

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

PROGRAM: BS in Recreation, Hospitality and Parks Management

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
<p>Fa16-Sp17</p> <p><b>Note:</b> Findings were based on data from AY 2014-2015 since a report was not submitted in AY 2015-2016 (due to new faculty assessment coordinator). SLOs revised fall 2016 to align with new national COAPRT Accreditation standards. AY16-17 will be used as baseline for future assessment.</p>	<p>1.1 Demonstrate the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.</p>	<p>Interview and quizzes in RHPM 200; quizzes and final exam in RHPM 301; exam in RHPM 300; Service Learning Experience in RHPM 260</p>	<p>Significant increase on interview and quiz scores in 200; significant increase in scores on quizzes and final exam in 301; and no data on exam in 300. Slight decrease in scores on Service Learning Experience.</p>	<p>Adopt.</p>
	<p>1.2 Demonstrate the techniques and processes used by professionals and workers in these industries.</p>	<p>Use of presentation software in RHPM 201; Inclusive Rec Project in RHPM 260; Journal, observation, interview, survey, exams in RHPM 300; Senior Summit survey</p>	<p>Pilot data for presentation software in 201 and Inclusive Rec Project in 260; and increase in scores on assignments in 300. Senior Summit Survey results were consistent with previous year's results.</p>	<p>Continue to pilot.</p>
	<p>1.3 Demonstrate the foundation of the profession in history, science and philosophy.</p>	<p>Inclusive Recreation Project in RHPM 260; quizzes and exams in RHPM 301, 371, and 400; Senior Summit survey</p>	<p>Pilot data for Inclusive Rec Project in 260; significant increase in scores on quizzes and final exam in 301; no comparison data for quizzes in 371; and significant increases in quiz and exam scores in 400. Significant increase in score on Senior Summit question.</p>	<p>Continue to pilot.</p>
	<p>2.1 Demonstrate the ability to <b>design</b> services that facilitate targeted human experiences and that embrace personal</p>	<p>Research Park &amp; Rec Dept. in RHPM 260; Quizzes in RHPM 371; Senior Summit survey</p>	<p>Slight decrease in scores on Park &amp; Rec Dept. in fall, but significant increase in spring; and no comparison data for quizzes in 371.</p>	<p>Adopt.</p>

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	and cultural dimensions of diversity.		Significant increase in score on Senior Summit question.	
	2.2 Demonstrate the ability to <b>implement</b> services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	Inclusive Rec project in RHPM 260; Quizzes in RHPM 371; Field Assignment in RHPM 371	Pilot data for Inclusive Rec Project in 260; pilot data for Field Assignment in 371; and no comparison data for quizzes in 371.	Continue to pilot.
	2.3 Demonstrate the ability to <b>evaluate</b> services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	Program planning assignment in 220; Inclusive Rec project in RHPM 260; Journal, observation, interview, Survey Gizmo, exams in RHPM 300; quizzes in RHPM 371; Field Assignment in RHPM 371; Senior Summit survey	Pilot data for Program Planning assignment in 220 and Inclusive Rec Project in 260; increase in scores on assignments in 300, except Survey Gizmo which is a new assignment; no comparative data on exams in 300 pilot data for Field Assignment in 371; and no comparison data for quizzes in 371. Senior Summit Survey results were consistent with previous year's results.	Continue to pilot.
	3.1 Demonstrate entry-level knowledge about <b>operations</b> in parks, recreation, tourism and/or related professions.	Quizzes, exams, writing assignments, no-notes presentation in RHPM 400	Significant increases in quiz and exam scores in 400 and no comparative data on assignments in 400.	Adopt.
	3.2 Demonstrate entry-level knowledge about <b>strategic management</b> in parks, recreation, tourism and/or related professions.	Oral presentations (3) and papers in RHPM 301; Field Assignment in RHPM 371; Case study, no-notes presentation in RHPM 400; Senior Summit survey	Pilot or no data for all assignments. Senior Summit Survey results were consistent with previous year's results.	Continue to pilot.
	4.0 Demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks,	Earning "credit" for internship based on site supervisor's performance evaluation	No data due to new SLO	Adopt.

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.	of student and faculty supervisor's assessment of mid and final reports and final internship project		
Fa15-Sp16	<b>Note:</b> Report was not submitted in AY 2015-2016 (due to new faculty assessment coordinator). SLOs revised fall 2016 to align with new national COAPRT Accreditation standards. AY16-17 will be used as baseline for future assessment.			
Fa14-Sp15	1.1 Demonstrate knowledge of the <b>scope of the profession along with professional practices</b> of that profession.	Quiz, writing assignment, and research project in three courses (RECR 200, 220, & 260); Senior Summit Survey	Slight declines from previous year; slight improvement on survey	One assignment ("Deep Dive I RECR 220) was adapted to promote increased learning in the future.
	1.2 Demonstrate knowledge of the a) historical, b) scientific, and c) philosophical <b>foundations</b> of these professions.	Quiz scores in RECR 200; Senior Summit Survey	Slight decline from previous year; slight improvements captured on the survey	No changes
	1.3 Demonstrate the ability to <b>apply techniques and processes</b> relevant to the profession.	Writing assignment in RECR 220, quiz scores in RECR 400; Senior Summit Survey	Significant declines.	Assignment structure changed in RECR 220 to ensure more students complete the assignment.
	2.1 Demonstrate the ability to <b>design and implement</b> recreation and related experiences.	Program Plan in RECR 220; research project in RECR 260; Accessibility Critique in RECR 260; Senior Summit Survey	No notable changes.	The program plan assignment in RECR 220 continues to undergo adaptations in order to better measure students' learning related to this outcome.
	2.2 Demonstrate the ability to facilitate experiences for <b>diverse clientele, settings, cultures, and contexts.</b>	Activity planning & facilitation project in RECR 220, service learning paper in RECR 260, Senior Summit Survey	No notable changes.	No changes
	2.3 Demonstrate the ability to <b>evaluate service offerings</b> , using evaluation data to improve the quality of offerings.	Program Prep exercises in RECR 220; service learning paper & presentation in RECR 260; various studies in	Declines in the RECR 220 Program Prep exercises, likely due to missing student assignments.	Assignment re-structured to ensure increased student completion.

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
		RECR 301; Senior Summit Survey		
	3.1 Demonstrate knowledge of <b>management/administration history and ethics.</b>	Quizzes, exams, papers, and presentation in RECR 301; Quizzes and exams in RECR 400	Significant declines in all measures from RECR 301; Declines in quiz performance in one section of RECR 400.	Curriculum adapted to include content related to ethics. Declines in RECR 301 scores attributed to reporting error.
	3.2 Demonstrate knowledge of <b>managing personnel.</b>	Quizzes, exams, papers, and presentation in RECR 301; Quiz scores in RECR 400; Senior Summit Survey	Significant declines in all measures from RECR 301; Declines in quiz performance; slight increase on scores on the Senior Summit Survey	No significant changes made. Declines in RECR 301 scores attributed to reporting error.
	3.3 Demonstrate knowledge of in <b>marketing.</b>	Program Prep exercises in RECR 220; Senior Summit Survey	Significant declines in program prep scores, attributed to missing student work.	Assignment restructured to encourage greater completion of assignment.
	3.4 Apply basic concepts and techniques related to <b>budget and financial documents</b>	Program prep exercises in RECR 220; Prospectus and exams in RECR 420; Senior Summit Survey	Slight declines in exam scores in RECR 420, perhaps due to personnel change (course had new instructor)	Course currently undergoing redesign.
	3.5 Apply basic concepts and techniques related to <b>strategic planning.</b>	Quiz scores in RECR 400, Senior Summit Survey	Slight increase in quiz scores.	No changes made.
	4.1 Ability to apply <b>critical thinking and problem solving.</b>	Reading reports in RECR 220, Investigations in RECR 260; writing assignments and case studies in RECR 400, Senior Summit Survey	No notable changes.	No changes made.
	4.2 Ability to demonstrate <b>written, oral, and presentation skills</b> required by the profession.	This is assessed in virtually every course and in the Senior Summit Survey.	No changes attributable to assignment design or assessment procedure.	No changes made.
Fa13-Sp14	1.1 Demonstrate knowledge of the scope of the profession along with professional practices of that profession.	Quizzes, Reading in RECR 200; Deep Dive 1 in RECR 220; Research a P&R Department in RECR	Pilot data for all assignments	No changes made.

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
		260; Senior Summit online questionnaire (graduating seniors both semesters)	Increase from previous year on Senior Summit question	
	1.2 Demonstrate knowledge of the a) historical, b) scientific, and c) philosophical foundations of these professions.	Quizzes in RECR 200; Senior Summit online questionnaire (graduating seniors both semesters)	Decline from previous year on Senior Summit question	Increased lecture and discussion time in RECR 200 on the historical, scientific and philosophical foundations of the field.
	1.3 Demonstrate the ability to apply techniques and processes relevant to the profession.	Deep Dive 3 in RECR 200; Quizzes, Scenario assignments in RECR 400; Senior Summit online questionnaire (graduating seniors both semesters)	Pilot data for assignments. Increase from previous year on Senior Summit question	No changes
	2.1 Demonstrate the ability to design and implement recreation and related experiences.	Program Plan in RECR 220; Research P&R Department, Accessibility Critique in RECR 260; Senior Summit online questionnaire (graduating seniors both semesters)	No comparison data available on assignments. Slight decline from previous year on Senior Summit question	No changes.
	2.2 Demonstrate the ability to facilitate experiences for diverse clientele, settings, cultures, and contexts.	Program Plan presentation/facilitation in RECR 220; Service Learning paper and presentation in RECR 260; Senior Summit online questionnaire (graduating seniors both semesters)	No comparison data available on assignments. Moderate increase from previous year on Senior Summit question	No changes.
	2.3 Demonstrate the ability to evaluate service offerings, using evaluation data to	Program Plan – Phase 4 in RECR 220; Service Learning paper and presentation in RECR	No comparison data available on assignments.	No changes.

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	improve the quality of offerings.	260; Study (2): observation, interview, online survey in RECR 300; Senior Summit online questionnaire (graduating seniors both semesters)	Moderate increase from previous year on Senior Summit question	
	3.1 Demonstrate knowledge of management/administration <i>history and ethics</i> .	Quizzes in RECR 400; Quizzes, exam, presentation, papers (2) in RECR 301; Senior Summit online questionnaire (graduating seniors both semesters)	Improvement from previous year on nearly all assignments	
	3.2 Demonstrate knowledge of managing personnel.	Program Plan – Phase 3 in RECR 220; Senior Summit online questionnaire (graduating seniors both semesters)	Decline from previous year on Senior Summit question	Increased lecture and discussion time in RECR 301 on leadership skills and abilities to suit a situation.
	3.3 Demonstrate knowledge of in marketing.	Program Plan – Phase 3 in RECR 220; Prospectus, exams (3): financial transactions, budgeting balance, proforma, cash flow statement in RECR 420; Senior Summit online questionnaire (graduating seniors both semesters)	No comparison data available on assignments.  Decline from previous year on Senior Summit question	Increased lecture and discussion time in RECR 422 (not a core class) on the concepts and principles of marketing.
	3.4 Apply basic concepts and techniques related to budget and financial documents.	Quizzes in RECR 400; Senior Summit online questionnaire (graduating seniors both semesters)	No comparison data available on Program Plan. Slight decline or steady scores on other assignments. Slight decline on Senior Summit question.	No changes.
	3.5 Apply basic concepts and techniques related to strategic planning.	Critical Thinking Survey in RECR 200;	No comparison data available on assignments. Decline on Senior Summit question.	Increased lecture and discussion time in RECR 400 on strategic organizational planning.
	4.1 Ability to apply critical thinking and problem solving.		No comparison data available on assignments.	No changes.

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
		Investigations in RECR 220 and 260; Case study reports, case analysis in RECR 400; Senior Summit online questionnaire (graduating seniors both semesters)	Consistent scores on Senior Summit question	
	4.2 Ability to demonstrate written, oral, and presentation skills required by the profession.	Written career preparation portfolio, oral presentation interview w/professional in RECR 200; Written deep dives in RECR 220; Investigations, wheelchair reaction paper, service learning presentations in RECR 260; Written business correspondence assignment, oral presentation in RECR 400; Oral presentation in RECR 300; Senior Summit online questionnaire (graduating seniors both semesters)	No comparison data available on assignments. Decline on Senior Summit questions.	Increased number of presentations required and more opportunities to communicate through writing.
Fa12-Sp13	1.1 Demonstrate knowledge of the scope of the profession along with professional practices of that profession.	Core Knowledge Questionnaire: Pre-Test in RECR 200, 220, 260; Core Knowledge	Core Knowledge Questionnaire - new measure/pilot data	Percentage of students achieving over 70% was high so no changes made
	1.2 Demonstrate knowledge of the a) historical, b) scientific, and c) philosophical foundations of these professions.	Questionnaire: Post Test in RECR 200, 220, 260; Senior Summit online questionnaire (FA 12 graduating seniors)	Small decline in mean score on four different Senior Summit questions	No changes made

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	1.3 Demonstrate the ability to apply techniques and processes relevant to the profession.			
	2.1 Demonstrate the ability to design and implement recreation and related experiences.			
	2.2 Demonstrate the ability to facilitate experiences for diverse clientele, settings, cultures, and contexts.			
	2.3 Demonstrate the ability to evaluate service offerings, using evaluation data to improve the quality of offerings.	Exams, Final paper, research presentation in RECR 300; Senior Summit online questionnaire (SP 13 graduating seniors)	Exam 1: Steady scores Exam 2: Significant decline Final Paper: Significant increase Research Presentation: Slight decrease Senior Summit: Improvement	Evaluated how exam 2 was administered, as well as how content was delivered and determined that no changes needed to be made  All other findings were improvements so no changes made
	3.1 Demonstrate knowledge of management/administration <i>history and ethics</i> .	Quizzes, final exams, oral presentations, papers (2) in RECR 301;	Consistently high scores on all measurements	No changes
	3.2 Demonstrate knowledge of managing personnel.	Senior Summit online questionnaire (graduating seniors both semesters)	Improvement from previous semester	No changes
	3.3 Demonstrate knowledge of in marketing.			
	3.4 Apply basic concepts and techniques related to budget and financial documents.	Prospectus, exams (4): financial transactions, budget balancing, proforma, cash flow statement in RECR 420; Senior Summit online questionnaire (graduating seniors both semesters)	Pilot data on RECR 420 assignments  Improvement from previous semester on Senior Summit	No changes



Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
	3.5 Apply basic concepts and techniques related to strategic planning.			
	4.1 Ability to apply critical thinking and problem solving.			
	4.2 Ability to demonstrate written, oral, and presentation skills required by the profession.			