

Summary of Attainment Levels for COAPRT Standards

This summary report reflects only the core curriculum results. The benchmark on all standards is 80% of students in the course will achieve an 80% or better on assessments.

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.

*we split this outcome into three parts as noted above

Spring 2013

This was our first semester collecting data. Note that not all standards were addressed as the college directive was Middle States Accreditation for this semester.

7.01 (c) Students (N=47) completed a study tour assignment with 85% meeting the benchmark. Students in this course also had an exam (53% met the benchmark), completed a quiz (52% met the benchmark), and had a group assignment (87% met the benchmark). All assessment was done in REL 302, *Leisure the Individual and Society*.

Fall 2013

7.01(a) A quiz was given (N=46) and 45% of the students met the benchmark (REL 302, *Leisure the Individual and Society*).

Students (N=46) completed a leisure inventory of delivery systems and 91% met the benchmark (REL 302, *Leisure the Individual and Society*).

Students (N=20) participated in a debate (instructor and student peer assessments) which 85% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*). Students in this same class completed a case study which 81% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

7.01 (b) Students completed a collaborative assignment (N=46) and 100% of students met the benchmark (REL 302, *Leisure the Individual and Society*).

Students (N=24) wrote an ACCESS paper and 87% met the benchmark (REL 306, *Recreation for Persons with Differing Abilities*).

Students (N=31) completed a written article analysis which 75% of students met the benchmark (note that 7 students did not complete the assignment at all). This assignment is done twice. In the second turn in (N=31), 80% of students met the benchmark (REL 308, *Recreation Programming and Leadership*).

Students responded to a series of questions related to case studies from the text (N=20) which 80% of the class met the benchmark (REL 402, *Current Leisure Problems and Issues*).

7.01 (c) Students participated in a debate which required research of a topic (N=20) which 80% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Students in this same class completed a case study which 81% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Spring 2014

7.01 (a) Students (N=36) completed a leisure inventory of delivery systems and 100% met the benchmark (REL 302, *Leisure the Individual and Society*).

A quiz was given (N=36) and 68% of the students met the benchmark (REL 302, *Leisure the Individual and Society*).

Students responded to a series of questions related to case studies from the text (N=28) which 82% of the class met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Students wrote a managerial paper centered on topics in the field of recreation (N=28) and 76% of the class met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Students actively participate in a debate centered on several leisure topics (N=28) and 100% of the students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

7.01 (b) Students (N=30) wrote an ACCESS paper and 100% met the benchmark (REL 306, *Recreation for Persons with Differing Abilities*).

Students completed an article analysis on emerging issues related to programming. This was done twice with 53% meeting the benchmark on the first analysis and 71% on the second (REL 308, *Recreation Programming and Leadership*).

Students responded to a series of questions related to case studies from the text (N=28) which 82% of the class met the benchmark (REL 402, *Current Leisure Problems and Issues*). *yes, same measure as 7.01 (a)

Students wrote a managerial paper centered on topics in the field of recreation (N=28) and 76% of the class met the benchmark (REL 402, *Current Leisure Problems and Issues*). *yes, same measure as 7.01 (a)

7.01 (c) This was accessed in Fall 2013

Fall 2014

7.01 (a) This was accessed in Fall 2013

7.01 (b) A quiz was given (N=43) and 91% of the students met the benchmark (REL 302, *Leisure the Individual and Society*).

7.01 (c) A quiz was given (N=26) and 85% of the students met the benchmark (REL 306, *Recreation for Persons with Differing Abilities*).

Students (N=31) completed a volunteer experience and wrote a reaction paper based on provided guidelines by the instructor. The class met the benchmark at 94% (REL 308, *Recreation Programming and Leadership*).

Students participated in a debate which required research of a topic (N=26) which 100% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Students in this same class completed a written case study which 100% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Spring 2015

7.01 (a) Students (N=31) completed a historical timeline project and 97% of the students met the benchmark (REL 302, *Leisure the Individual and Society*).

7.01 (b) Students (N=26) demonstrated their ability to write a cover letter for internships which reflect the nature of recreation and leisure studies in the positions they seek. The class met the benchmark at 100% (PRO 401, *Professional Preparation in REL*).

7.01 (c) Students (N=38) created a comprehensive program plan based on principles in the program planning process. The class met the benchmark at 95% (REL 308, *Recreation Programming and Leadership*).

7.02 **Students graduating from the program shall be able to demonstrate the ability to (a) design, implement, and evaluate services that facilities targeted human experiences and that (b) embrace personal and cultural dimensions of diversity.**

*we split this outcome into two parts as noted above

Spring 2013

This was our first semester collecting data. Note that not all standards were addressed as the college directive was Middle States Accreditation for this semester.

No data was taken for COAPRT 7.02 standard.

Fall 2013

7.02 (a) Students (N= 31) completed a worksheet on writing goals and objectives which 61% of the class met the benchmark. Students also designed a 12-hour comprehensive recreation program, of which 65% of students met the benchmark (REL 308, *Recreation Programming and Leadership*).

7.02 (b) Students completed an activity adaptation grid assignment (N=24) and 100% of students met the benchmark. Students also had a quiz which 96% of students met the benchmark (REL 306, *Recreation for Persons with Differing Abilities*).

Spring 2014

7.02 (a) Students wrote an initial event proposal (N=21) and 85% of students met the benchmark. Students also wrote goals and objectives in proper format and 95% of students met the benchmark (REL 403, *Internship*)

Students conducted a comprehensive research project (N=13) and 77% of students met the benchmark. Students also had a comprehensive exam and 31% of students met the benchmark (REL 410, *Research and Evaluation Methods in Recreation*)

7.02 (b) Students (N=36) completed a leisure inventory of delivery systems and 100% met the benchmark (REL 302, *Leisure the Individual and Society*).

A quiz was given (N=36) and 68% of the students met the benchmark (REL 302, *Leisure the Individual and Society*).

*note the instructor used the same data set as in 7.01(a)

Fall 2014

- 7.02 (a) Students (N=31) completed a worksheet on writing goals and objectives which 100% of the class met the benchmark. Students also completed a program development portfolio based on principles in the program planning process, of which 100% of students met the benchmark (REL 308, *Recreation Programming and Leadership*).
- Students wrote an initial event proposal (N=13) and 61% of students met the benchmark. (REL 403, *Internship*).
- Students conducted a comprehensive research project (N=28) and 96% of students met the benchmark (REL 410, *Research and Evaluation Methods in Recreation*).
- Students (N=25) completed self-evaluations after implementing recreation activities for individuals with disabilities in which 100% of students met the benchmark (PRO 421, *Field Experience I*).
- 7.02 (b) Students (N=32) reflected and evaluated personal views on disability issues through journals and class discussions with 100% of the students meeting the benchmark (PRO 421, *Field Experience I*).

Spring 2015

- 7.02 (a) Students (N=38) completed a worksheet on writing goals and objectives which 93% of the class met the benchmark. Students also completed a program development portfolio based on principles in the program planning process, of which 95% of students met the benchmark (REL 308, *Recreation Programming and Leadership*).
- Students wrote an initial event proposal (N=13) and 62% of students met the benchmark. (REL 403, *Internship*).
- Students conducted a comprehensive research project (N=26) and 92% of students met the benchmark. (REL 410, *Research and Evaluation Methods in Recreation*).
- 7.02 (b) Students (N=31) analyzed articles on Universal Human Rights in order to understand the global significance of leisure cross- culturally. The benchmark was met by 98% of the class. A quiz (12 out of 15 questions) was also given to address this standard. The benchmark was met by 60% of the students (REL 302, *Leisure the Individual and Society*).
- Students completed an activity adaptation grid assignment (N=19) and 100% of students met the benchmark. (REL 306, *Recreation for Persons with Differing Abilities*).

7.03 Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, or related professions.

Spring 2013

Students (N=19) wrote an agency orientation paper and 100% of the students met the benchmark. Students also completed an initial event/project proposal and 96% of students met the benchmark (REL 403, *Internship*).

Fall 2013

REL 312, *Administration of Leisure Human Services*, was held however no data for this course was collected due to a decision made by the department assessment coordinator without department chair notification.

Spring 2014

Students (N=35) created a hiring portfolio and 71% of students met the benchmark. Students also completed a management interview paper and 91% of students met the benchmark (REL 312, *Administration of Leisure Human Services*).

Students (N=21) created an initial event/project proposal and 85% of students met the benchmark (REL 403, *Internship*).

Students (N=30) completed a bid specification assignment and 96% of students met the benchmark. In groups, students also completed a course project centered on master planning and park/facility design in which 79% of students met the benchmark (REL 414, *Planning, Design, and Management of Recreation and Leisure Facilities*).

Fall 2014

Students (N=29) created a hiring portfolio and 93% of students met the benchmark. Students also completed a revenue presentation based on research of an agency and 93% of students met the benchmark (REL 312, *Administration of Leisure Human Services*).

Students wrote an initial event proposal (N=13) and 61% of students met the benchmark. Students also wrote goals and objectives in proper format and 84% of students met the benchmark (REL 403, *Internship*).

Spring 2015

Students (N=31) created a hiring portfolio and 71% of students met the benchmark. Students also completed a revenue presentation based on research of an agency and 100% of students met the benchmark (REL 312, *Administration of Leisure Human Services*).

Students (N=26) participated in a debate which required research of a topic (N=26) which 100% of students met the benchmark. Students in this same class wrote a paper on a managerial issue which 92% of students met the benchmark (REL 402, *Current Leisure Problems and Issues*).

Students (N=13) created an initial event/project proposal and 100% of students met the benchmark (REL 403, *Internship*).

Students (N=20) completed a 7 question quiz set on the material of area and facility design in which 80% of students met the benchmark. In groups, students also completed a course project centered on master planning and park/facility design in which 75% of students met the benchmark (REL 414, *Planning, Design, and Management of Recreation and Leisure Facilities*).

7.04 **Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher in park, recreation, tourism or related organizations.**

Spring 2013

This was our first semester collecting data. Note that not all standards were addressed as the college directive was Middle States Accreditation for this semester.

No data was taken for COAPRT 7.04 standard.

Fall 2013

(REL 403, *Internship*) The course was held; no data was collected.

Spring 2014

Students (N=21) wrote an initial event/project proposal and 100% of students met the benchmark. Students were also evaluated by their site supervisor and 100% of students met the benchmark (REL 403, *Internship*).

Fall 2014

Students (N=13) were evaluated by their supervisor at both the midterm hours mark and the final hours mark of their internships in which 100% of this course section met the benchmark (REL 403, *Internship*).

Spring 2015

Students (N=13) wrote an agency orientation paper and 100% of the students met the benchmark. Students also completed an initial event/project proposal and 61% of students met the benchmark (REL 403, *Internship*).