ASSESSMENT OF STUDENT LEARNING - FALL 2013
RECREATION, PARK AND TOURISM ADMINISTRATION (RPTA) DEPARTMENT
WESTERN ILLINOIS UNIVERSITY

The foundation of assessment of student learning includes four stages in a continuous cycle. Each builds on prior stages and ultimately returns to the initial step. The first stage is the determination of a basic knowledge set that students should acquire before embarking on the internship, the final component of their undergraduate program. Faculty and the departmental administrator have jointly determined several learning outcomes in the knowledge base for the holder of a Bachelor of Science degree from the RPTA Department at Western Illinois University. Learning standards are included in this plan and are referenced in the report.

The second stage in the cycle is to determine if students have adequate exposure to the material that has been previously deemed essential. The RPTA curriculum has 39 credit hours of classes (core classes) that must be successfully completed by every student that aspires to graduate. Subsequent elective classes in a variety of specialty areas apply this basic content to particular settings or situations. All essential knowledge must be included in one or more core classes.

After a critical knowledge base is determined and students have been provided the opportunity to learn it, students must be assessed to determine their understanding of this vital knowledge. Thus, the direct measurement of student's understanding must take place late in their academic careers. In the RPTA Department this evaluation takes place in RPTA 399 (Issues in Leisure Service). Students typically take this class in the last week of the semester before the student undertakes RPTA 499 (Internship in Leisure Services). A copy of the instrument used for the evaluation of student learning is included.

Faculty and administrators from the RPTA Department carefully analyze the results of the testing to measure student learning. It is determined whether students

1.) Have completely met the learning outcome   Correct response rate 100%-75%
2.) Have partially met the learning outcome   Correct response rate 74%-50%
3.) Have not met the learning outcome         Correct response rate below 50%

The results of the measurement of learning outcomes will directly impact the Recreation, Park and Tourism Administration Department at Western Illinois University. Informed decisions regarding RPTA Department’s delivery of courses, curriculum and other learning opportunities are based on the evaluation of student learning. The feedback loop is continuous because the essential knowledge and skill base changes over time.

Comment [LB1]: I want to clarify what impact means for assessment of student learning. Step four, impact, refers to the act of integrating the results directly stemming from assessment of student learning data back into the program. For your annual report (not this plan) for this year, it may be necessary to be in the planning stages in terms of some of the data and implementation, however be sure to follow through reporting on each learning outcome and the impact of assessment in the following year’s report where there is not substantial reporting in the first year (if that is the case). If you do have data that can be integrated back into the existing coursework, courses, department, etc. answer, in the report, such questions as What is the concrete impact as a result of the departmental evaluation of the data this year? In the future, you can even look back on earlier years and speak longitudinally. Regardless, each year, the report must contain an update or summary of ongoing impact.

For the plan that you have here, there would not be results or impact listed, as that is for the report. You could discuss how results will be collected or dealt with by or whom, or how impact is intended to be integrated back into the department, but that would be the extent of it.
Learning Outcomes

The following categories are consistent with those of the Council for Accreditation of Parks, Recreation and Tourism Administration (COAPRT). This accrediting agency directs that academic programs determine, offer learning opportunities for and measure the level of essential knowledge in the areas of Foundations, Provision of Services and Management/Administration. Specific learning outcomes in each of the areas are established by the program's faculty and administration. The items following each specific learning outcome indicate the individual questions from the exam related to each learning outcome. The core classes in which the material is presented to students is also included.

Foundations includes the background, nature and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings. This information is delivered to students primarily in RPTA 111 (Introduction to Leisure Services) and RPTA 399 (Issues in Leisure Services).

1a. Learning Outcome: Students will know the definitions of and understand the concepts of recreation, leisure and play

1b. Test questions 3, 6, 9 and 11 (Exam is attached)

1c. Results

   Composite mean of correct responses 67.9%

1d. Impacts TBD

2a. Learning Outcome: Students will know the history of the recreation profession including key individuals and their contribution to the field

2b. Test questions 1, 7, 8 and 12

2c. Results

   Composite mean of correct responses 73.8%

2d. Impacts TBD

3a. Learning Outcome: Students will know the social and individual benefits of recreation

3b. Test questions 2, 4, 5 and 10

3c. Results

   Composite mean of correct responses 61.3%

3d. Impacts TBD
Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups. This information is delivered to students primarily in RPTA 230 (Leadership in Leisure Services) and RPTA 235 (Programming Principles and Application in Leisure Services).

4a. Students will demonstrate knowledge of planning recreation programs
   4b. Test questions 13, 14 and 21
   4c. Results
       Composite mean of correct responses 86.5%
   4d. Impacts TBD

5a. Students will demonstrate knowledge for designing recreation programs
   5b. Test questions 15, 16 and 20
   5c. Results
       Composite mean of correct responses 57.9%
   5d. Impacts TBD

6a. Students will demonstrate knowledge for marketing recreation programs
   6b. Test questions 18, 19 and 22
   6c. Results
       Composite mean of correct responses 15.9%
   6d. Impacts TBD

7a. Students will demonstrate knowledge for evaluation of recreation
   7b. Test questions 17, 23 and 24
   7c. Results
       Composite mean of correct responses 48.4%
   7d. Impacts TBD
Management/administration. This dimension refers to both operations management/administration and strategic management/administration. This information is delivered to students primarily in RPTA 322 I (Administration of Leisure Services) and RPTA 323 II (Administration of Leisure Services).

8a. Students will know basic legal aspects of the recreation profession
   8b. Test questions 25, 26 and 33
   8c. Results
       Composite mean of correct responses  60.3%
   8d. Impacts TBD

9a. Students will know basic fiscal elements of the recreation profession
   9b. Test questions 27, 32 and 34
   9c. Results
       Composite mean of correct responses  38.9%
   9d. Impacts TBD

10a. Students will know basic facility management in the recreation profession
    10b. Test questions 28 and 30
    10c. Results
        Composite mean of correct responses  66.7%
    10d. Impacts TBD

11a. Students will know basic human resources management principles in the recreation profession
    11b. Test questions 35 and 36
    11c Results
        Composite mean of correct responses  34.5%
    11d. Impacts TBD
12a. Students will know basic policy administration in the recreation profession

12b. Test questions 29 and 31

12c. Results

Composite mean of correct responses 47.6%

12d. Impacts TBD