**2017-2018 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by September 28, 2018. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

**College: Health and Human Development**

**Department: Recreation and Tourism Management**

**Program:**

**Assessment liaison: Jimmy Xie**

1. **Please check off whichever is applicable:**

**A. \_\_\_X\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Natural Sciences learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

1. **Preview of planned assessment activities for 2018-19.** Include a brief description as reflective of a continuous program of ongoing assessment.

**A. Measured Student Work**

Department of Recreation and Tourism Management (RTM) assess undergraduate student learning using five tools: 1) portfolio evaluation (PAR); 2) internship site supervisor’s final report (ISR); 3) core confidence survey (CCS); 4) core knowledge test (CKT); and 5) emotional intelligence survey (EI). This assessment framework developed in alignment with the requirements of National Recreation and Park Association Accreditation (COAPRT). The assessment data obtained using these five tools collectively assess the following five undergraduate student learning outcomes in RTM department.

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 - COAPRT)
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 - COAPRT)
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 - COAPRT)
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 - COAPRT)

In 2017-2018 academic year, RTM department utilized all five tools described above and obtained data for assessing all five SLOs. Below is a description of the methodology and procedure for collecting assessment using each tool.

*Portfolio Evaluation (PAR)*

Portfolios were created by students in the RTM 490 senior seminar class. A rubric that measures the overall presentation quality of this assignment was used by classroom instructors and is part of the grading basis for the class. The initial rubric is used by the instructor assigned to RTM 490 to directly assess Portfolios for presentation content and quality.

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.” This rubric was used by the RTM490 instructor to assess a certain number of student portfolios from each The portfolio evaluation provided data to assess SLOs 1, 2, and 3 (COAPRT Standards 7.01, 7.02, 7.03)

*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 a 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).

The data were collected by RTM internship coordinator at the end of the internship class (RTM494C) as a required class assignment. The Internship Site Supervisor’s Final Report provided data for assessing SLOs 3, 4, and 5 (COAPRT Standards 7.02, 7.03, 7.04)

*Core Confidence Survey (CCS)*

Students were asked to evaluate their confidence on their mastery of knowledge and skills that are part of each core class. Each course objective were be formatted as a question describing the content area, with 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

Instructors teaching core classes gave 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. The Core Confidence Survey provided data for assessing SLOs 2, 3, and 4 (COAPRT Standards 7.01, 7.02, and 7.03)

*Core Knowledge Test (CKT)*

Core Knowledge Test consists of a question bank to test core knowledge for professional competencies in designing programs and managing organizations. A certain number of questions randomly drawn from the question bank were given to students in RTM202 during the ‘new majors orientation’ early each semester (pre-test) and then to the students in capstone senior seminar RTM 490 (post-test). The Core Knowledge Test provided data for assessing SLOs 2, 3, and 4 (COAPRT Standards 7.01, 7.02, and 7.03)

*Emotional Intelligence Survey (EI)*

The EI survey adapted from Hunsaker (2001) were given to students in the RTM 278 class (pre-test) and in the senior internship class RTM 494C (post-test). The EI survey provided data for SLO 4 (COAPRT Standard 7.03)

**B. Analyzed results of measurement**

Unfortunately, most of the assessment data for this academic year were lost during the transition from MOODLE to CANVAS. The only assessment data that remains is the *Internship Site Supervisor’s Final Report (ISR).* The summary of results was provided below.

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

A total of 30 students’ the internship final evaluation forms in 2017 were analyzed. In general, students received positive evaluation from their internship supervisors. The overall score (out of 4) for three assessed domains were 3.6 (Professional performance), 3.5 (Professional knowledge) and 3.7 (Professional personal and attitude). In addition, all internship supervisors felt satisfied with internship students’ performance.

**C. Applied results of analysis to program review/curriculum/review/revision.**

N/A