# Recreation and Tourism Management Department Assessment Report 2018-2019

## Measured Student Work

Department of Recreation and Tourism Management (RTM) assess undergraduate student learning using five tools: 1) internship site supervisor’s final report (ISR); 2) core confidence survey (CCS); 3) core knowledge test (CKT); and 4) emotional intelligence survey (EI); and 5) portfolio evaluation (PAR); 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 2018-2019 academic year, RTM department utilized the first four tools described above (i.e., internship site supervisor’s final report (ISR), core confidence survey (CCS), core knowledge test (CKT), and emotional intelligence survey (EI)) and obtained data for assessing all five SLOs. Below is a description of the methodology and procedure for collecting assessment using each tool.

### 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)

## Analyzed results of measurement

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

A total of 32 students’ the internship final evaluation forms (Summer and Fall 2018) were analyzed. In general, students received positive evaluation from their internship supervisors. The overall score (out of 4 points: 1 = low; 4 = high) for three assessed domains were 3.5 (Professional performance), 3.5 (Professional knowledge) and 3.6 (Professional personal and attitude). Additionally, all internship supervisors were satisfied with internship students’ performance.

### Core Confidence Survey (CCS)

In general, students perceived a high level of confidence on their mastery of knowledge and skills for most of the core courses, with average scores ranging from 2.4 to 2.9 out of 3. The confidence score was moderate for RTM 304 (Mean score = 2.2 out of 3) with a small sample size (n = 4). The sample size was also small for RTM204 (n = 7), RTM278 (n = 4), and RTM402 (n = 5).

### Core Knowledge Test (CKT)

From Fall 2018 to Spring 2019, 18 students participated in the pre-test, and 38 students participated in the post-test. Results showed that the average score of post-test was 53.7/100, compared to 51.8 from the pre-test. Although a slight improvement was observed, the average post-test score is considered somewhat low.

### Emotional Intelligence Survey (EI)

From Fall 2018 to Spring 2019, 28 students participated in the pre-survey, and 6 students participated in the post-survey. Results showed that the average score of post-survey was 4.4/5, compared to 3.8 from the pre-survey. This indicates an improvement in students’ perception of emotional intelligence.