



**Council on
Accreditation**

Parks, Recreation, Tourism
and Related Professions

SAMPLE SELF STUDY

Department of Recreation and Leisure Studies

Recreation and Park Management Degree Program

Santa Rosa University

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Dr. Sally Brown, Provost

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College of Health and Human Performance

Dr. Charlie Brown, Chair

Department of Recreation and Leisure Studies

January 11, 2014

NOTE: All hyperlinks are for illustrative purposes only and are inactive.

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Preface

Several changes have occurred within the Department of Recreation and Leisure Studies (RCLS) at Santa Rosa University since the last renewal of accreditation. We begin with 2004 because due to a change in leadership, RCLS requested and had received a one-year extension to the accreditation review.

- In January of 2004, Dr. Lucy Schroeder resigned as chair of the Department to return to the faculty and Dr. Charlie Brown was recruited and assumed the duties of the chair. The Department retained 12 full time tenure track faculty, one full-time secretary, four university-supported graduate assistants, and several project-supported graduate assistants. There were approximately 180 undergraduate majors in either the Management of Recreation and Facility Services (MRFS) or the Recreational Therapy (RT) degree programs and approximately 30 graduate students in 2004.
- In fall 2005 Dr. XX XX (Recreational Therapy faculty member) joined the Dean's Office with a half-time appointment as an Associate Dean. In April of 2005, the Department hosted a one-person site review team as part of the five-year national review for continuing accreditation at the undergraduate level. Following the review, the Council continued accreditation with conditions and concerns to be clarified and corrected in the following year. With conditions accommodated, the Council conferred full continuing accreditation in November of 2007. The next Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) review is occurs in the Spring 2011.
- In the years following the 2007 accreditation review, the Department continued to grow in terms of student enrollment, faculty numbers, and in grants and contracts. Student numbers increased to over 200 undergraduates. Dr. XX XX served seven years as the Program Director for the Recreation and Park Management (RPM) degree program, and Dr. XX XX served the same number of years at the Director of the Recreational Therapy (RT) degree program. Course prefixes for degrees were changed to include RCLS and RCTX (to reflect courses specific to recreational therapy). In 2008-2009, the Management of Recreation and Facility Services undergraduate degree changed its name to Recreation and Park Management.
- In 2007 and in 2008 the department advertised for a new RT faculty member; in both years the searches failed for a lack of qualified candidates. At the same time the state of California was hit with difficult economic times and the position has not been reallocated to the department.
- In the spring of 2009, Dr. XX XX (RPM faculty member) left Santa Rosa University for other professional interests.
- Additional changes occurred in 2009-2010. Dr. XX XX (RPM faculty member) was selected to be the Director of the PhD program in Coastal Resource Management in the Institute for Coastal Sciences and Policy (ICSP). He retains his academic home in RCLS with a half time appointment within in RCLS. With this change, Dr. XX XX (RPM faculty member) now fills that position within the Department; she is on a reduced teaching load due to her administrative duties. Dr. XX XX (RT faculty member) resigned to take a position at a nearby college and Dr. XX XX was hired as an assistant professor in Recreational Therapy. In addition, Dr. XX XX was hired as an RPM faculty member in July 2010 as a joint appointment with ICSP and RCLS, and Dr. XX XX (RPM) was hired as a joint appointment with the Center for Sustainable Tourism and RCLS in August 2010. The department currently includes 18 faculty members, including the department chair. Total number of faculty in the Department of Recreation and Leisure Studies at this point is 20.
- In addition to personnel changes, faculty and the Chair elected to change the committee and program management operating structure within the Department. Starting in the fall of 2010, the Program Director positions for the two undergraduate degree programs were discontinued. The Department moved to a committee structure to manage degree programs and administrative tasks. Further, Dr. XX XX (RPM)

serves the Director of Undergraduate Studies in RCLS and has primary responsibilities for assessment and student recruitment. Due to his administration assignment, he is on a reduced teaching load in RCLS.

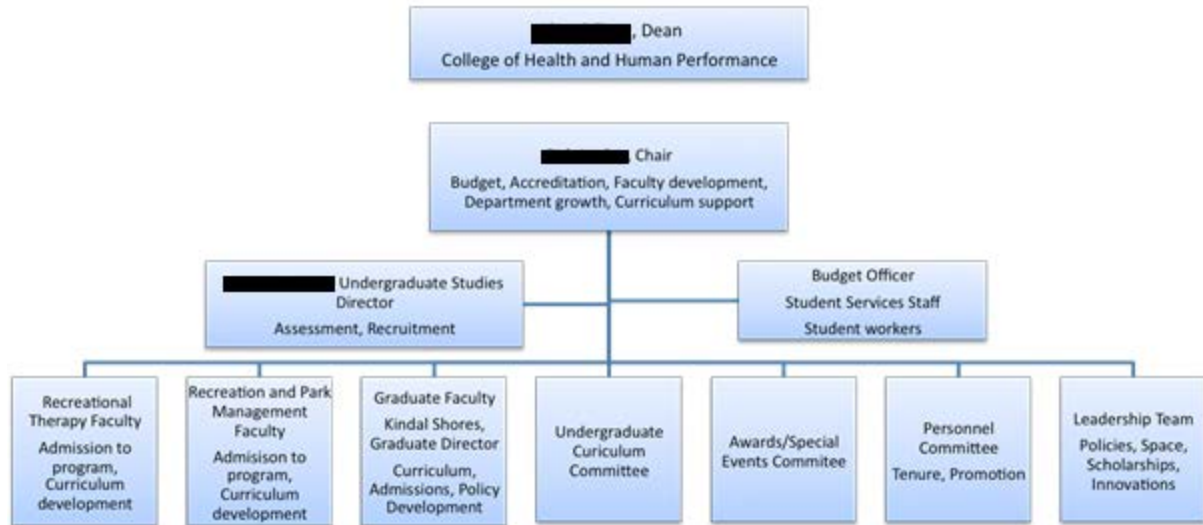
- Finally, in 2010 Dr. XX XX (RPM) announced his intent to retire after one more year at Santa Rosa University. In addition, Dr. XX XX announced his phased retirement beginning in Fall 2011. He will continue to teach full-time with the department only in the spring semesters through the Spring of 2014.
- The Department of Recreation and Leisure Studies Recreation and Park Management degree program (which is under review for COAPRT accreditation) currently includes the following faculty members.

Recreation and Park Management Faculty Member	Teaching Load
Dr. XX XX, Director of Undergraduate Studies	2/2
Dr. XX XX, Director of MS program in Sustainable Tourism	1/1
Dr. XX XX, Chair	1/1
Dr. XX XX, joint appointment with Center on Sustainable Tourism	2/1
Dr. XX XX, joint appointment with the Institute on Coastal Science and Policy	1/1
Dr. XX XX	2/3
Dr. XX XX	3/2
Dr. XX XX, Director of Graduate Studies	2/2
Dr. XX XX	3/2
Dr. XX XX, Director of the Coastal Resources Management program	1/1
Dr. XX XX	3/2
Dr. XX XX	2/3

Eligibility Criteria

- 1.01 The academic unit and curriculum concerned with parks, recreation, tourism and related professions shall have been in operation for three years and be clearly identifiable to the public.

Suggested Evidence of Compliance: An organizational chart and documentation of existence of a university-approved curriculum (e.g., degree description from the University catalog).



The Department of Recreation and Leisure Studies (RCLS) is housed within the College of Health and Human Performance (HHP). The Department of RCLS is identified as that unit responsible for professional preparation in recreation and leisure studies.

- Link to the HHP department listing website: <http://www.SantaRosaUniversity.edu/cs-hhp/departments.cfm>
- Link to the RCLS Department page in the Santa Rosa University 2009-2010 Catalog: <http://www.SantaRosaUniversity.edu/cs-acad/ugcat/RecLeisure.cfm>
- The first baccalaureate degrees in Parks, Recreation, and Conservation were awarded in 1972. Degrees have continued to be awarded since that year. A history of the Department of Recreation and Leisure Studies may be found at: <http://www.SantaRosaUniversity.edu/cs-hhp/rcls/overview.cfm>

- 1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.

Suggested Evidence of Compliance: Documentation of institution's status and review dates.

The University is currently accredited by the Western Association of Schools and Colleges (WASC). The University received its most recent re-accreditation in 2002 and is scheduled for continuing accreditation review in 2013.

- Link to Santa Rosa University WASC accreditation website: <http://www.SantaRosaUniversity.edu/WASC/>

- 1.03 A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program.

Suggested Evidence of Compliance: A record of faculty assignments to the unit.

The RCLS unit has 18 full-time faculty members comprising 16.5 FTE. Seven of these individuals are assigned to teach in the Recreation and Park Management (RPM) program. Three additional faculty members have a one-half time appointment in RCLS, and they are assigned to teach in the RPM program. In addition to the faculty, graduate assistants and adjunct faculty support the unit with an additional 2.5 FTE.

- Link to faculty listing: http://www.Santa Rosa University.edu/cs-hhp/rcls/faculty_index.cfm
- Link to teaching assignments: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Teaching assignments.pdf
- Link to faculty vitae: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Faculty Vitae/

- 1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.

Suggested Evidence of Compliance: Curriculum vitae of faculty.

- Link to table of faculty degrees: http://core.Santa Rosa University.edu /RPM_NRPA/1.03 Faculty degrees.docx
- Link to table of teaching assignments: http://core.Santa Rosa University.edu/ RPM_NRPA/1.03 Teaching assignments.pdf
- Link to faculty vitae: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Faculty Vitae/

- 1.05 All individuals instructing in the programs shall have competence and credentials in the subject matter for which they are responsible.

Suggested Evidence of Compliance: Curriculum vitae of faculty.

- Link to faculty assignments: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Teaching assignments.pdf
- Link to faculty vitae: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Faculty Vitae/

- 1.06 Each program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.

Suggested Evidence of Compliance: A record of attendance at COAPRT training

Dr. XX XX, Chair of RCLS is a member of the COAPRT and has been preparing training materials and conducting trainings for visitors over the past five years. In addition, Dr. XX XX was a previous member of the COAPRT and has attended training within the past five years.

2.0 Mission, Vision, Values, and Planning

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism and related professions:

2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

- Link to RCLS Mission Statement: <http://www.Santa Rosa University.edu/cs-hhp/rcls/Mission.cfm>

The RCLS mission statement is found on the web at the URL noted above. Essential elements include enhancing the quality of life for all people through leadership, scholarship, and service. The statement highlights the need to be responsive to evolving local and global communities. Further, the RCLS Mission Statement explicitly acknowledges and embraces the HHP and Santa Rosa University Mission Statements.

Faculty 'live out' this mission through the leadership they provide on campus, in the community, and in the profession. Scholarship is a value of faculty in the unit and the breadth of this scholarship can be seen on the faculty vitae. In addition, faculty engage students in a wide range of service activities throughout the community.

- Link to [HHP UNIT CODE](#) (click on HHP Code)
- The mission of the College of Health and Human Performance is to provide instruction, research, and service in health, exercise science, and leisure behavior. The primary focus of the College is to discover and disseminate knowledge concerning the development, maintenance, and enhancement of health, physical performance, and quality of life.
- Link to Santa Rosa University Mission Statement: <http://www.Santa Rosa University.edu/cs-Santa Rosa University/mission.cfm>

The Santa Rosa University mission statement has five pillars: (1) prepare students to succeed in the global economy and multicultural society; (2) train and prepare leaders; (3) create strong, sustainable future for NC through education, research, innovation, investment, and outreach; (4) positively transform health and health care; and (5) provide cultural enrichment and inspiration to improve quality of life.

2.01:02 The academic unit shall maintain an up-to-date strategic plan for the program. This plan must include a) current mission, vision and values; b) goals; c) measureable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

In late 2005 the RPM faculty developed a strategic plan to carry the RPM program through 2011 (see link identified below). As can be viewed in looking at the document, the plan identifies goals, objectives, and operational methods that articulate desired directions. In some cases the operational methods are more measurable than others; in many instances there is not enough specificity to make a clear statement about progress. Further, it can be noted that no one individual is identified as being responsible for the action as most of the operational methods apply to each faculty member in the unit. Having noted these limitations, comments regarding status of the different operational methods are provided later in this section.

Further, in acknowledgment of the changes necessitated by moving to student learning outcomes, over the past 12 months the RPM faculty have been engaged in strategic planning for 2011-2016. This planning process (see link below) is providing strong groundwork for ensuring that the strategic plan is measureable and specific as related to accountability.

- [HHP Strategic Plan](#) (click on HHP Strategic Plan)

The following section addresses the status of the operational methods identified in the 2006-2011 Strategic Plan. The complete plan is available on the website noted above.

Goal 1.0: The Department of RCLS will increase the capture of external funding by 100% to the department by the year 2011.

Objective: Providing that the number of faculty within the department stay consistent at the current 16, this will require an average per faculty capture of \$43,344 for a total of \$693,504 during the 2010-2011 academic year for this objective to be met. *Baseline History:* In the 2005-2006 academic year, the 13 RCLS faculty members captured \$281,736 for an average of 21,672 per faculty line.

Goal Tracking Mechanism: Goal 1.0 will be tracked through numbers reported by the Santa Rosa University Office of Sponsored Programs and other contract measures via Banner.

- *Operational Method 1.1.* RCLS Faculty will double the number of proposals submitted to capture funds, and double the total amount of funds requested
- *Operational Method 1.2.* RCLS Faculty will report all external grant proposals to Santa Rosa University OSP with 100% accuracy as indicated in faculty annual reports/department annual reports.
- Met and ongoing; faculty are required to report this information into the system-wide CMS program each year as part of their annual evaluation reports.
- *Operational Method 1.3.* RCLS Faculty will increase number of collaborative interdepartmental grant proposals by 50% as measured by OSP reports.
- *Operational Method 1.4.* The RCLS department will explore the possibility of developing a formal junior faculty mentoring program by 2008 to increase productivity of junior faculty.
 - A formal Team mentoring program was established and implemented in Fall 2010.

Goal 2: The Department of RCLS will maintain consistent growth in graduate student enrollment and matriculation from 2006-2009.

- Since *Goal 2* focuses on the graduate program, it has been omitted from this Self Study.

Goal 3.0. Faculty in the Department of RCLS will increase scholarly output from 2006-2011.

Objective 1: Maintain an average of two refereed publications and/or book chapters per tenure-track FTE faculty member over the next five years. Note: Providing that the number of faculty within the department remains consistent at the current 13, this will require an average of 32 refereed articles/chapters published each year by RCLS faculty by the 2010-2011 academic year.

Objective 2: Maintain an average of two support activities per tenure-track FTE faculty members over the next five years. These may include trade publications, management reports, conference abstracts or other scholarly output not recognized in Objective 1. Note: Providing that the number of faculty within the department remains consistent at the current 13, this will require an average of 32 refereed articles/chapters published each year by RCLS faculty by the 2010-2011 academic year. *Baseline History:* In the 2005-2006 academic year, the 13 RCLS faculty members published 13 articles and three book chapters for an average of 1.23 key publications per faculty line according to the RCLS Annual Report.

Tracking Mechanism: This goal will be tracked via the Santa Rosa University Faculty Research Database.

- *Operational Method 3.1.* The RCLS Faculty will report all publications in the Santa Rosa University Faculty Research Database with 100% accuracy.
 - Met and ongoing; faculty are required to report this information into the UNC system-wide CMS program each year as part of their annual evaluation reports.
- *Operational Method 3.2.* The RCLS faculty will increase the number of collaborative interdepartmental publications as indicated by the Santa Rosa University Faculty Research Database.
 - This operational method has not been met. Collaborative projects have waxed and waned over the years. As on most campuses, the RCLS department struggles to match schedules and scholarship interests with colleagues across campus.
- *Operational Method 3.3.* Each RCLS faculty member will designate a minimum of two out-of-office or closed-door hours per week writing and producing scholarship.
 - This operational method is not realistic to track. Each faculty member maintains her or his own scholarly productivity at her/his own pace. This operational method will not be included in future strategic plans.

Goal 4.0. The Department of RCLS will maintain high standards of teaching and student preparation.

Objective: Faculty members will rank at or above Santa Rosa University SOIS Scores (item #17).

Tracking Mechanism: WASC pass rates, SOIS scores.

- *Operational Method 4.1.* The Department of RCLS will conduct a curriculum review of the undergraduate curricula by 2008. Review may consist of faculty review of coursework or full curriculum assessment based on the level of analysis of the most recent competency studies or external reviews.
 - In 2009-2010, the RPM faculty began a complete curriculum review; this effort continues.
 - Link to RPM faculty meeting minutes: [http://core.Santa Rosa University.edu/RPM_NRPA/2.1 RPM Meeting minutes/](http://core.SantaRosaUniversity.edu/RPM_NRPA/2.1RPMMeetingminutes/)
- *Operational Method 4.2.* RCLS faculty SOIS scores will be at or above the mean for the University.
 - SOIS scores vary among faculty; some widely exceed the university mean, while some are slightly below the mean.
- *Operational Method 4.3.* Increase number of extra-departmental awards and Scholarships captured by students within the RCLS Department.
 - No data have been collected to address this operational method.
- *Operational Method 4.4.* Increase number of undergraduates that are accepted into Santa Rosa University and other universities for advanced degrees.
 - No data have been collected to address this operational method.
- *Operational Method 4.5.* The RCLS department will form an external advisory committee consisting of alumni, practitioners, and others significant to the profession to meet at least once a year to evaluate the curricular needs of the field among other duties.
 - An external advisory committee was formed and active between 2006 and 2008. In 2009 a new department chair joined the program and a new committee has not yet been formed. Input

continues to be solicited in an informal manner through contact with local practitioners, several of who teach in our program.

- *Operational Procedure 4.7* The RPM faculty will review outcomes for BS RPM graduates, update WASC procedures to fit with current outcomes, and revise undergraduate curriculum.
 - This is part of the work currently being done as an element of the university emphasis on outcomes assessment, and is part of the 2013 WASC accreditation process.

- 2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.

Suggested Evidence of Compliance: Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals).

The RPM faculty serve as their own internal curriculum committee. For many years, the program faculty met monthly to discuss programmatic issues, including curriculum. While not specifically tracked, changes to curriculum are commonly based on feedback from internship supervisors, alumni, and colleagues across the country. It is an on-going process. All curriculum changes follow the university process, which includes review and approval at the department, college, and university levels.

Consultation with Practitioners and Constituents

Of the 14 instructors (including faculty, graduate teaching assistants, and part-time instructors) in the Recreation and Park Management (RPM) degree program, eight typically have practitioners visit their classrooms face-to-face or via technology (e.g., Skype, Polycom, BlackBoard discussions). With an average of 1.3 practitioner visits per class, 26 professionals interacted with students and faculty in various courses. Based on follow up conversations with these individuals, the RPM faculty modified their classes to cover new material and to emphasize current trends and technologies being used in the professions. This has included current software being used in the professions, marketing techniques, and ethical decision making.

Practitioners Serve as Instructors

- Director of Planters Park and Recreation Department
- Executive Director of Cashew County Schools and Recreation
- Director of Outdoor Adventure (ECU)
- Private contractor and ropes course facilitator
- Special Education instructor and credentialed aquatic therapy instructor
- This is a partial listing of our part---time face---to---face instructors

By serving as part-time instructors as well as intern supervisors, these practitioners have an excellent understanding of the bridge between academics and professional practice. They have direct contact with students (pre---professionals) and students indicate that these types of interactions are highly valued. We have utilized their knowledge and suggestions to identify opportunities for service learning, programming, volunteering, and other professional development activities. The department will continue to make use of the expertise in the local area to enhance our impact on students and the profession.

Alumni Evaluations

The department has collected data from alumni over the past several years and the results indicate the following:

Four areas stood out as being important to students and as needing improvement:

- Knowledge about administration, finance, and human resource management
- Knowledge about fundraising and fiscal accountability
- Knowledge about infrastructure management
- Knowledge about strategic organizational planning

Three items were slightly higher in performance, but also needed improvement:

- Knowledge about forming and sustaining partnerships
- Knowledge about marketing and public relations
- Ability

One item was rated both low in importance and performance:

- Knowledge of historical, scientific and philosophical foundations

This information is being utilized in the current (AY 2011-2012) curriculum revision process for the B.S. Recreation and Park Management curriculum. The administration course is being revised to ensure coverage and learning of the desired information as stated above. The marketing course is being redesigned to ensure that students have opportunities to learn and apply marketing and public relations concepts and practices. All courses and faculty are being challenged to improve our intentionality with regard to students learning how to engage in critical thinking. In addition, RCLS 4004, Philosophical and Theoretical Issues in Leisure, was revised during AY 2010-2011 to a writing intensive course in order to facilitate students' practice of critical thinking as it relates to utilizing theory to address issues in practice. Location, selection, and use of evidenced-based outcomes is a continued emphasis. One product of this course is a professional philosophy statement suitable for use in students' portfolios. Faculty believe that, to be successful professionals, students need some understanding of the historical, scientific and philosophical foundations of the professions; thus, we intend to retain this information in the curriculum.

Alumni Society

The RCLS Alumni Society is an active group that comes together twice a year to provide input on curriculum, guide scholarship award processes, and provide funding for students to attend conferences. Based on their input and support we have had approximately a twenty percent increase in student attendance at state and regional conferences over the past five years. This group has also suggested additional coverage of budget and finance issues in the curriculum. The RPM curriculum is undergoing a 'complete overhaul' this academic year.

Department Chair Student Advisory Committee

The department chair has an undergraduate advisory board and meets with those students four times a semester. These are two-way interactions where the Chair shares departmental information and receives comments and feedback from students. Information students have shared relate to the instructional facilities (e.g., need shelving in the bathrooms on which to lay books, need additional paper towel dispensers in the restrooms, need more outlets in the classrooms, need clocks in the classrooms, need access to more computers), the curriculum (a need for additional finance and budgeting coursework, need to coordinate all the individual course projects across a given semester), and the faculty (concerns about individual faculty ranging from disorganization to a lack of out-of-class availability).

Based on these conversations, the following actions have been taken over the past two years:

- Restrooms now have shelving and additional paper towel dispensers
- Clocks have been placed in the classrooms
- Additional outlets have been requested and are under consideration
- A mobile cart of thirty laptops is available in the primary classroom building for use during classes
- The department chair continues to integrate student concerns into conversations with individual faculty during annual evaluations
- The department chair sends reminders to faculty at least once per semester about being available to students during posted office hours and, on an extended basis, during registration periods

Faculty Service To The Professions: A Partial Listing

- Member of the Planters Park and Recreation Department Advisory Board
- Member of conference planning committee for the CA Park and Recreation Society 2012 conference to be held in Almond, CA
- Member of CA Paddle Trails Association
- Members and officers of CPRS

In addition to serving in these capacities, and based on the positions faculty members hold in various professional associations, societies, and advocacy groups, faculty continue to informally bring information back to the department faculty and raise current issues for discussion. This type of material informs the way we think about students, the profession, our curriculum, and our teaching practices.

Evidence of curriculum evolution may be viewed at the URLs noted below.

- Link to the University Curriculum Committee website: [http://www.Santa Rosa University.edu/cs-acad/fsonline/cu/curriculum.cfm](http://www.SantaRosaUniversity.edu/cs-acad/fsonline/cu/curriculum.cfm)
- Link to RPM Degree Checksheets 2005-2010: [http://core.Santa Rosa University.edu/RPM_NRPA/2.02 RPM Degree checksheets.pdf](http://core.SantaRosaUniversity.edu/RPM_NRPA/2.02RPMDegreechecksheets.pdf)
- Link to 2006-2007 catalog; see catalog page 265/pdf page 281: [http://www.Santa Rosa University.edu/cs-acad/aa/upload/UgCat0607-3.pdf](http://www.SantaRosaUniversity.edu/cs-acad/aa/upload/UgCat0607-3.pdf)
- Link to 2007-2008 catalog; see catalog page 267/pdf page 283: [http://www.Santa Rosa University.edu/cs-acad/ugcat0708/upload/ugcat0708.pdf](http://www.SantaRosaUniversity.edu/cs-acad/ugcat0708/upload/ugcat0708.pdf)
- Link to 2008-2009 catalog; see catalog page 279/pdf page 279: [http://www.Santa Rosa University.edu/cs-acad/ugcat0809/upload/ugcat0809.pdf](http://www.SantaRosaUniversity.edu/cs-acad/ugcat0809/upload/ugcat0809.pdf)
- Link to 2009-2010 catalog; see catalog page 263/pdf page 278: [http://www.Santa Rosa University.edu/cs-acad/aa/upload/ugcat0910.pdf](http://www.SantaRosaUniversity.edu/cs-acad/aa/upload/ugcat0910.pdf)

2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.

- LINK to 2010-2011 Checksheets for RPM and concentrations: [http://core.Santa Rosa University.edu/RPM_NRPA/2.03 CurrentDegree Checksheets.pdf](http://core.SantaRosaUniversity.edu/RPM_NRPA/2.03CurrentDegreeChecksheets.pdf)

2.04 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.

2.04.01 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

Suggested Evidence of Compliance: A summary of requirements of the regional accrediting body and a justification for the position that the program's assessment plan is in compliance with those requirements.

Requirements of WASC, our regional accrediting body may be found at the link listed below.

- Link to Santa Rosa University WASC accreditation website: [http://www.Santa Rosa University.edu/WASC/](http://www.SantaRosaUniversity.edu/WASC/)

In 2009, the RPM program began active engagement in establishing outcomes measures and processes based on student learning. Those outcomes and measurement processes may be found later in this document on beginning on page 27.

Further, RCLS is undergoing an Internal Academic Review as part of the on-going work to maintain WASC accreditation; an on-campus site review is set for November 1-4, 2010. The NRPA accreditation review will take place in the Spring of 2011. Santa Rosa University is currently refining learning outcomes, gathering data, and implementing findings in curriculum development.

- Link to Santa Rosa University Assessment information: [http://www.Santa Rosa University.edu/cs-acad/ipar/assessment/index.cfm](http://www.SantaRosaUniversity.edu/cs-acad/ipar/assessment/index.cfm)

The Department of Recreation and Leisure Studies, in concert with the College of HHP and Santa Rosa University, employs a comprehensive assessment process consistent with the expectations of the WASC. The assessment process includes:

- The review and monitoring of WASC standards and requirements, and the collection of assessment data from students and alumni through...
 - Graduating student survey (Santa Rosa University)
 - Student opinion of instruction survey (Santa Rosa University)
 - Student opinion of advising survey (Santa Rosa University)
 - Student feedback on internship experiences (RCLS)
 - Formal alumni input for self-study reviews

Other reviews include evaluation of faculty through the tenure process, the cumulative review of permanently tenured faculty, and the reappointment process of fixed-term faculty. In addition, the department actively participates in the university assessment process through the collection of data and submission of reports as they relate to the WASC standards.

2.04.02 The program shall demonstrate that data generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.

Suggested Evidence of Compliance: Documentation of a policy indicating program practices, and a statement of assurance that the program complies with that policy.

Santa Rosa University (and by extension, RCLS) adheres to the WASC philosophy and principles of accreditation, which state that data generated through measurement tools designed to measure student learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions. On the Santa Rosa University WASC

accreditation project site is a link to the *Principles of Accreditation: Foundations for Quality Enhancement*, which outlines this underlying principle.

- Link to Santa Rosa University WASC accreditation site: [http://www.Santa Rosa University.edu/cs-acad/sacs/AccredStds.cfm](http://www.SantaRosaUniversity.edu/cs-acad/sacs/AccredStds.cfm)

2.04.03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

Suggested Evidence of Compliance: A written description and critique of the measurement tools used. This critique might include a description of a) the procedure used to develop each measurement tool, b) the connection between the learning that is measured and the curriculum taught (i.e., content-related evidence of validity), and c) psychometric analyses of validity and reliability, if available and appropriate.

- Dr. XX XX has done the majority of preliminary work on assessment and data gathering for the RPM program to date. Dr. XX XX, in his role as Assistant Chair is responsible for assessment, data gathering, and use of those data.
- Two instruments were developed to gather input related to assessment: an Alumni Survey and a Graduating Senior survey. The Importance-Performance model of evaluation was selected to provide concrete direction with regard to curriculum development. The instruments were prepared using questions gathered from surveys with similar goals. The survey questions were sent to faculty for input, to edit, modify, and comment on content validity. The instruments were modified based on these comments and posted to the web for online completion. Alumni were sent an email inviting their participation; graduating seniors completed surveys as part of their obligations to complete the internship. Findings from these instruments were shared with all faculty and serve as the basis for current curriculum modification discussions.

2.04.04 Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.

Suggested Evidence of Compliance: Minutes from faculty meetings in which assessment results were discussed, including documentation of actions taken based on that discussion.

Learning outcomes assessment is relatively new at Santa Rosa University and data are currently being gathered and evaluated by faculty. A new curriculum cycle begins each Fall semester and as data are collected, the information will be used to modify curricula. Minutes from planning meetings and products developed from faculty efforts are found at the link below.

- Link to RPM meeting minutes: [http://core.Santa Rosa University.edu/RPM_NRPA/2.1 RPM Meeting minutes/](http://core.SantaRosaUniversity.edu/RPM_NRPA/2.1RPMMeetingminutes/)

3.00 ADMINISTRATION

The Department of Recreation and Leisure Studies (RCLS) is located within the College of Health and Human Performance (HHP). The Departmental Chair serves as the Academic Unit Administrator and provides leadership, support and guidance to the total functioning of the Unit.

The duties and responsibilities of the Department Chair are specified in the School of HHP Code of Operations. Until July 1, 1993, RCLS was a discipline (Leisure Systems Studies) of the Department of Health, Physical Education, Recreation and Safety (HPERS) within the College of Arts and Sciences. With the establishment of the new School of HHP, a new Unit Code was approved. When the School of HHP evolved into a College, the Unit Code was updated to reflect that change. All unit codes undergo an institutional approval process through the Faculty Senate; such codes provide policy guidance to the related academic unit.

3.01 Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:

3.01:01 Responsibility and authority of the Program administrator to make decisions related to resources allocated to that Program.

Suggested Evidence of Compliance: Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit.

- Link to [HHP UNIT CODE](#) (click on HHP Code)
Pages 2 – 4 describe and list job duties of Department Chairs.

Department chairs serve at the pleasure of the dean, and typically receive a four-year contract, with an option to renew. Over the years, department chairs in RCLS have remained in the position for five years before returning to faculty. Many responsibilities are ascribed to department chairs, and the dean provides a great deal of leeway for successful development and implementation of departmental policies and processes. General college wide goals are developed jointly with department chairs, and each unit is given the needed flexibility to achieve these goals.

3.01:02 Adequacy of financial resources.

Suggested Evidence of Compliance: Appropriate financial documents and an evaluation of adequacy of financial resources assigned to the Program indicating an opportunity to succeed in the mission of the unit.

The Department of Recreation and Leisure Studies receives a budget that is adequate to provide needed resources to unit faculty and students. Because of the way positions (and thus, salaries) are defined at Santa Rosa University, the dean of College of Health and Human Performance maintains all budgets related to personnel (faculty and staff). In addition, the dean holds back 2 – 3% of the annual college budget for unexpected expenditures and possible budget reversions. Thus, the department receives an annual budget that includes general operating expenses (e.g., copying, travel, supplies). The department also receives an allotment from lapsed salary dollars (money remaining from unfilled positions) from the dean, which can be used for instructional purposes. Further, the department has access to financial support from the Graduate School as well as non-state dollars for student scholarships, special events, and other one-time expenditures. If an occasion arises whereby the department has additional needs, a request is made to the dean; if reasonable and if funding is available, those requests are typically honored.

It is anticipated that 2011-2012 will be a difficult economic year in California, and in the institutions of higher education. While the current budget is adequate to cover 2010-2011 needs, a budget reduction in future years will severely limit the department's ability to grow or serve additional majors.

Year	Operating Budget	Sponsored Projects	F&A Returns	Scholarships
2006	\$34,908.66	\$177,928.00	\$1,140.00	\$960.00
2007	\$62,294.61	\$96,555.00	\$3,064.82	\$500.00
2008	\$138,459.57	\$99,093.00	\$1,703.83	\$0.00
2009	\$89,341.00	\$60,200.00	\$1,709.67	\$1,000.00
2010	\$58,118.54	\$34,000.00	\$1,834.54	\$1,000.00

3.01:03 Implementation of personnel policies and procedures.

Suggested Evidence of Compliance: Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

Many sources of policies exist that explicate the role of the Unit Administrator in the implementation of personnel policies and procedures. In general, department chair responsibilities in this area include hiring and initial appointment, annual evaluation, progress toward tenure evaluation, tenure and promotion evaluation, cumulative review of tenured faculty, discipline, and the determination and awarding of merit (if applicable).

Many of these responsibilities are shared with the Unit Personnel Committee. This faculty committee has responsibilities that include hiring and initial appointment (including assessing qualifications of adjunct instructors), progress toward tenure evaluation, tenure and promotion evaluation, and cumulative review of tenured faculty.

- Link to [HHP UNIT CODE](#) (click on HHP Code)
- Link to Faculty Manual: <http://www.SantaRosaUniversity.edu/cs-acad/fsonline/manual/facultymanual.cfm>
 - Click link to PART VI: *General Personnel Policies*
 - Click link to PART XII: *Personnel Action Dossier*
 - Click link to PART XIII: *Promotion and Tenure Timeline*
 - Click link to APPENDIX B: *Policy for the Cumulative Review of Permanently Tenured Faculty*
 - Click link to APPENDIX C: *Personnel Policies and Procedures for the Faculty*
 - Click link to APPENDIX D: *Tenure and Promotion Policies and Procedures*
- Link to Santa Rosa University Policy Manual: <http://www.SantaRosaUniversity.edu/prr/>
- Link to Santa Rosa University Academic Affairs Personnel Policies: <http://www.SantaRosaUniversity.edu/cs-acad/aa/AAPersonnelForms.cfm>

3.01:04 Development and implementation of academic policies and procedures for the unit.

Suggested Evidence of Compliance: Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

The Unit Code and the Santa Rosa University Faculty Manual articulate the role of an academic unit in setting policies and procedures for the unit. Examples of such departmental policies and procedures within the purview of the department include admission to the major standards, course and curriculum development, policies related to the implementation and evaluation of field experiences, faculty and student travel awards, student scholarships, and others. Some of the RCLS policies arose from discussions in faculty meetings, while others were developed by RPM faculty.

- Link to Link to [HHP UNIT CODE](#) (click on HHP Code)
- Link to Faculty Manual: [http://www.Santa Rosa University.edu/cs-acad/fsonline/manual/facultymanual.cfm](http://www.SantaRosaUniversity.edu/cs-acad/fsonline/manual/facultymanual.cfm)
- Link to RPM Internship Manual: [http://core.Santa Rosa University.edu/RPM_NRPA/3.1.0 RPM Intern Manual.pdf](http://core.SantaRosaUniversity.edu/RPM_NRPA/3.1.0RPMInternManual.pdf)
- Link to RPM minutes: [http://core.Santa Rosa University.edu/RPM_NRPA/2.1 RPM Meeting minutes/](http://core.SantaRosaUniversity.edu/RPM_NRPA/2.1RPMMeetingminutes/)

- 3.02 The Program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.

Suggested Evidence of Compliance: Curriculum vita of the administrator or coordinator.

Dr. Charlie Brown holds the rank of Professor and is tenured.

Link to Brown's vita: [http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Faculty Vita/CV.pdf](http://core.SantaRosaUniversity.edu/RPM_NRPA/1.03FacultyVita/CV.pdf)

- 3.03 The Program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

Suggested Evidence of Compliance: A description of the process through which workloads are established, along with actual assignments of the administrator or coordinator. Some Programs may have formal, written policies regarding workload. In those cases, the policy statements should be provided.

At Santa Rosa University department chairs are considered to be 100% administrators. However, for voting purposes department chairs are identified as having a 51% faculty assignment and a 49% administrative assignment. In HHP department chairs are on 11-month appointments.

The Program administrator of the academic unit has a workload assignment and compensation consistent with the prevailing practice within the institution and College for departments of comparable size. At the beginning of each academic year each department chair meets with the dean of the college to articulate and agree upon goals and weightings for the year. Department chairs carry expectations for teaching, scholarship, and service, as well as administrative duties. The typical teaching load for department chairs in the College of HHP is one course per semester.

- 3.04 There shall be formal participation of faculty in setting policies within the academic unit.
- Suggested Evidence of Compliance: Documentation of faculty participation in administrative policy development within the unit (e.g., minutes of faculty meetings, records of correspondence).*

For the period of time covered by this Self Study, the Department of Recreation and Leisure Studies was administered by a department chair who relied on three individuals for administrative assistance—a Program Director of RPM, Program Director of RT, and Graduate Program Director. Program Directors are full-time faculty members who receive a one-course reassigned time for their

administrative tasks. Program director duties included admission to the major, advising, recruitment, curriculum development, assessment, and other program-specific administrative tasks. The department chair and program directors met on a monthly basis and one of their functions was to initiate ideas for department policies and procedures. Links to minutes from these meetings may be found below.

- Link to: Department meetings http://core.Santa Rosa University.edu/RPM_NRPA/2.1 RPM Meeting minutes/

In an effort to enhance efficiencies and respond to faculty wishes in terms of unit administration, in the fall 2010 the RCLS Department was restructured, removing the RPM and RT Program Director RT positions (the Graduate Program Director position remains). These two positions required an inordinate amount of faculty time and inhibited the ability of the individuals in those positions to maintain strong teaching, scholarship, and service records. Thus, in the spring of 2010 RCLS faculty voted to restructure the department to include a department chair, assistant chair, and graduate director. The Director of Undergraduate Studies, Dr. XX XX, fills the capacity of an Assistant Department Chair. He is a full-time faculty member who receives reassigned time during the academic year. Dr. XX primary administrative responsibilities include unit assessment and student recruitment.

As part of the restructuring, several department committees were changed slightly, and all committee goals were reinvigorated. Committees include: RT Faculty (curriculum), RPM Faculty (curriculum), Graduate Faculty (graduate studies), Undergraduate Curriculum Committee (formally accepts curriculum recommendations from RT and RPM faculty, and shepherds those through the Santa Rosa University curriculum process), Awards/Special Events committee, Personnel committee (hiring, reappointment, tenure, promotion), and the Planning and Innovation Committee (PIC). PIC members include a faculty representative from Recreational Therapy, faculty representative from Recreation and Park Management, the Graduate Director, the Assistant Chair, and the Chair.

Faculty are expected to be actively involved in department committees, and policies and procedures may be recommended through any committee (or individual faculty member). The PIC has responsibility for the development, acceptance, and implementation of unit policies and procedures.

3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.

Suggested Evidence of Compliance: Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement.

RCLS faculty actively solicit input from practitioners in the operations and professional preparation of students. This is often done at professional conferences and meetings, as well as through internship and practicum supervision opportunities. Unfortunately, much of this interaction is informal in nature, and not recorded. RPM faculty are involved in many service oriented projects with agencies outside the university and with professional committees. RCLS 3003 and 3004 (Programming and Programming Lab) are designed specifically to provide students with hands-on programming experiences with agencies and professionals within the state. Further, RCLS 4111 Planning class students and faculty work with an agency each year to develop a comprehensive or master plan for a particular community.

Each semester the department utilizes local practitioners to serve as adjunct instructors in classes, or to guest lecture in classes [e.g., Linus Van Pelt, Director of Santa Rosa Parks and Recreation; Marcie Schultz, Director of Campus Recreation and Wellness; Violet Bouquet, Director of the Flower County Schools and Recreation program]. Furthermore, practitioners provide formal input on professional preparation of RPM graduates through RCLS 4990, Recreation Internship. The

Internship course is identified as the primary capstone course for professional development of students. Agency supervisors complete evaluations of the students (evaluations are available to the review team on site) and their curriculum preparation, while students also complete surveys that ask about their readiness to serve the profession. Data are analyzed annually to guide curricular changes. In addition, RCLS has an active and involved Alumni Society that works to support the development and growth of the RPM program.

- Link to Alumni Society website: <http://www.Santa Rosa University.edu/cs-hhp/rcls/alumni.cfm>

4.00 FACULTY

- 4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A description of professional development resources and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

RCLS faculty members have access to professional development opportunities that are sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values. Santa Rosa University provides an extensive array of programs for faculty development through the Office of Faculty Excellence. These opportunities include orientation and trainings for new faculty, statistics and research methods workshops, information about online teaching and learning, teaching awards, and other professional development topics of interest to a wide range of faculty. In addition to formal learning based workshops, the OFE facilitates various support-groups where faculty with similar interests gather to share information and resources.

- Link to the Office of Faculty Excellence: <http://www.SantaRosaUniversity.edu/ofe/>

Another avenue for professional development within Santa Rosa University is through service activities at the college and university levels. For instance, Dr. XX XX is active on the university assessment committee. The work with which she has been engaged has led to the development of a report titled, “Quality Matters” which has influenced the way RCLS faculty and courses are evaluated, and thus, modified. Dr. XX XX is a faculty senator, and is deeply involved in university policies and procedures that have direct impact on academic programs.

Santa Rosa University faculty also have opportunities to self-nominate to participate in university-wide initiatives such as the Chancellor’s Leadership Academy (Dr. XX XX was selected and participated in this program in 2008-2009) and the Scholarship of Engagement Academy (Dr. XX XX was selected and is participating in this program 2010-2011).

In addition to the internal opportunities for development, faculty members receive a travel allotment each year to attend professional conferences and workshops. Individual access of such opportunities varies, but overall RPM faculty are actively involved in such experiences. Most, if not all, RPM faculty are active members of the state professional association and regularly attend the state conference as a delegate and/or to present papers and educational sessions.

- 4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.

Suggested Evidence of Compliance: Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or program operations or initiatives.

Faculty involvement in development activities impact program quality in a variety of ways. For example, as mentioned in the response to the previous standard, Dr. XX XX is active on the university assessment committee. The work with which she has been engaged has led to the development of a report titled, “Quality Matters” which has influenced the way RPM is evaluating quality teaching of both face-to-face and online classes. This involvement has led to the development of a standardized approach to using Blackboard in RCLS classes to minimize student confusion (see New Faculty Handbook noted below).

Another example of the influence of faculty development opportunities are the materials created for new and part-time faculty. These materials provide information related to teaching, grading, ordering textbooks, mentoring, quality instruction, online teaching aids, and other information.

See the link to these materials at: http://core.Santa Rosa University.edu/RPM_NRPA/4.02 NewFacultyHandbook.pdf

A third example is a result of the university requirement that faculty on the tenure track receive peer observation of their teaching. This occurs in both face to face and distance education classes. Senior faculty serve as peer observers and submit (to the observed faculty member) a written report of their observations and critique. This written report is typically followed by a face-to-face meeting between the peer observer and the junior faculty member. Based on the feedback received, junior faculty members commonly make adjustments in teaching approach, assignments, grading, and other course related elements. One example is a revision in assignments and the delivery of course content in RCLS 4000 Research Methods.

- Link to [OFE Peer Observation Program](#)
- Link to DE Peer Observation form: http://core.Santa Rosa University.edu/RPM_NRPA/4.02 DE Course Observ Form.doc

- 4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity. *Suggested Evidence of Compliance: A description of hiring practices and processes or associated policies at the institution.*

On its Human Resources website Santa Rosa University provides guidance related to recruitment and hiring practices. These practices and policies are intended to ensure full consideration of all candidates without regard to any differentiating demographic factor. The procedures also facilitate the recruitment of diverse candidates from across the country and the world.

- Link to [Santa Rosa University Recruitment Procedures](#) (go to EPA Recruitment Procedures, right hand column)

- 4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units. *Suggested Evidence of Compliance: A copy of workload policy and evidence of policy conformity.*

RCLS utilizes the same workload policy as other units in the College of Health and Human Performance, as well as across the university. While currently under revision by the Faculty Senate and the Office of Academic Affairs, workload is addressed in the Santa Rosa University Faculty Manual, Section V:

H. Faculty Load

The standard teaching load for undergraduate courses is twelve semester hours per semester and nine semester hours per semester for graduate courses. Faculty members who are to be granted released time from teaching shall be informed in writing by the unit administrator of the purpose of the reduced teaching assignment. After soliciting faculty teaching preferences and prior to making final faculty assignments and at least two weeks prior to the beginning of each semester, the unit administrator shall apprise each unit faculty member, in writing, of teaching duties and responsibilities. If changes in a faculty member's assignment become necessary, the faculty member shall be notified of such changes prior to the effective date of the amended assignment. If a unit can absorb his or her teaching responsibilities, a faculty member may receive 100 percent released time for research upon the recommendation of the personnel committee or an elected standing committee, the unit administrator, and the next higher administrator, and upon the approval of the appropriate vice chancellor.

The summer session, consisting of two summer terms, provides course work equivalent to that of the academic year. No faculty member can be guaranteed a teaching assignment in the summer session; tentative appointments are made pending enrollment statistics. No faculty member on a nine-month contract will be assigned to more than one summer term in a session except when all faculty in the unit have had an opportunity to teach one term, in case of curriculum necessity, or in case of unit administrators not hired on a twelve-month basis.

- 4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit.

Pertinent policies related to personnel matters may be found at the following URLs.

- Link to Faculty Manual: <http://www.SantaRosaUniversity.edu/cs-acad/fsonline/manual/facultymanual.cfm>
Click link to PART VI: *General Personnel Policies*
Click link to PART XII: *Personnel Action Dossier*
Click link to PART XIII: *Promotion and Tenure Timeline*
Click link to APPENDIX B: *Policy for the Cumulative Review of Permanently Tenured Faculty*
Click link to APPENDIX C: *Personnel Policies and Procedures for the Faculty*
Click link to APPENDIX D: *Tenure and Promotion Policies and Procedures*
- Link to Santa Rosa University Policy Manual: <http://www.SantaRosaUniversity.edu/prr/>
- Link to [Santa Rosa University Recruitment Procedures](#) (go to EPA Recruitment Procedures, right hand column)

In looking at recent salaries across colleges, HHP salaries rank 6th out of 7 colleges (the College of Education is #7). Within the College there are some differences in salaries, as well—see the table below. Exacerbating the problem, due to the difficult economic times Santa Rosa University faculty have not received a raise in three years (nor will we see a raise in 2010-2011). This results in increased disparities by rank—compression equity becomes a concern. For example, each year new assistant professors are hired at higher salary rates than the year before. Thus, the difference in salary between those who were hired in earlier years (at all ranks) and the new hires becomes smaller and smaller. This is particularly problematic between the associate and assistant professor ranks. The table below does NOT include department chairs.

Rank	Unit	N	Mean	Median
Professor* (3)	HHP	15	\$92,375	\$89,351
	RCLS	2	\$102,948	\$102,948
Associate Professor (11)	HHP	24	\$69,556	\$67,978
	RCLS	9	\$69,312	\$68,605
Assistant Professor (4)	HHP	14	\$60,431	\$59,218
	RCLS	1	\$64,000	—
Fixed-Term (2)	HHP	26	\$46,135	\$43,673
	RCLS	2	\$50,100	\$50,100

* All full professors have served or are serving as department chair

Other than low salaries, RCLS faculty have access to promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

- 4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum. *Suggested Evidence of Compliance: Last three years of teaching assignments of all faculty responsible for teaching in the program.*

Full-time faculty in RCLS teach between 87% and 95% of all required coursework for the major. See teaching load information at the link below. All professional advising for majors is done by full-time faculty members.

- Link to teaching assignments: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Teaching assignments.pdf

- 4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact program quality, consistent with the missions of the institution and the academic unit.

Suggested Evidence of Compliance: Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff.

- Link to faculty vitae: http://core.Santa Rosa University.edu/RPM_NRPA/1.03 Faculty Vitae/
- Link to RPM Curriculum changes: http://core.Santa Rosa University.edu/RPM_NRPA/4.07 RPMCurriculumChanges.pdf

Faculty are involved in a wide range of scholarship activities that contribute to the program quality. Faculty are engaged in evaluation projects, needs assessments, and planning projects for a variety of agencies and communities in eastern California. These efforts have direct impact on classes. For example, students in RCLS 4111 develop, write, and publish a master plan for a local community. The master plan is a funded contract secured by a faculty member. Another faculty member has an ongoing relationship with a nearby school district; the process and products associated with the ongoing evaluation projects he has underway benefit students in a wide range of classes. In addition, when faculty secure grants and contracts, they often buy out their time and practitioner-instructors are hired to cover classes. This brings real-world information directly to the students. Faculty have also been able to secure funding to assist them in continuing their professional development.

5.00 STUDENTS

- 5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.

Suggested Evidence of Compliance: Documentation of student input on issues of professional preparation.

The [Recreation and Leisure Studies Student Society](#) provides an avenue for discussing issues and policies of the RCLS undergraduate curriculum. At various times two RCLS faculty members have served as co-advisors to the Society, one faculty member has served as the advisor to the Society, and in 2010-2011 a faculty member and graduate student are serving as co-advisors to the Society. These individuals are available to provide formal and informal means for addressing pertinent issues. In addition, the President of the Society attends RCLS Department meetings to gather information, announce events, and raise any concerns or issues.

Students are also encouraged to provide formal and informal feedback about professional practicum and internship experiences. RCLS 4990 is designed as a capstone course for the professional development program and students are able to offer distinct feedback regarding their education. Furthermore, students complete senior exit surveys regarding their experience at Santa Rosa University and in their major.

Each semester, each class conducts a university mandated [Student Opinion of Instruction Survey](#) (SOIS). Students are asked to rate each course and the instructor. The survey is designed to provide information to assist the instructor in assessing instructional coherence (e.g., “content matched course objectives”) and is also used as one piece of information related to annual evaluations of instructors. In addition to this formalized instrument, faculty are encouraged to use additional methods of soliciting student input related to teaching effectiveness, course content, assignments, and RCLS policies and practices.

- 5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

Suggested Evidence of Compliance: Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures.

Policies regarding admission, retention, and dismissal from the RPM program may be found in the 2010-2011 Undergraduate Catalog. Evidence of compliance with these admission standards may be seen in student advising folders, maintained in faculty/advisor offices.

- Link to RPM section in the 2010-2011 Undergraduate Catalog: [http://www.Santa Rosa University.edu/cs-acad/ugcat/RecLeisure.cfm](http://www.SantaRosaUniversity.edu/cs-acad/ugcat/RecLeisure.cfm)

- 5.03 The resources available to the academic unit shall be sufficient to meet its educational objectives and serve the number of students admitted to the unit and enrolled in its courses.

Suggested Evidence of Compliance: Number of students and faculty, program budget, additional program responsibilities such as graduate programs and administrative appointments, and an evaluation of the adequacy and equity of resources, given the number of students and breadth of faculty assignments.

Over the past five years, the enrollment in the RPM has fluctuated, and evidenced a downward trend. According to Santa Rosa University official data, in the fall of 2009 the RPM program had 59 declared, enrolled majors. Class sizes in the Fall 2010 suggest a rise in this number as over 180

students are enrolled in RCLS 2000, and 200 students are enrolled in RCLS 2601 – both introductory ‘feeder’ classes to the major. The RCLS Department currently (AY 2010-2011) consists of 18 faculty members consisting of 16.5 FTE with an additional 2.5 FTE in adjunct instructors and graduate teaching assistants. Of the 18 faculty members, seven have teaching loads dedicated to the RPM degree program; an additional four faculty members have joint appointments and teach in the RPM degree program.

The accurate presentation of enrollment data is difficult. The Santa Rosa University Office of Institutional Planning and Research (IPAR) provides official enrollment data once per academic year. The data represents the enrollment of majors in early Fall semester only. For the RCLS Department this is the lowest enrollment period of the academic year. The majority of the seniors graduate in May and July. New majors declare late Fall and late Spring and are not included in the official enrollment data.

BS RPM Majors	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	92	83	101	80	59
RPM Graduates	32	34	44	39	35

Resources utilized by most academic programs typically include facilities, faculty, technology, budget, and support services. As can be seen elsewhere in this Self Study, we believe that we currently have sufficient resources to meet our educational objectives and serve the number of students admitted to the RPM program and enrolled in our courses.

- 5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.04:01 Academic advising.

Suggested Evidence of Compliance: Degree planning documents, policies, and a description of procedures.

Professional staff in the College of HHP Advising Center advise General College students who have indicated a desire to major in RPM (intended majors). These intended majors are encouraged to meet with the RCLS department chair, assistant chair, or faculty members to discuss questions about the curriculum and the profession. Once students declare their major and are accepted into RPM, they are officially assigned to a RCLS faculty advisor. The faculty advisor meets with each new major to finalize the student’s program of study and to review RCLS policies and course sequencing. After the initial advising session, students contact their advisor for assistance during registration times and as needed throughout the year. Professional and career advising are evaluated annually as a component of the [RPM Graduating Senior Survey](#).

- LINK to 2010-2011 checksheets for RPM and concentrations: http://core.Santa Rosa University.edu/RPM_NRPA/2.03 CurrentDegree Checksheets.pdf
- Link to [HHP Advising Center](#)

5.04:02 Professional and career advising.

Suggested Evidence of Compliance: Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.

University policy requires each faculty member to maintain a minimum of five office hours per week to engage in class related and professional advising. As can be noted in faculty vitae, RCLS faculty are well connected to the profession in a range of concentrations. This enables faculty to provide appropriate advising to students relative to volunteer experiences, internships, and careers. In terms of academic advising, faculty receive training in-house—see the video link below for an example of RCLS faculty training. Professional and career advising are evaluated annually as a component of the [RPM Graduating Senior Survey](#).

- Link to [Advising video](#)

5.05 Student records shall be maintained in compliance with accepted confidentiality practices.

Suggested Evidence of Compliance: A copy of the relevant policy or specific URL locations and evidence of compliance with the policy.

Each RCLS faculty member who advises RCLS majors maintains the student files in his/her office. Student files are available only to office staff and faculty. An individual student may review his/her personal file upon request. Files for intended majors are retained in the College of HHP Advising Center. Evidence is available in each faculty advisor office.

5.06 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.

Suggested Evidence of Compliance: Records of attendance at conferences, as well as participation in such activities as delivery of presentations, service as room hosts, involvement in majors' clubs, and service in professional program planning and logistics

All RCLS students are advised to register with the [Santa Rosa University Volunteer and Service Learning Center](#) (VSLC) upon admission to the major. This provides students with immediate contacts and a source of information for field experiences in a wide range of settings, with a diverse clientele. In addition, by registering with the VSLC, students are covered by liability insurance for activities in which they are engaged while an enrolled student at Santa Rosa University.

The RCLS faculty actively promote student membership and involvement in professional organizations such as the National Recreation and Park Association (NRPA), the Resort and Commercial Recreation Association (RCRA), the Association of Experiential Education, and the California Recreation and Park Association (NCRPA). Typically, between 3 and 15 students attend the state conference each year. The [RCLS Undergraduate Student Society](#) serves as a primary facilitator for student involvement in professional activity. That student group promotes student attendance at state, regional, and national conferences through coordination and assistance in transportation, registration, and lodging. The [RCLS Alumni Society](#) makes funds available to students to assist in paying for the cost of attending the NCRPS conference. In addition, the Student Government office has promoted and facilitated student involvement in professional organizations by providing financial contributions for student travel and lodging at conferences.

Through classes, the Student Society, and personal interests RCLS students are frequently involved in such volunteer activities as Special Olympics, Senior Games, and providing outdoor education programs for local school children. Students also volunteer for other community events or agencies (e.g., Ronald McDonald House, the local food bank, the homeless shelter).

6.00 INSTRUCTIONAL RESOURCES

- 6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: A description of administrative support services and an evaluation of the adequacy of those services, in terms of the mission and values of the unit.

The Department of Recreation and Leisure Studies (RCLS) has two full-time office staff: one Student Support Specialist and one Human Resources/Budget Officer, who also serves as the administrative assistant to the department chair. The Department also utilizes the services of students on federally supported self-help funding and additional part-time student help. In addition, the College maintains staff to assist with pre-proposal and post-award grant activities. Many of the tasks associated with grant activities are electronic, thereby facilitating a lengthy process. The administration support is currently adequate to meet student and faculty needs. See the link below for information related to the online grant proposal process.

Link to RAMSeS (Research Administration Management System & eSubmission): <http://www.SantaRosaUniversity.edu/cs-acad/osp/ramses.cfm>

- 6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.

Suggested Evidence of Compliance: Documentation of appropriate location and size to adequately address privacy and confidentiality issues.

Department of Recreation and Leisure Studies is housed in office suites on two floors in the Charles Schultz Building. Faculty each have their own office (approximately 135 sq ft) and are provided a desktop/laptop computer, typical office furniture, and office supplies as needed. Faculty have access to a workroom with copiers, fax, mail boxes, and work space.

At present, space is adequate for the department needs. As the department continues to grow, however, additional space will be needed. The College of Health and Human Performance is in the midst of the master planning process. This has resulted in a conceptual plan for up to three additional buildings adjacent to Schultz for use by HHP faculty and programs.

- 6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.

Suggested Evidence of Compliance: Description of such resources and documentation of adequacy of these areas.

A conference room (approximately 150 sq ft) is within the RCLS suite offices on the first floor and is available on by reservation. A larger conference room (300 sq feet) is available on the third floor of Schultz. A project room (228 sq ft) is also housed on the first floor and is designed for faculty use for special projects; it is also used for class project work.

The Schultz Building includes a café, classrooms, and a group study room. Student groups may reserve classrooms for their use when classes are not in session. A 30-work station computer lab is on the third floor of Schultz and is open 8:00a-5:00p daily. The entire building has wireless computer access and is ADA accessible.

The Department of Recreation and Leisure Studies has two laboratory spaces in the Schultz Building that are designed for specific uses. The Biofeedback Lab is located on the second floor and houses one faculty office, two graduate assistant offices, a 410 sq ft multipurpose room, waiting area, and

four small treatment rooms. The Sensory Lab is located on the third floor and is a multiuse space with a one-way mirror/window on one wall. Storage spaces are located in the first floor office suite, first floor corridor, and in several classrooms.

Students and faculty currently make good use of the conference rooms and study space within the building and such space is adequate for current usage.

- 6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.

Suggested Evidence of Compliance: Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.

The Department of Recreation and Leisure Studies has access to several styles of classrooms and labs in the Schultz Building. All classrooms in the building are set up as 'smart' classrooms with a wide range of computer technology available. Schultz classrooms are included in the university class-scheduling system, which means that while RCLS is a 'preferred user' of the building, all units on campus have access to the classroom space. There are times, particularly during peak preferred class hours that faculty are assigned to teach in a building on main campus.

In addition, Schultz houses a range of lab space and multi-use areas that have moveable tables, storage rooms for equipment, and activity space. Schultz sits adjacent to Campus Recreation and Wellness intramural fields (which no longer hosts intramural activities) as well as the Santa Rosa University Challenge Course. Both of these facilities are available for use as extensions of the indoor classrooms.

- 6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.

Suggested Evidence of Compliance: A description of the adequacy of resources to the unit and services for individuals with disabilities and an evaluation of the adequacy of those resources and services, in terms of the mission and values of the unit.

Students with disabilities have access to the Office of Disability Support Services (DSS), which provides such services as consultation and referral services for information; academic support services such as priority registration, provision of appropriate learning and testing aids, study skills instruction, and note-taking services; counseling services; specialized equipment services such as readers, word processors, cassette tape players, and computer dictionaries; and extracurricular services such as adapted recreation activities, swimming pool scheduling, and interpreter services for films, speakers and special events. These services are available to all students who need them. Description of the full range of services provided by this office may be found at the DSS website.

- Link to DSS: <http://www.SantaRosaUniversity.edu/cs%2Dstudentlife/dss/>

- 6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act. *Suggested Evidence of Compliance: Proof of compliance with current ADA requirements.*

The Schultz Building was completely renovated in 2008 and meets ADA codes. Evidence is available on site.

- 6.07 Library resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.

The Department of Recreation and Leisure Studies is assigned a library liaison who is shared among the three departments in the college. Mr. Joe Shlabotnik is very knowledgeable, interested and willing to assist RCLS faculty and students in whatever way possible. Mr. Shlabotnik visits classes, faculty meetings, and will hold personal meetings with anyone with a need. He is responsible for securing resources and maintaining databases for RCLS faculty and student teaching, scholarship, and service needs. The experience of the RCLS faculty is that whatever has been requested, has been purchased and made available.

- Link to Baron Library: <http://www.SantaRosaUniversity.edu/cs-lib/>

Baron Library and Franklin Health Sciences Library both support the Recreation and Leisure Studies Department's undergraduate and graduate programs in recreational therapy and recreation and park management. Baron Library is on the main campus while Franklin Library is on the west (medical) campus. Together, these libraries offer more than 400 databases, one half million e-books, and 76,000 current and archival online journals. In addition to these resources, Baron Library provides more than 1.3 million bound volumes, 2.5 million pieces of microfilm, more than one half million printed government documents, and about 1,000 currently-received print journals. Additional library resources and support for instruction and research include the following: liaison librarians to serve as primary points of contact with the department, course-integrated library instruction sessions, online research guides, and individualized research consultations. Other services include Interlibrary Loan, electronic document delivery of articles, and a pull-and-hold service. The libraries also offer group study rooms (some of which can be reserved), study carrels, a 125-seat computer lab, and two computer classrooms for hands-on library instruction. Joyner Library hosts the University Writing Center and the Woodstock Tutoring Program.

There are three acquisitions budgets that provide library materials in support of RCLS. Baron Library and Franklin Library each have its own materials budget, and there is a shared fund specifically for electronic resources. The total for the Baron Library materials budget plus the shared electronic resources fund is greater than \$5M. Monographic purchases (including books and instructional videos) total about 20% of the \$5M figure. Funding for journals and databases are centralized; books and instructional videos may be purchased by a subject fund allocated at the college level.

Books: Books for Recreation and Leisure Studies are acquired primarily by either the subject fund or the library's approval plan (which automatically ships books meeting a profile we have established). The subject fund for the College of Health and Human Performance (which houses RCLS) was \$15,000 for the fiscal year (2009-2010), up from about \$8,300 in the 2008-2009 fiscal year. The significant increase in a single year arises from the budget cuts we had to make to the approval plan for books—we wanted to somewhat offset the reduction in overall expenditures. The subject fund has provided for the purchase of nearly 200 new books and videos so far this fiscal year, and a total of about 550 new titles over the most recent five fiscal years (spanning Fall 2005 to Spring 2010). The total number of added titles (including approval plan, gifts, and subject fund purchases) across these call number ranges was more than 1700 for the most recent five fiscal years.

Journals: Access to journal literature is important for scholars, and Santa Rosa University has made significant strides in expanding this access for students and faculty. Baron Library has current subscriptions to just over 1,000 print journals, while offering access to more than 76,200 journals

online. Santa Rosa University Libraries have extensive journal packages with major publishers in relevant areas, including Elsevier, Springer, Wiley-Blackwell, and Sage, and have benefited from major support by university administration for purchase of archival packages from these publishers and others. We also provide access to multiple journals from Human Kinetics and other relevant publishers.

Catalog subject searches for periodicals on tourism, leisure, and recreational therapy revealed 107 journals, some online and some print. Santa Rosa University Libraries are aggressively changing from print to online journal subscriptions, and only about a dozen current print subscriptions for the College remain in Baron. New journal subscriptions are still considered with electronic format favored. Within the last couple of years, new journal subscriptions for the College include titles such as *Journal of Recreation Therapy*, *International Journal of Wilderness*, and *Tourism Geographies*.

Additional selected significant titles related to the department's research agendas include the following:

- *Annals of Tourism Research*
- *Annals of Leisure Research*
- *Camping Magazine*
- *International Journal of Tourism Research*
- *Journal of Experiential Education*
- *Journal of Hospitality Marketing and Management*
- *Journal of Leisure Research*
- *Journal of Parks and Recreation Administration*
- *Journal of Recreational Sports*
- *Journal of Travel and Tourism Marketing*
- *Leisure Studies*
- *Leisure Sciences*
- *Parks & Recreation Magazine*
- *Recreational Sports Journal*
- *Scholar*
- *Sports, Parks, and Recreation Law Reporter*
- *Therapeutic Recreation Journal*
- *Tourism Management*
- *World Leisure*

Databases: Santa Rosa University libraries collaborate to offer indexing, and when possible, full text databases to support the Recreation and Leisure Studies Department. From more than 400 databases, the following are primary and secondary databases to support research and teaching for RCLS:

Primary Databases:

- Biological Abstracts
- Hospitality and Tourism Complete
- MEDLINE
- Physical Education Index
- PubMed
- SPORTDiscus with full text
- Web of Science

Secondary Databases:

- ABI/INFORM (leadership, management)
- Biomedical Reference Collection

- Business Source Premier (leadership, management)
- CINAHL Plus with Fulltext (rehabilitation therapy)
- Education Research Complete (physical education and child development)
- ERIC (physical education and child development)
- Health and Wellness Resource Center
- LexisNexis Academic (news, health, cases at law and legal information)
- OregonPDF in Health and Performance (fulltext of dissertations on related areas, including recreation, obesity, and physical education)
- Proquest Nursing and Allied Health Source (recreation therapy)
- PsycINFO (social psychology, psychology of sport, and child development)

Relevant Call Number ranges for the Department of Recreation and Leisure Studies.

Note: emerging and interdisciplinary topics may be cataloged in any of several different call number ranges. For instance, a book on eco-tourism may be cataloged G155 (with Tourism) or QH77 (with Nature conservation), and a book on Environmental Sustainability may be cataloged GE149 (with Environmental Sciences), HC79 (with Special topics in economic history), or QH541 (with Ecology).

Call Numbers	Description:
G 149-180	Travel and Tourism (Joyner Library)
GE1-350	Environmental Sciences
GV 1-1565	Recreation, Leisure (Joyner Library), including breakdowns listed below:
GV181.35-181.6	Recreation Leadership. Administration of recreation services
GV182-182.5	Recreational areas and facilities. Recreation centers.
GV191.2-200.6	Outdoor life. Outdoor recreation.
GV201-555	Physical Education and Training.
GV557-1198.995	Sports
GV1199-1570	Games and Amusements
HQ767.8-799.9	Child Development, Youth and Adolescents (Joyner Library)

- 6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Suggested Evidence of Compliance: Documentation of computing and computing support services and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

The College of Health and Human Performance employs a technology staff member who is officed in the Schultz Building and serves as the technical support person for educational endeavors. In addition, the university staffs a full Information Technology and Computing Services (ITCS) office. They provide initial imaging of hard drives, software upgrades, and technical assistance.

Each faculty and member in the College of Health and Human Performance is provided a desktop computer or laptop with docking station, and a computer monitor for their office. The university supports both Windows-based and Macintosh computers. Faculty computers are replaced every 3 to 4 years; staff computers are replaced every 4 years.

The classrooms in the Schultz Building include 'smart classroom' technology. Belk (among several buildings) provides a 30-laptop computer cart that can be rolled into classrooms for use by an entire class at one time. In addition, a global classroom is located on the main campus, which allows real-time access to multiple classrooms around the world.

Students pay a technology fee, which is used to develop and staff computer labs throughout campus. Students have access to 13 general purpose computer labs on campus, 60 departmental labs, and six computer labs designed to meet special needs accommodations. The link to Information Technology and Computing Services reveals services and software available to faculty, students, and staff.

- Link to ITCS home page: [http://www.Santa Rosa University.edu/cs-itcs/communicator2007/index.cfm](http://www.SantaRosaUniversity.edu/cs-itcs/communicator2007/index.cfm)

Computer services and access to those services meets the needs of the RCLS faculty, staff, and students. ITCS and HHP IT staff are accessible and responsive to calls for assistance, software needs, and other technical support.

7.0 LEARNING OUTCOMES

The data on demonstrating student acquisition of knowledge, skills, and abilities is presented for the *core* curriculum (courses shared among all four concentrations) of the B.S. in Recreation and Park Management. The required courses provide students with ample opportunity to demonstrate their acquisition of knowledge, skills, and abilities to meet the intent of Standards 7.01 – 7.04.

The RPM Program completed its first direct measures of student learning outcomes for the WASC RPM Assessment Report 2008-2009 as part of Santa Rosa University's commitment to embracing innovative approaches to enhancing institutional effectiveness and student learning. Key documents are found online at:

- RPM Learning Outcomes http://core.Santa Rosa University.edu/RPM_NRPA/7.0 RPM Learning Outcomes.pdf
- RPM Outcomes Calendar http://core.Santa Rosa University.edu/RPM_NRPA/7.0 RPM Outcomes Calendar.pdf
- RPM Learning Outcomes Course Matrix http://core.Santa Rosa University.edu/RPM_NRPA/7.0 RPM Outcomes Course Matrix.pdf

Students have multiple opportunities to demonstrate achievement related to the learning outcomes. Evidence of knowledge, skills, and abilities is visible by examining several direct measures: pre-post exam scores (department exam), specific projects and assignments, specific course exam subscales, and practicum and internship supervisor evaluations of students. Indirectly, achievement of learning outcomes may be observed through student and alumni survey responses, and course syllabi.

The table on the following pages illustrates how the RPM program's learning outcomes, core classes, and measures fit into the COAPRT 7.0 schema.

NOTE: The following content was presented in accordance with the standards in place at the time. All of the information presented may be readily transferred into the suggested [7.0 matrix](#) available on the COAPRT website. Future versions of this document will use that template.

Programs seeking COAPRT accreditation for degree programs or options other than general recreation, e.g. Recreation Therapy/ Therapeutic Recreation, Resource Management, Tourism, should submit separate 7.0 Series responses. Therapeutic Recreation [guidelines](#) and a [fact sheet](#) can be found on the COAPRT website.

7.0 Series, Corresponding Santa Rosa University RPM Learning Outcomes, Course by Standard, and Measures

COAPRT Standard and Corresponding Santa Rosa University RPM Learning Outcome		RPM Courses (Core only)	Measures and Evidence by Standard
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 those industries; and c) the foundations of the profession in history, science, and philosophy.			
7.01.01 Students graduating from the program shall demonstrate entry-level <u>knowledge</u> of the <u>scope of the profession</u> that is the focus of the program, along with professional practices of that profession.	RPM 1. Students will demonstrate <u>entry-level knowledge</u> of historical, scientific and philosophical <u>foundations</u> and the scope of the profession for recreation and park management. [Foundations]	2000 , 3131	Primary Measures: <ul style="list-style-type: none"> • Departmental exam administered in RCLS 2000 & 4901 • Intern Supervisor Evaluation Course-based evidence: <ul style="list-style-type: none"> • Syllabus and assignments: 2000, 3131
7.01.02 Students graduating from the program shall demonstrate entry-level <u>knowledge</u> of the <u>historical, scientific, and philosophical foundations</u> of the profession(s) for which the program prepares students.	RPM 1. Students will demonstrate <u>entry-level knowledge</u> of historical, scientific and philosophical <u>foundations</u> and the scope of the profession for recreation and park management. [Foundations]	2000 , 3131 , 4000 , 4004	Primary Measures: <ul style="list-style-type: none"> • Departmental Exam administered in RCLS 2000 & 4901 • Intern Supervisor Evaluation Secondary Measure: <ul style="list-style-type: none"> • RPM Graduating Student Survey results Course-based evidence: <ul style="list-style-type: none"> • Syllabi and assignments: RCLS 2000, 3131, 4000, 4004
7.01.03 Students graduating from the program shall demonstrate the <u>ability to apply</u> knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession in decision making.	RPM 2. Students will demonstrate the <u>ability to apply foundational knowledge</u> to develop sound arguments on which to base decisions about policies, procedures, practices, and related ethical/professional issues. [Foundations]	4000 , 4004 , 4122 , 4990	Primary Measures: <ul style="list-style-type: none"> • Vignette Assignment, Rubric Scores in 4004 Artifact: <ul style="list-style-type: none"> • Sample Vignette papers Secondary Measure: <ul style="list-style-type: none"> • RPM Graduating Student Survey results Course-based evidence: <ul style="list-style-type: none"> • Syllabi and assignments: 4000, 4004, 4122, 4990

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.			
7.02.01 Students graduating from the program shall demonstrate the <u>ability to design recreation and related experiences</u> clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.	RPM 7. Students will <u>demonstrate the ability to design a recreation program or service experience</u> that clearly reflects the application of knowledge from relevant facets of contemporary professional practice. [Program Planning]	3003 , 3004 , 3131 , 4122 , 4990	<p>Primary Measure:</p> <ul style="list-style-type: none"> • Program Plan assignment and Rubric Scores in RCLS 3003 <p>Artifacts:</p> <ul style="list-style-type: none"> • Sample student-designed program plans <p>Secondary Measure:</p> <ul style="list-style-type: none"> • RPM Graduating Student Survey results <p>Course-based evidence:</p> <ul style="list-style-type: none"> • Syllabi and assignments: RCLS 3003, 3004, 3131, 4122, 4990
7.02.02 Students graduating from the program shall demonstrate the ability to <u>facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts</u> .	RPM 8. Students graduating from the program will <u>demonstrate knowledge of and the ability to apply ways to facilitate recreational programs or service experiences with diverse clientele</u> . [Programming]	3003 , 3004 , 3131 , 4004 , 4120 , 4122 , 4990	<p>Primary Measures:</p> <ul style="list-style-type: none"> • Knowledge: Department Exam administered in RCLS 2000 & 4901 • Application: Intern Supervisor Evaluation • Artifacts from student-provided program or service experiences in RCLS 2000, 3004, 4004 and 4990 (e.g., time sheets, program plans, service-learning project, interns and site listing) <p>Secondary Measure:</p> <ul style="list-style-type: none"> • RPM Graduating Student Survey results <p>Course-based evidence:</p> <ul style="list-style-type: none"> • Syllabi and assignments: RCLS 3131, 4122, 4990
7.02.03 Students graduating from the program shall <u>demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings</u> .	RPM 10. Students graduating from the Program shall <u>demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings</u> . [Program Planning/Evaluation & Research]	4000 , 4990	<p>Primary Measures:</p> <ul style="list-style-type: none"> • Senior Capstone Project Rubric Scores in RCLS 4990 • Assignment and Rubric Scores: RCLS 4000 <p>Secondary Measure:</p> <ul style="list-style-type: none"> • RPM Graduating Student Survey results <p>Course-based evidence:</p> <ul style="list-style-type: none"> • Syllabi and assignments: RCLS 4000, 4990 (Capstone Project)

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.			
7.03.01 Students graduating from the program shall be able to <u>recognize basic facts, concepts, principles, and procedures of management/administration</u> in parks, recreation, tourism and/or related professions.	RPM 3. Students graduating from the Program <u>will demonstrate knowledge of</u> and the <u>ability to apply entry-level concepts, principles and procedures of administration and financial and human resource management</u> to professional practice settings. [Management/Administration]	4002, 4122, 4901, 4990	<p>Primary Measures:</p> <ul style="list-style-type: none"> • Knowledge: Department Exam administered in RCLS 2000 & 4901 • Intern Supervisor Evaluation <p>Secondary Measure:</p> <ul style="list-style-type: none"> • RPM Graduating Student Survey results <p>Course-based evidence:</p> <ul style="list-style-type: none"> • Syllabi and assignments: RCLS 4002, 4122, 4901, 4990
7.03.02 Students graduating from the program shall be <u>able to apply entry-level concepts, principles, and procedures of management/administration</u> in parks, recreation, tourism, and/or related professions.	<p>RPM 3. Students graduating from the Program <u>will demonstrate knowledge of</u> and the <u>ability to apply entry-level concepts, principles and procedures of administration and financial and human resource management</u> to professional practice settings. [Management/Administration]</p> <p>RPM 6. Students graduating from the Program <u>shall demonstrate knowledge of</u> and the <u>ability to apply entry-level concepts, principles and procedures of marketing and public relations</u> to professional practice settings. [Marketing and Public Relations]</p>	<p>4002, 4122, 4901, 4990</p> <p>3003, 3004, 4120, 4122, 4990</p>	<p>Secondary Measure:</p> <ul style="list-style-type: none"> • RPM Graduating Student Survey results <p>Artifacts:</p> <ul style="list-style-type: none"> • RCLS 4002 Projects <p>Course-based evidence:</p> <ul style="list-style-type: none"> • Syllabus and assignments: RCLS 4002, 4122, 4901, 4990 <p>Primary Measure:</p> <ul style="list-style-type: none"> • RCLS 4210 Project and Rubric Scores <p>Secondary Measure:</p> <ul style="list-style-type: none"> • RPM Graduating Student Survey results <p>Course-based evidence:</p> <ul style="list-style-type: none"> • Syllabi and assignments: RCLS 3003, 3004, 4120, 4122, 4990
7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in	RPM 12. Students graduating from the program shall <u>demonstrate through a comprehensive internship</u> of not less than 480 hours the ability to apply knowledge from the Recreation and Park Management curriculum to fulfill agency needs and make a professional contribution to the agency. [Professional Preparation]	4990	<p>Primary Measures:</p> <ul style="list-style-type: none"> • Internship Supervisor Evaluation • Senior Capstone Project and Rubric Scores <p>Course-based evidence:</p> <ul style="list-style-type: none"> • RCLS 4990 RPM Internship Manual

advocacy, and stimulate innovation.			
Additional Santa Rosa University RPM Learning Outcomes (not specifically covered by COAPRT standards)			
RPM 4. Students graduating from the Program <u>will demonstrate knowledge</u> of and <u>the ability to apply</u> entry-level concepts, principles and procedures of <u>infrastructure management</u> to professional practice settings. [Infrastructure Management]	5111	Secondary Measure: • RPM Graduating Student Survey results Course-based evidence: • Syllabus and assignments for RCLS 5111	
RPM 5. Students graduating from the Program <u>demonstrate knowledge</u> of and the <u>ability to apply</u> entry-level concepts, principles and procedures of <u>planning</u> to professional practice settings. [Planning]		Secondary Measure: • RPM Graduating Student Survey results	
RPM 9. Students will demonstrate the knowledge and ability to apply <u>cultural, economic and environmental sustainable ethics and practices</u> . [Sustainability]		Secondary Measure: • RPM Graduating Student Survey results	
RPM 11. Students graduating from the program shall be able to <u>demonstrate leadership skills</u> that reflect the values of visioning, listening, transforming the lives of others, and stewardship within recreation and park service experiences. [Leadership]		Secondary Measure: • RPM Graduating Student Survey results	
RPM 13. Students graduating from the program shall demonstrate abilities in oral and written communication including customer service, navigating politics and technical writing.	4901 , 4002	Secondary Measure: • RPM Graduating Student Survey results Artifacts: • Writing examples in RCLS 4901 • Presentation examples in RCLS 4002	

Additional Measure: [RPM Alumni Survey results](#)

Links to core courses (all courses have an RCLS prefix)

2000 Introduction to Leisure Services	4004 Philosophical and Current Issues in Leisure
3003 Leisure Programming	4120 Leisure Services Marketing
3004 Leisure Programming Laboratory	4122 Case Studies in Leisure Management
3131 Inclusive Recreation	4901 RPM Internship Pre-Placement Seminar
4000 Research Methods and Techniques	4990 Recreation Internship
4002 Administration of Leisure Services	5111 Recreational Facilities Management

7.0 Learning Outcomes: About the Measures

Primary measures of learning outcomes for the RPM program include the internship supervisor final evaluation of performance, departmental exam (given pre-post), and six applied assignments evaluated with rubrics. Secondary measures include the RPM Graduating Student Survey and RPM Alumni Survey. Table 1 indicates, by learning outcome, which artifacts (copies of example student work with names omitted) were collected, and are available for review on site.

RPM faculty do not use course exam grades or end-of-course grades for learning outcomes assessment at Santa Rosa University. Santa Rosa University is primarily concerned with assessing the finished “product,” which in this case is the knowledge, skills, and abilities of recent RPM graduates. Exam scores and end-of-course grades are not always indicative of students’ knowledge, skills, or abilities due to possible grade inflation, bias, or lack of opportunity for students to apply knowledge in practice. Therefore, faculty have selected primary measures that focus on behavioral observations (e.g., internship supervisor final evaluation), evaluation of specific performances and projects (utilizing evaluative rubrics), and a departmental exam (given independent of course assignments or grades). Secondary measures, artifacts, and course syllabi provide additional support.

The following table, “Santa Rosa University RPM Learning Outcome Measures,” provides an overview of the primary and secondary measures developed for assessment of student learning outcomes. Each measure identified within the table is a “hot link” to the exam, survey, internship supervisor evaluation, assignment, or rubric to which it refers.

Santa Rosa University RPM Learning Outcome Measures

Measure	Development	Evaluation
RPM Program Senior Exam	During fall 2009 faculty chose questions for the exam from CPRP practice exam questions. All RPM faculty reviewed and contributed questions from their area of expertise. Two faculty members reviewed the exam for content validity. The exams given in Spring 2009 and Fall 2010 had 50 questions and results were grouped by topic. For Spring 2010, questions were re-grouped according to RPM Learning Outcomes and six questions were added for Outcome 9, sustainability.	The exam is administered to all RPM students toward the end of their last semester on campus during 4901 (pre-internship seminar). The results are <i>not</i> tied to a course grade. The exam provides an indicator of student knowledge with regard to RPM learning outcomes. It has been administered three times and has been reviewed by a number of faculty for content validity. The exam could be improved by adding more questions, computing reliability, and conducting an item analysis to further refine questions. Online delivery of exam should be considered.

RPM Graduating Student Survey	The RPM Graduating Student Survey was designed by two faculty members in Fall 2009. Two additional faculty and two RPM students provided further review before the survey was launched using Qualtrics in Spring 2010. Item 17 asks students to rate their level of knowledge, skills, and abilities relative to 17 learning outcomes, providing a secondary measure for a number of learning outcomes.	Students are required to complete this survey during the last half of their internship. To date, 30 RPM students have completed the survey. Students report that the questions are clear and easy to complete. In addition, students' ratings of what they've learned as well as their qualitative comments will be very useful for marketing the program and revising/updating curriculum.
RPM Internship Supervisor Final Evaluation	The Internship Supervisor Final Evaluation was most recently revised by two faculty members in 2003, following RPM faculty discussion about curriculum and learning outcomes.	All RPM interns have an on-site supervisor who completes a mid-term and final performance evaluation of the intern. The evaluation and resulting data are useful for obtaining a judgment of performance from an expert in the field who is observing the student's performance in the field close to graduation. The evaluation form could be improved by updating it to improve fit with the current RPM learning outcomes.
Vignette and Rubric	The Vignette Assignment is a student assignment designed to demonstrate students' ability to apply their knowledge of professional practice and the historic, scientific, and philosophical foundations to relevant decision making. Two faculty members designed this assignment and reviewed it for content validity. Student skills are rated using a rubric.	The Vignette Assignment is a performance that is measured by a rubric providing an indicator of students' abilities to apply foundational knowledge to make decisions in practice. At present, faculty are pleased with this assignment and rubric for demonstrating intended outcomes.
Program Plan and Rubric	Historically, all students are required to take programming (RCLS 3003) during their first semester in the major. During this course they complete a program plan (either individually or as a group). In 2009, a team of four faculty collaboratively developed a rubric to measure the quality of these recreation programs.	Data have been collected on program plans for four semesters. The information has been useful to instructors in helping them refine how they teach the various components of program design. At present, faculty are pleased with this assignment and rubric for demonstrating intended outcomes.

Senior Capstone Project and Rubric	During internship all RPM students complete a senior capstone project. In Spring 2010, a team of RPM faculty developed a rubric to rate this project to determine how well students were able to use evaluation data to improve a program.	The rubric is easy to understand and appears to deliver information that will inform course and curriculum revision. The rubric has been used for only two semesters and faculty have yet to discuss how the results can be utilized.
Research Project Assignment and Rubric	One faculty member developed a four-part assignment and rubrics to assess students' abilities to complete a research project. This project was implemented and assessed for the first time Spring 2010.	The proposal assignment and rubric are very detailed. It would be helpful to have a team of several faculty examine the assignment and rubric to ensure face and content validity. Continued monitoring of this assignment is recommended.
Marketing Plan Project and Rubric	One faculty member developed a four-part assignment and rubrics to assess students' abilities to complete a marketing project. This project was implemented and assessed for the first time Spring 2010.	The marketing plan project and rubrics are very detailed. It would be helpful to have a team of several faculty examine the assignment and rubric to ensure face and content validity. Continued monitoring of this assignment is recommended.
Other: RPM Alumni Survey	Two faculty members designed the RPM Alumni Survey in fall 2009. Alumni piloted the survey during the state conference and two additional faculty provided further review before the survey was launched using Qualtrics in Spring 2010. Alumni are asked to provide an importance-performance rating for 17 RPM program learning outcomes. In addition, qualitative responses provide useful information about areas of excellence and areas needing improvement.	The RCLS Alumni survey was opened to RPM and RT alumni during Spring 2010. The survey link and announcement was posted on the Alumni Facebook page. In addition, RPM faculty sent personal invitations to a number of alumni. By 8/24/2009 21 RPM alumni had completed the survey. While the survey provides support for some primary measures of learning outcomes, the importance-performance ratings and qualitative comments provide very useful perspectives on the Santa Rosa University RPM program by individuals currently working in recreation-related professions.

Results of the learning outcomes assessment from 2008-2009 and 2009-2010 are reported in the following table, "COAPRT 7.0 Series and Learning Outcome Results."

7.0 Series and Learning Outcome Results

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 those industries; and c) the foundations of the profession in history, science, and philosophy.			
	Measures	Results 2008-2009	Results 2009-2010
7.01.01 Students graduating from the program shall demonstrate entry-level <u>knowledge</u> of the <u>scope of the profession</u> that is the focus of the program, along with professional practices of that profession.	<ul style="list-style-type: none"> • Departmental Exam administered to seniors in 4901 • Intern Supervisor Evaluation results 	WASC RPM Assessment Report 2008-2009 pp. 1 & 3 The results of the Departmental Exam and Intern Supervisor Final Evaluation are presented in the WASC annual assessment reports	<ul style="list-style-type: none"> • WASC RPM Assessment Report 2009-2010 pp. 1-3
7.01.02 Students graduating from the program shall demonstrate entry-level <u>knowledge</u> of the <u>historical, scientific, and philosophical foundations</u> of the profession(s) for which the program prepares students.	<ul style="list-style-type: none"> • Departmental Exam administered to seniors in 4901 • Intern Supervisor Evaluation results • RPM Graduating Senior Survey • RPM Alumni Survey 	WASC RPM Assessment Report 2008-2009 pp. 1 & 3 The results of the Departmental Exam and Intern Supervisor Final Evaluation are presented in the WASC annual assessment reports	<ul style="list-style-type: none"> • WASC RPM Assessment Report 2009-2010 pp. 1-3 • RPM Graduating Senior Survey, item 17, question 1 • RPM Alumni Survey items 12 & 13, question 1
7.01.03 Students graduating from the program shall demonstrate the <u>ability to apply</u> knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession in decision-making.	<ul style="list-style-type: none"> • Vignette Assignment, Rubric Scores, 4004 • RPM Graduating Student Survey results • RPM Alumni Survey 	No data collected in 2008-2009	<ul style="list-style-type: none"> • Vignette Assignment Summary Report • RPM Graduating Senior Survey, item 17, question 2 • RPM Alumni Survey items 12 & 13, question 2
Students' knowledge of historic, scientific, and philosophical foundations and the scope of the profession were below expectations (as measured by the departmental exam). However, students performed much better on 7.01.03 (application) as illustrated in the Vignette Assignment Summary Report and further supported by two secondary measures. Graduating students indicated they "probably will" have adequate foundational knowledge, but they were more confident (split between probably and definitely will) that they would be able to apply this knowledge to make sound decisions in practice. Alumni rated foundational knowledge fairly low in both importance and performance, but they rated the ability to apply knowledge to make decisions in practice higher on both dimensions. This information will provide guidance for on-going curriculum revision.			

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.			
	Measures	2008-2009	2009-2010
7.02.01 Students graduating from the program shall demonstrate the <u>ability to design recreation and related experiences</u> clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.	Primary Measures: <ul style="list-style-type: none"> • Program Plan assignment and Rubric Scores (3003) • Intern Supervisor Final Evaluation Secondary Measures: <ul style="list-style-type: none"> • RPM Graduating Student Survey results • RPM Alumni Survey results 	WASC RPM Assessment Report 2008-2009 pp. 1-2 The results of the Departmental Exam and Intern Supervisor Final Evaluation are presented in the WASC annual assessment reports	<ul style="list-style-type: none"> • WASC RPM Assessment Report 2009-2010 pp. 1-2 • RPM Graduating Senior Survey, item 17, question 9 • RPM Alumni Survey items 12 & 13, question 9 • Example program plans will be available to site visitors
7.02.02 Students graduating from the program shall demonstrate the ability to <u>facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts</u> .	<ul style="list-style-type: none"> • (knowledge) Departmental Exam administered to seniors in 4901 • (application) Artifacts from student-provided program or service experiences in RCLS 2000, 3004, 4004 and 4990 (e.g., time sheets, program plans, service-learning project, interns and site listing) Secondary Measures: <ul style="list-style-type: none"> • RPM Graduating Student Survey results • RPM Alumni Survey results 	No Data Collected	<ul style="list-style-type: none"> • WASC RPM Assessment Report 2009-2010 pp. 3 Documentation available: <ul style="list-style-type: none"> • RCLS 2000 Volunteer Experience • RCLS 3004 Service-Learning Project • RCLS 4004 Service-Learning Project • RPM Internship sites Examples of projects will be available for site visitors <ul style="list-style-type: none"> • RPM Graduating Senior Survey, item 17, question 10 • RPM Alumni Survey items 12 & 13, question 10
7.02.03 Students graduating from the program shall <u>demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings</u>	Primary Measures: <ul style="list-style-type: none"> • Senior Capstone Project Rubric Scores (4990) • Research Project Assignment and Rubric Scores (4000) • Departmental Exam administered to seniors in 4901 Secondary Measures: <ul style="list-style-type: none"> • RPM Graduating Student Survey results • RPM Alumni Survey results 	WASC RPM Assessment Report 2008-2009 p. 1	<ul style="list-style-type: none"> • Senior Capstone Project Summary Report • Research Proposal Summary Report • WASC RPM Assessment Report 2009-2010, pp. 1 & 3 • RPM Graduating Senior Survey, item 17, question 12 • RPM Alumni Survey items 12 & 13, question 12

Students have improved in their program design abilities from 2008-2009 to 2009-2010, as measured by the program design project and rubric. Two areas of program design continue to merit attention for improvements: (1) Identification of Target Issues and Target Market and (2) Evaluation. Students' knowledge scores on the senior exam related to programming and diversity were below expectations, however, Santa Rosa University RPM students are required to design and conduct a minimum of four programs in four diverse settings. The graduating student and alumni survey results indicate that program design and delivery and providing programs for diverse populations are strong areas for the RPM program. RPM faculty dedicate a lot of class time working with content related to learning outcome 7.02.03 (evaluation and use of data to improve programs). Evaluation was one of only two areas where students achieved the target level of knowledge on the senior exam. Faculty developed a rubric to evaluate two projects: (1) The research proposal is completed in RCLS 4000, prior to internship, and (2) The Senior Capstone Project is completed during internship. These reports illustrate initial efforts to evaluate students' abilities in this area. Students' performance was adequate but areas are noted for improvement. Both of these projects, and their evaluations, raise questions that RPM faculty need to address. This information will provide guidance for on-going curriculum revision

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

	Measures	2008-2009	2009-2010
7.03.01 Students graduating from the program shall be able to <u>recognize basic facts, concepts, principles, and procedures of management/administration</u> in parks, recreation, tourism and/or related professions.	Primary Measures <ul style="list-style-type: none"> • Departmental Exam administered to seniors in 4901 • Intern Supervisor Evaluation Secondary Measures: <ul style="list-style-type: none"> • RPM Graduating Student Survey results • RPM Alumni Survey results 	WASC RPM Assessment Report 2008-2009 pp. 3-4 The results of the Departmental Exam and Intern Supervisor Final Evaluation are presented in the WASC annual assessment reports	<ul style="list-style-type: none"> • WASC RPM Assessment Report 2009-2010 pp. 3-4 • RPM Graduating Senior Survey, item 17, questions 3-8, 13 • RPM Alumni Survey, questions 12 & 13, # 3-8, 13
7.03.02 Students graduating from the program shall be <u>able to apply entry-level concepts, principles, and procedures of management/administration</u> in parks, recreation, tourism, and/or related professions.	Primary Measure: <ul style="list-style-type: none"> • Marketing Plan Project & Rubric Scores Secondary Measures: <ul style="list-style-type: none"> • RPM Graduating Student Survey results • RPM Alumni Survey results 	WASC RPM Assessment Report 2008-2009 pp. 3-4	<ul style="list-style-type: none"> • Marketing Plan Project Summary Report • RPM Graduating Senior Survey, item 17, questions 3-8, 13 • RPM Alumni Survey, questions 12 & 13, # 3-8, 13 • Videos of student presentations from Recreation Administration will be available to site visitors.

Measures of student knowledge levels related to administration/management based on data from the RPM Senior Exam were below expectations. The only area that surpassed the 70% goal was leadership. However, student knowledge and application of administrative/management skills were rated as adequate by internship supervisors (all means above 4.0 on a 5.0 scale). Examination of specific questions on the internship supervisor evaluation indicates that not all interns have the opportunity to demonstrate skills related to marketing, finance, and budgeting. Secondary measures (the graduating senior survey and alumni survey) were generally positive. Areas rated lower by students included: administration, finance, and HR management; fund raising and fiscal accountability; marketing and PR; and knowledge related to sustainability. "Lower" is a relative term because all but one rating was at or above 4.0 on a 5.0 scale. RPM Alumni ratings indicated that key areas for faculty attention include: administration, finance, and HR management; fund raising and fiscal accountability; knowledge about infrastructure management; and knowledge about strategic organizational planning. One faculty member developed a marketing plan project and rubrics to address some of these areas. The summary report for this project demonstrates initial efforts to evaluate students' abilities in this area. Student performance was

adequate, but areas are noted for improvement. The exam scores, internship supervisor ratings, student and alumni surveys, and the project raise questions that RPM faculty need to address to improve student knowledge and performance in this area. This information will provide guidance for on-going curriculum revision.

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

	Measures	2008-2009	2009-2010
	<ul style="list-style-type: none"> • Internship Supervisor Evaluation results • RPM Intern site listing • Senior Capstone Project and Rubric Scores • RPM Internship Manual 	WASC RPM Assessment Report 2008-2009 see pp. 1,2 & 3 for data on internship supervisor final evaluation	<ul style="list-style-type: none"> • WASC RPM Assessment Report 2009-2010 see pp. 1, 2, 4 for data on internship supervisor final evaluation • RPM Internship site listing • Senior Capstone Project Summary Report • RPM Internship Manual
<p>All RPM students are required to complete a 480-hour internship prior to graduation. The internship is writing intensive and students complete 10 weekly reports, a practitioner interview report, a senior capstone project; they are evaluated twice by their on-site supervisors. Data collected from the senior capstone project and related to other learning outcomes, indicate that interns are doing well, but there is room for improvement. The Internship Supervisor Final Evaluation should be updated to be consistent with the 2009 RPM learning outcomes. Student interns are performing adequately in the use of diverse, structured ways of thinking to solve problems related to different facets of professional practice, they stimulate innovation through their senior capstone projects, but, at present, they are not purposefully engaged in advocacy. This information will provide guidance for on-going curriculum revision.</p>			