already been started following the accreditation visit, but may receive further guidance from the COAPRT review in Houston. Naturally, the faculty will consider the impact of these (if any) recommendations on student learning, and incorporate them wherever feasible and consistent with the department mission.

RTM faculty members are currently in the process of generating and validating a question bank for an undergraduate exit examination. Full faculty participation has been elicited. There are more than 300 items in the current repository, and we plan to complete this process by the last faculty meeting in December.

We will vote to update the five-year plan later this semester, or may elect to go with a one-year focus.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

Most faculty members are working on assessment at the course level (see below), however, the external accreditation process may serve as an impetus for an article on the department process.

8. Other information, assessment or reflective activities or processes not captured above.

Faculty members attend conferences and workshops on higher education and assessment of student learning outcomes, both within the profession and in the external community. Some faculty members have presented papers dealing with course-level assessment at state conferences, often in conjunction the research symposium section (Ward & Cho, November 2012).