

7.0 Series DATA RESULTS Fall 2017- Fall 2022 ¹

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.

Performance levels/metrics	Assessment Results (7.01.03)	Evidence of Programmatic Decisions (7.01.04)	This column for use of visitors only
<p>7.01 (a) Rec 1a. Direct REC 104 Speaker Papers – 80% receive a C or better on papers OR RSTM 104 Chapter Quizzes – 80% receive a C or better on (four) assigned quizzes</p> <p>Indirect RSTM Focus Groups (select years) 7.01a – No established levels for qualitative data.</p> <p>7.01a RSTM Student Survey (each year) a 4.0 or higher (of 5).</p> <p><u>Learning Outcome:</u> students will be able to demonstrate entry-level knowledge of the nature and scope of the profession for recreation management. [Foundations]</p>	<p>Direct Measures Fall 2017 • REC 104 Speaker Papers- 74.4% received a C or better. Direct measure not met.</p> <p>Fall 2018 REC 104 Speaker Papers- 62% of papers received a C or better on guest reflection papers. Direct measure not met.</p> <p>44 of the 46 submitted papers received a C or better, but there were also 2 missing submissions lowering the average.</p>	<p>Fall 2017 REC 104 Decisions: Performance levels were not met. Instructor is considering weighting the Speaker Papers higher in the future to encourage students to complete the assignment. While submitted papers scored well, some students failed to submit the required amount which reduced the percentage.</p> <p>Fall 2018 REC 104 Decisions: Of the submitted assignments the students averaged an 89% on their papers, but the assignment only received a 70% submission rate. When factoring the missing assignments, the average grade dropped to a 62%.</p> <p>This confirms the instructor’s suspicion that the papers were not weighted heavily enough, but the instructor and students still maintain the importance of the assignment to gain a comprehensive understanding of the employment opportunities within the field.</p> <p>As such, the speaker reflections will be maintained, but the required length of the papers might be increased, and the points might be increased to 15 points rather than the initial 5 points they were initially worth.</p>	<p><input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding</p>

	<p>Fall 2019 REC 104 Speaker Papers- 66% of papers received a C or better on guest reflection papers. Direct measure not met.</p> <p>59 of the 59 submitted papers (90 assigned) received a C or better, but there were three (3) students who submitted zero (0) papers. Two (2) of the three (3) students did not finish the course which substantially reduced the overall grade of the assignments.</p> <p>Fall 2020 RSTM 104 Quizzes: 86% of assigned quizzes received a C or better. Direct measure was met.</p>	<p>Fall 2019 REC 104 Decisions: Of the submitted assignments the students averaged an 92.3% on their papers, but the assignment only received a 66% submission rate. When factoring the missing assignments, the average grade dropped to a 60.5%.</p> <p>After a discussion with the students, they agreed that their primary motive for not completing the guest speaker reflections was the amount of time required compared to the allotted point potential. Also, they indicated the assignments were redundant and too closely mirrored the materials within the text that were used for quizzes. Conversely, the students who did complete the assignment said the video and reflection were critical to their understanding of various professions within RSTM.</p> <p>Fall 2020 RSTM 104 Decisions:</p> <p>Mid-semester, guest speaker papers were not being completed. Between this situation and the feedback from Fall 2019, the assignment was retained but for extra credit. Students were able to select two (2) of the guest presentations and complete them for up to 5 points of extra credit each.</p> <p>Instead, the Chapter Quizzes were used to measure the Direct Learning Outcome.</p> <p>231 of the 270 assigned quizzes scored above 70%. The goal was 80% score above 70% and subsequently 85.6% scored above the threshold.</p> <p>Starting in Fall 2021, the course will be a social science general education course. The learning outcomes will be aligned to the general education requirements but it is anticipated the</p>	
--	--	--	--

	<p>Fall 2021 RSTM 104 Chapter Quizzes – 83% received a C or better on (four) assigned quizzes. Direct measure was met.</p> <p>Fall 2022 RSTM 104 Chapter Quizzes – 89% received a C or better on (four) assigned quizzes. Direct measure was met.</p> <p>Indirect Measures</p> <ul style="list-style-type: none"> • RSTM Student Survey results • RSTM Focus Group results <p>RSTM Focus Group Results Sp2018 indicate that students felt that REC 104 prepares students with an understanding of the nature and scope of the profession. Practicing skill sets in REC 104 and REC 107 were invaluable. Guest speakers in 104 helpful in understanding careers. Students also mentioned the importance of the experiential trip aspects across the curriculum in increasing their knowledge.</p> <p>RSTM Focus Group Results Sp2019 indicate that students felt that REC 104 prepare students with an understanding of the nature and scope of the profession. Guest speakers in 104 are helpful in understanding careers. Students also mentioned the importance of the work experiences in RSTM 280 to help discover the profession.</p> <p>No focus groups were conducted 2020-2021 due to COVID-19.</p>	<p>changes will not change the measure used.</p> <p>Fall 2021 Decisions: No changes are needed. This measure is working well in the new 104 gen ed course. Faculty support having multiple quizzes reflected in this benchmark because it is useful for instructional assessment.</p> <p>Fall 2022 Decisions: No changes are needed. This measure is working well in the new 104 gen ed course. Faculty support having multiple quizzes reflected in this benchmark because it is useful for instructional assessment.</p> <p>RSTM Focus Group Results decisions: No changes were indicated for this measure from the focus group results.</p>	
--	--	--	--

	<p>7.01a RSTM Student Survey Results. Results indicate students agree or strongly agree ($AY_{17-18} = 86\%$ $N=8$, $AY_{18-19} = 100\%$, $N=4$, $AY_{19-20} = 100\%$ $N = 1$) they have or are developing entry level knowledge of the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.</p> <p>Student survey was not conducted 2020-2021 due to COVID-19.</p> <p>7.01a Internship Student Survey: 100% of students indicated they agree or strongly agree they are graduating with the 7.01ba outcome ($AY_{21-22} = 100\%$ $N = 9$).</p>	<p>7.01a RSTM Student Survey Results decisions: Performance levels were met. However, due to low response rates and the period inclusion of students who are not graduating nor near graduation, we are switching from the student survey sent by the College to surveying students completing the internship since they are seniors and/or have completed the RSTM major coursework. We will aggregate the data across all semesters within an academic year (e.g., AY 2021-2022) to provide more robust data on this measure.</p> <p>Results of the Student Internship Survey (2021-2022) indicated that the performance level was met. Furthermore, the change in data collection to an RSTM Program Exit survey associated with the internship proved effective in increasing sample size, as there were 9 surveys completed for the 2021-22 AY.</p>	
<p>7.01 (b) Rec1b. Direct Measures REC 485 Trend or Issue Poster - 80% receive a B or better</p> <p>Indirect Measures RSTM Focus Group (select years) 7.01b RSTM Student Survey (each year) – 4.0 or higher (of 5).</p> <p><u>Learning Outcome:</u> students will be able to demonstrate entry-level knowledge of techniques and processes used by professionals and workers in recreation settings. [Foundations]</p>	<p>Direct Measures Fall 2017 REC 485 Trend or Issue Poster – 100% received a B or better.</p> <p>Fall 2018 This information was not collected due to faculty attrition. The information was not provided prior to departure.</p> <p>Fall 2019 REC 485 Trend or Issue Poster – 65% received a B or better.</p> <p>(Not offered Fall 2020 because course was moved to Spring semester starting in 2021)</p>	<p>Fall 2017 REC 485 Decisions: Performance levels were met. No changes needed at this time.</p> <p>Based on the RSTM Program Focus Group Sp2018: No changes were indicated for this measure from the focus group results.</p> <p>7.01b REC Student Survey Results decisions: Performance levels were met.</p> <p>Fall 2019 65% (not 80%) received a B or Higher on the Trends or Issue presentation. This is largely attributed to student unfamiliarity with creating poster presentations and it being the last assignment of the semester. As the program incorporates similar assignments and students become more comfortable with online courses, we expect this percentage to rise. No changes at this time.</p>	<p><input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding</p>

	<p>Spring 2021 RSTM 485 Trend or Issue Poster – 100% received a B or better.</p> <p>Spring 2022 RSTM 485 Trend or Issue Poster – 94.74% of students received a B or better.</p> <p>Indirect Measures</p> <p>RSTM Focus Group Results Sp2018 indicate students felt that that 485, not 280 or 490, helped them gain an entry-level knowledge about how the field operates, and gave them a higher-level of knowledge. Fourteen students also said they could apply the direct knowledge of 485, and 485 does not “beat around the bush.”</p> <p>RSTM Program Focus Group Sp2019: Students indicated that 455 was too focused on exercise science and not relatable to their</p>	<p>Based on the RSTM Program Focus Group Sp2019, we will remove REC 455 as a requirement but keep it as an elective.</p> <p>7.01b RSTM Student Survey Results decisions: Performance levels were met.</p> <p>Spring 2021 The high achievement can likely be attributed to the clear instructions and the detailed examples provided for reference. The instructor developed a detailed poster template and two examples. Consequentially, the assignment will be retained, and no changes are needed at this time.</p> <p>Spring 2022 The high achievement can likely be attributed to the clear instructions and the detailed examples provided for reference. Furthermore, students have become increasingly experienced and comfortable with online classes. No changes are needed at this time.</p> <p>RSTM Focus Group Results decisions: No changes were indicated for this measure from the focus group results.</p> <p>7.01b RSTM Student Survey Results decisions: Performance levels were met.</p>	
--	---	--	--

	<p>RSTM degree. No information on 485 was mentioned.</p> <p>No focus groups were conducted 2020-2021 due to COVID-19.</p> <p>7.01b RSTM Student Survey Results. Results indicate knowledge of techniques and processes used by professionals and workers in these industries. Students on average agree or strongly agree (AY₁₇₋₁₈ = 100% N=8, AY₁₈₋₁₉ = 100%, N=4, AY₁₉₋₂₀ = 100% N = 1) they are graduating (or on track to graduate) with the 7.01b learning outcome.</p> <p>Student survey was not conducted AY 2020-2021 due to COVID-19.</p> <p>7.01b Internship Student Survey: 100% of students indicated they agree or strongly agree they are graduating with the 7.01b outcome (AY₂₁₋₂₂ = 100% N = 9).</p>	<p>College Student Survey (2017-2020) and Student Internship Survey (2021-2022) indicated students are achieving the 7.01b outcome. Therefore, no changes will be undertaken at this time.</p>	
<p>7.01 (c) Rec1c. Direct Measures</p> <p>REC 260 (2017-2019) Quizzes – 80% of students receive a B or better on quizzes.</p> <p>OR</p> <p>RSTM 104 (Fall 2020) Foundations of the Field Assignment - 80% of students receive a B or higher</p> <p>OR</p> <p>RSTM 104 (Fall 2021-2022) Time Diary Assignments – 70% receive an average C or higher on (seven) time diaries assignments.</p>	<p>Direct Measures</p> <p>Fall 2017</p> <ul style="list-style-type: none"> 75.8% received a grade of B or higher on the quizzes. <p>Fall 2018</p> <p>Instructor did not collect the data.</p> <p>Fall 2019</p> <p>71.1% of students received a grade of B or higher on the quizzes, however, the overall average of the quiz scores when using a sum function was 81.6%. There were 17 quizzes missing out of the 232 total assigned which significantly reduced the amount of quizzes that scored B or better.</p>	<p>Fall 2017</p> <p>REC 260 Decisions: Performance levels were slightly under expectations (-4.2%). The instructor has high expectations for student performance, and provides information about the papers in class and on the Bblearn course website. No curriculum changes are scheduled at this time.</p> <p>Fall 2019</p> <p>REC 260 Decisions: Performance levels were slightly under expectations (-8.9%). The instructor has high expectations for student performance and provides information about the papers in class and on the Bblearn course website. Since the course will no longer be offered, there are</p>	<p><input type="checkbox"/> Absent</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Present</p> <p><input type="checkbox"/> Outstanding</p>

<p>Indirect Measures RSTM Focus Group (select years) 7.01c RSTM Student Survey (each year)</p> <p><u>Learning Outcome:</u> Students will be able to demonstrate the entry-level knowledge of the foundation of the profession in history, science and philosophy.</p>	<p>Fall 2020 (RSTM 104:) 77.8% of students received a grade of B or higher on the Foundations of the Field Assignment. However, the average score on the assignment was over 80% and there were 3 students who did not complete the assignment and one student who stopped attending the class. This indicates that students who complete the assignment, on average, score above the 80% threshold.</p> <p>Fall 2021 84% of students received an average C or higher on the Time Diary Assignments. In fact, 72% received a B or higher.</p> <p>Fall 2022 85% of students received an average C or higher on the Time Diary Assignments. In fact, 83% received a B or higher.</p> <p>Indirect Measures RSTM Focus Group Results indicate 260 (Sp2018 and Sp2019) and 104 (Sp2019) are</p>	<p>no curriculum changes required for this course.</p> <p>Fall 2020 RSTM 104 Decisions: With the change of RSTM course from 260 to 104 to address this LO, the instructor wanted to try a major assignment for this learning outcome. Given the students who are completing the assignment generally score well above the 80% expectation, students exceeded the standard. However, given the approval of RSTM 104 as a gen ed starting in Fall of 2021, it is anticipated there will be significant changes to the 104 course content to align with the general education learning outcomes as well as to incorporate more of the REC 260 content. As a result, the measure for this learning outcome will be assessed and discussed with the coordinator in Spring 2021.</p> <p>Fall 2021 Decisions: Students exceeded the threshold. No changes are needed. Faculty support having multiple assignments (7) reflected in this benchmark because it gives a robust measure of instructional assessment of the learning outcome.</p> <p>Fall 2022 Decisions: Students exceeded the threshold. No changes are needed. Faculty support having multiple assignments (7) reflected in this benchmark because it gives a robust measure of instructional assessment of the learning outcome.</p>	
--	--	---	--

	<p>most helpful for this L.O. REC 260 helped students discover the historical beginnings, and they liked learning about the “roots of the profession.”</p> <p>No focus groups were conducted 2020 and 2021 due to COVID-19.</p> <p>7.01c RSTM Student Survey Results indicate knowledge of the foundation of the profession in history, science and philosophy. Students on average agree or strongly agree (<i>AY</i>₁₇₋₁₈ = 86% N=8, <i>AY</i>₁₈₋₁₉ = 100% N=4, <i>AY</i>₁₉₋₂₀ = 100% N = 1) they are graduating (or on track to graduate) with the 7.01c learning outcome.</p> <p>Student survey was not conducted 2020-2021 due to COVID-19.</p> <p>7.01c Internship Student Survey: 77.8% of students indicated they agree or strongly agree they are graduating with the 7.01c outcome (<i>AY</i>₂₁₋₂₂ = 77.8% N = 9).</p>	<p>RSTM Focus Group Decisions: The Focus Groups indicated that 260 and 104 are most helpful for this L.O. Given this finding, and due to the loss of a faculty position and a college requirement to offer more courses online and/or hybrid, some content from 260 will be merged into 104 in future years.</p> <p>7.01c RSTM Student Survey Results: Performance levels were met, with students indicating agreement that they are achieving the learning outcomes.</p> <p>Results of the Student Internship Survey (2021-2022) indicated that the performance level was met for 7 of 9 students. We will continue to monitor this metric in coming years. No change at this time.</p>	
--	--	--	--

7.02 Students graduating from the Program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Performance levels/metrics	Assessment Results (7.02.03)	Evidence of Programmatic Decisions (7.02.04)	This column for use of visitors only
<p>7.02 (Rec2a.) Direct Measures <ul style="list-style-type: none"> • REC 240 Program Plan Justification Sheet Assignment – 80% receive a C or higher OR <ul style="list-style-type: none"> • RSTM 425 (Fall 2020-2022) Program Design Assignment – 80% receive a C or higher Indirect Measures RSTM Focus Group (select years) 7.02 RSTM Student Survey (each year) <u>Learning Outcome:</u> students will demonstrate the design, implementation, and evaluation planning of a recreation program or service experience for clientele that embraces personal and/or cultural diversity. [Programming]</p>	<p>Direct Measures Spring 2018 <ul style="list-style-type: none"> • REC 240 Program Plan Justification Sheet Assignment – 100% receive a C or higher. Spring 2019 <ul style="list-style-type: none"> • REC 240 Program Plan Justification Sheet Assignment – 100% receive a C or higher. Fall 2020 RSTM 425: 100% of students scored a C or higher on the Program Design assignment. Fall 2021 RSTM 425: 100% of students scored a C or higher on the Program Design assignment. Of note, 90.91% received a B or higher. Fall 2022 RSTM 425: 89% of students scored a C or higher on the Program Design assignment. Of note, 2 students did not submit assignment, but all who did submit (89%) received a B or higher.</p> <p>Indirect Measures</p>	<p>Spring 2018 and 2019, 2020, 2021, 2022: REC 240 Decisions: Performance levels were met. No changes needed at this time. RSTM 425 Decisions: Performance levels were met. No changes needed at this time.</p> <p>RSTM Focus Group Decisions: If possible, the instructor should continue</p>	<p><input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding</p>

	<p>RSTM Focus Group Results Sp2018 and 2019 indicate that students felt that REC 240 was the most useful for this L.O. REC 240 was useful for learning how to design and implement a program for diverse clients (e.g. high school students). Students said learning how to evaluate programs is a valuable skill needed. Students also mentioned that, by developing programs for high school students, they felt U-Idaho Bound increased their confidence in a professional setting.</p> <p>No focus groups were conducted 2020 and 2021 due to COVID-19.</p> <p>7.02a RSTM Student Survey Results –the ability to demonstrate the ability to design, implement and evaluate a recreation program or service experience for clientele that embraces personal and/or cultural diversity. Students on average agree or strongly agree ($AY_{17-18} = 86\%$ N=8) ($AY_{19-20} = 100\%$, N = 1) they are graduating (or on track to graduate) with the 7.02(Rec 2a) learning outcome. In the 2019 Student Survey, no question was asked regarding if students are graduating (or on track to graduate) with the ability to design, implement and evaluate a recreation program or service experience for clientele that embraces personal and/or cultural diversity.</p> <p>Student survey was not conducted 2020-2021 due to COVID-19.</p> <p>7.02ba Internship Student Survey: 88.9% of students indicated they agree or</p>	<p>working with the UI-Bound program in the future. However, this might not be possible with the course moving 100% online starting in 2020-2021.</p> <p>7.02 RSTM Student Survey Decisions: Results 2017-2020 indicated students are meeting this outcome. However, to ensure better response rates, survey quality, and population relevance (i.e., seniors), we switched to a survey of internship students in 2021-2022. The switch resulted in a better response rate and results of the Student Internship Survey (2021-2022) indicated that the performance level was met for 8 of 9 students. We will continue to monitor this metric in coming years. No change at this time.</p>	
--	--	--	--

	<p>strongly agree they are graduating with the 7.02a outcome (AY21-22 = 88.9% N = 9).</p>		
<p>7.02 (Rec2b.) Direct Measures REC 395 Invite, Include, Involve! (Assignment 2) – 80% of students receive 16 of 20 points (80% - B) or higher</p> <p>OR</p> <p>RSTM 425 (Fall 2020-2022) Programming for Diversity. (Assignment 8) - 80% of students receive 20 of 25 points (80% - B) or higher</p> <p>Indirect Measures RSTM Focus Group (select years) 7.02 RSTM Student Survey (each year)</p> <p><u>Learning Outcome:</u> Students graduating from the program will be able to demonstrate the application of knowledge to facilitate recreational programs or service experiences with diverse clientele and cultures. [Programming]</p>	<p>Direct Measures Spring 2019 REC 395 Invite, Include, Involve! (Assignment 2) 73.91% of students receive 16 of 20 points (80% - B) or higher.</p> <p>Fall 2020 RSTM 425 Programming for Diversity. (Assignment 8) 92.9% of students received 20 of 25 points (80% - B) or higher.</p> <p>Fall 2021 RSTM 425 Programming for Diversity. (Assignment 8). 63.63% of students received 20 of 25 points (80% - B) or higher</p>	<p>Spring 2019 REC 395 (SP odd year course) Decisions: The objective was not met because three students did not complete the assignment which skewed the data. The median score was 18.5 (92%) so that was used to support the decision to retain the assignment.</p> <p>Fall 2020 RSTM 425 Decisions: The direct measure was met and the direct measure will be retained.</p> <p>Fall 2021 Decisions: The objective was not met because four students did not complete the assignment which skewed the data. Of the students who completed the assignment, the average score was 98.28%, which supports the decision to retain the assignment. As this occurred in 2 out of 3 iterations of the course, relocating the</p>	<p><input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding</p>

	<p>Fall 2022 RSTM 425 Programming for Diversity. (Assignment 8). 83.33% of students received 20 of 25 points (80% - B) or higher. Of note, the 3 students who did not receive a B or higher did not submit the assignment.</p> <p>Indirect Measures RSTM Focus Group Sp2018: REC 395 was confused with REC 424 when students indicated that the course provides service opportunities to work with individuals with disabilities.</p> <p>RSTM Focus Group Sp2019 results indicate REC 395 and 370 are the best classes for this L.O. Students felt REC 395 provided unique service experiences with diverse clientele, and classroom knowledge was applied through experiential learning. REC 395 kept students current with diversity-related issues. REC 370 helped students understand human development which prepared them to connect to diverse clients.</p> <p>No focus groups were conducted 2020 and 2021 due to COVID-19.</p>	<p>assignment from the last week of the semester is a possibility to increase completion rate.</p> <p>Fall 2022 RSTM 425 Decisions: The direct measure was met and the direct measure will be retained.</p> <p>RSTM Focus Group Decisions: No changes were indicated for this measure from the focus group results. Results indicate that changes to the curriculum to include a core diversity course, as well as modifying the leisure and aging course to include leisure across the lifespan, were worthwhile from a student learning standpoint. However, due to changes to the curriculum, instructors will have to find unique ways to include diversity content since staffing restrictions make it no longer possible to offer 395 starting 2020-2021.</p> <p>7.02 RSTM Student Survey Decisions: Results 2017-2020 indicated students are meeting this outcome. However, to ensure better response rates, survey quality, and</p>	
--	---	--	--

	<p>7.02b RSTM Student Survey Results – Indicate the ability to demonstrate the application of knowledge to facilitate recreational programs or service experiences with diverse clientele and cultures. Students on average agree or strongly agree (AY₁₇₋₁₈ = 100% N=8) (AY₁₉₋₂₀ = 100%, N = 1) they are graduating (or on track to graduate) with the 7.02(Rec 2b) learning outcome. In the 2019 Student survey no question was asked regarding if students are graduating (or on track to graduate) from the program shall demonstrate knowledge of and the ability to apply ways to facilitate recreational programs or service experiences with diverse clientele and cultures.</p> <p>Student survey was not conducted 2020-2021 due to COVID-19.</p> <p>7.02b Internship Student Survey: 88.9% of students indicated they agree or strongly agree they are graduating with the 7.02b outcome (AY₂₁₋₂₂ = 88.9% N = 9).</p>	<p>population relevance (i.e., seniors), we switched to a survey of internship students in 2021-2022. The switch resulted in a better response rate and results of the Student Internship Survey (2021-2022) indicated that the performance level was met for 8 of 9 students. We will continue to monitor this metric in coming years. No change at this time.</p>	
--	---	---	--

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

Performance levels/metrics	Assessment Results (7.03.03)	Evidence of Programmatic Decisions (7.03.04)	This column for use of visitors only
<p>7.03 (Rec3) Direct Measures RSTM 280 Practicum Student “Wrapping it Up” Assignment (Self-Reflection) – 80% receive a B or higher</p> <p>AND</p> <p>RSTM 490 Final Project – 80% receive a B or better</p> <p>Indirect Measures 7.03 RSTM Student Survey (each year) and Program Focus Group (select years)</p> <p><u>Learning Outcomes:</u> Students graduating from the program will be able to demonstrate the application of entry-level concepts, principles and procedures of operations and strategic administration to professional practice settings. [Management/Administration]</p>	<p>Direct Measures</p> <p>2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; Fall 2022 RSTM 280 Practicum Student “Wrapping it Up” Assignment (Self-Reflection) 100% received a B or higher in the 2017-18, 2018-19, 2019-20, 2020-21, 2021-2022 academic years</p> <p>Spring 2019 RSTM 490 Final Project – 93.33% received a B or higher in the 2018-19 academic year</p> <p>Spring 2022 RSTM 490 Final Project – 92.31% received a B or higher in the 2021-22 academic year</p> <p>Indirect Measures RSTM Focus Group Sp2019 results indicate REC 280 met the L.O. for operating, managing, and administering entry-level recreation programs. Professional operations and administration requires application of concepts which were best met by REC 280.</p>	<p>RSTM 280 Decisions: Performance levels were met, no changes needed at this time.</p> <p>RSTM 490 (SP odd year course changed to SP even year course in 2020-2021 curriculum year) Decisions: No decisions at this time. They proved through daily class hands-on exercises and interactions that they grasped the concepts and were considerably more confident at the end of the semester than at the beginning.</p> <p>RSTM Focus Group Decisions: No changes indicated at this time.</p>	<p><input type="checkbox"/> Absent</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Present</p> <p><input type="checkbox"/> Outstanding</p>

	<p>No focus groups were conducted 2020 and 2021 due to COVID-19.</p> <p>7.03 RSTM Student Survey Results Students graduating from the program agree or strongly agree ($AY_{17-18} = 100\%$, $N=8$) ($AY_{19-20} = 100\%$, $N = 1$) that they have entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p> <p>RSTM Student Survey Results In the 2019 Student survey no question was asked regarding if students graduating from the program agree or strongly agree that they have entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p> <p>Student survey was not conducted 2020-2021 due to COVID-19.</p> <p>7.03 Internship Student Survey: 77.8% of students indicated they agree or strongly agree they are graduating with the 7.03 outcome ($AY_{21-22} = 77.8\%$ $N = 9$).</p>	<p>7.03 RSTM Student Survey Decisions 2017-18: No changes indicated. RSTM Student Survey Decisions 2018-19: We will add this question back into the survey. 2019-2020: Response rate was low for the college survey, which is one of the reasons we switched to an in-house survey of internship students in 2021-2022. The switch resulted in a better response rate and results of the Student Internship Survey (2021-2022) indicated that the performance level was met for 7 of 9 students. We will continue to monitor this metric in coming years. No change at this time.</p>	
--	---	---	--

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 levels in park, recreation, tourism, or related organizations.

Performance levels/metrics	Assessment Results (7.01.03)	Evidence of Programmatic Decisions (7.01.04)	This column for use of visitors only
<p>7.04 (Rec4) Direct Measures RSTM 498 Student “Wrapping It Up” Assignment – 90% receive a B or higher. REC Student Survey and Program Focus Group: Same metrics as 7.01a</p> <p>Indirect Measures RSTM Focus Group (select years) 7.04 RSTM Student Survey (each year)</p> <p><u>Learning Outcome:</u> Students graduating from the program will be able to demonstrate through a comprehensive internship of not less than 400 hours the fulfillment of organization needs and a professional contribution to the agency. [Professional Preparation]</p>	<p>Direct Measures 2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; Fall 2022 RSTM 498 Student “Wrapping It Up” Assignment 100% received a B or higher in the 2017-18, 2018-19, 2019-20, 2020-21, 2021-2022 academic years.</p> <p>Indirect Measures RSTM Focus Group Sp2018 results indicate that students felt fairly, very, or very highly confident in their ability to complete a required internship. A few students commented N/A due to not having taken specific preparation courses (e.g., new majors).</p> <p>RSTM Focus Group Sp2019 results indicate that while students value the internship experience, they feel like they should be able to take it whenever. The prerequisites of having major course work completed and the inability to receive financial aid for summer internships were viewed as frustrating.</p>	<p>RSTM 498 Decisions: Performance levels were met, no changes needed at this time.</p> <p>RSTM Focus Group decisions: The complaints regarding internship are largely out of the program’s control. No changes needed at this time.</p>	<p><input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Present <input type="checkbox"/> Outstanding</p>

	<p>No focus groups were conducted 2020 and 2021 due to COVID-19.</p> <p>7.04 REC Student Survey Results: In the 2018 and 2019 Student survey submitted by the college, no question was asked regarding if students are graduating with the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations. In 2020, only one student responded, with a strongly agree (AY₁₉₋₂₀ = 100%, N = 1).</p> <p>7.04 Internship Student Survey: 88.9% of students indicated they agree or strongly agree they are graduating with the 7.04 outcome (AY₂₁₋₂₂ = 88.9% N = 9).</p>	<p>7.04 Student Survey decisions: We will ensure this question gets asked in the future.</p> <p>In 2021-22, we asked this question on the student internship survey. All but one student indicated that they met the outcome. We will continue to monitor the survey results, but there will be no changes at this time.</p>	
--	---	--	--

¹ All direct measures have associated rubrics and student samples (with names redacted) that are available upon request and which are provided during national accreditation site visits.