

## COAPRT 2019-20 ACCREDITATION INFORMATION

The Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) grants accreditation to institutions or programs that meet established criteria for academic quality. To this end, accredited programs have completed a rigorous process which includes self-assessment and peer review, and have met standards established by the profession, which reflect competencies relative to entry-level positions in the field. As such, institutions continuously assess the quality of their programs and as a result, improve upon the same.

COAPRT standard 2.05:05 requires accredited programs to annually post 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website.

The following data demonstrates how the core program in the major in Recreation and Leisure Studies meets 7.0 series learning outcomes required by COAPRT for the **2019-20** academic year. Appropriate rubrics are used to assess each learning outcome.

**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 these industries; and c) the foundation of the profession in history, science, science and philosophy.**

**Learning Outcome: Students will demonstrate entry-level knowledge of the scope of recreation and leisure studies.**

**Method of Assessment:** Recreation agency field visit and interview, quiz, and disabilities project. The recreation field visits and interview required each student to set up an appointment with a full-time director at an approved recreational facility. Students base the interview on a standard series of questions (objective and subjective data), which is submitted at a specific due date during the semester. The questions enable students to receive a hands-on perspective of the actual scope of recreation and leisure studies. Students must complete visits and papers in both leisure services management and therapeutic recreation.

**Result:** During the 2019-20 academic year, 93% of students scored 80% or better on these assignments.

**Learning Outcome: Students will be able to demonstrate techniques and processes to facilitate group activities.**

**Method of Assessment:** Facilitation techniques for persons with disabilities assignment, and program planning activity paper and presentation. The program planning activity paper and presentation is based on a standard activity outline. Students are to create a scheduled sequence program, which will consist of several activities. Students must complete all required areas of the outline, such as purpose, goal, and objectives of the program, staffing, content, budget, evaluation, etc., and create a Power Point or Prezi presentation for class. Following the presentation (later in the semester), students will implement one of the proposed program activities during class, with members of the class as program participants.

**Result:** During the 2019-20 academic year, 98% of students scored 80% or better on these assignments.

**Learning Outcome: Students will be able to describe management techniques and processes.**

**Method of Assessment:** Exam with a variety of short answer essay questions that address concepts of recreation personnel and resources.

**Result:** During the 2019-20 academic year, 100% of students scored 80% or better on their exam.

**Learning Outcome: Students shall be able to describe management techniques and processes relative to recreation and park facilities and areas.**

**Method of Assessment:** Community assessment paper. The community assessment paper is an outline that will consist of various aspects relative to assessing whether or not there are ample recreation programs and services and/or what types of facilitates, areas, and programs and services may need to be added within a community. Working in small groups, students focus on demographics, natural assets and facilitates (for profit, non-for profit, and government) within their community, and based on the data collected determine if the recreation programs and services are sufficient and/or what needs to be added, deleted, and/or modified. The project helps to support the management techniques relative to community assessments and strategic planning.

**Result:** During the 2019-20 academic year, 96% of students scored 80% or better on their community assessment paper.

**Learning Outcome: Students will be able to describe the history and evolution of the profession and identify icons and movements, which have had an impact on the profession.**

**Method of Assessment:** A short answer essay exam, with questions that target the history and milestones of the profession.

**Result:** During the 2019-20 academic year, 89% of students scored 80% or better on their exam.

**Learning Outcome: Students will demonstrate knowledge of the philosophical foundations of recreation and leisure services.**

**Method of Assessment:** A short answer essay exam that assesses concepts relative to the philosophical foundations of recreation and leisure.

**Result:** During the 2019-20 academic year, 93% of students scored 80% or better on their exam.

**Standard 7.02- Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.**

**Learning Outcome: Students shall demonstrate the ability to design, implement and evaluate age-appropriate programs.**

**Method of Assessment:** Students will complete an activity paper, based on a standard outline, early in the semester, and conduct an activity in class. Students will implement one of the proposed program activities (presented earlier in the semester) during class, with members of the class as program participants.

**Result:** During the 2019-20 academic year, 100% of students scored 80% or better on their activity paper and in class activity presentation.

**Learning Outcome: Students shall demonstrate the ability to design, implement and evaluate inclusive recreation programs.**

**Method of Assessment:** Students will complete an inclusive recreation project.

**Result:** During the 2019-20 academic year, 96% of students scored 80% or better on their inclusive recreation project.

**Learning Outcome: Students will demonstrate the ability to design, plan and evaluate special events.**

**Method of Assessment:** Working in small groups, students will complete a special event paper, which is based on a standard outline. The outline includes aspects relative to planning a special event such as organizational structure, job descriptions, marketing and advertising, evaluations, budget, safety and security, etc.

**Result:** During the 2019-20 academic year, 100% of students scored 80% or better on their special event paper.

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

**Learning Outcome: Students will be able to explain principles and procedures of human resource management.**

**Method of Assessment:** A short answer essay exam that assesses principles applicable to human resource management.

**Result:** During the 2019-20 academic year, 100% of students scored 80% or better on their exam.

**Learning Outcome: Students will be able to explain concepts and competencies of a manager within recreation and leisure studies.**

**Method of Assessment:** A short answer essay exam that assesses concepts and competencies of management.

**Result:** During the 2019-20 academic year, 87% of students scored 80% or better on their exam.

**Learning Outcome: Students will be able to apply principles and procedures relative to risk management for facilities and areas within recreation and parks.**

**Method of Assessment:** Working in small groups, students will complete a risk management paper, which is based on a standard outline. The same scenario of a facility (gym, strength training room, pool, locker rooms, multi-purpose rooms, offices, etc. serve as the indoor portion of the facility, and sport fields, playground, etc., serve as the outdoor facility) is used as a

standard for all students. Consideration is given to parking lot safety, preventative maintenance, hazard abatement, emergency procedures, etc.

**Results:** During the 2019-20 academic year, 100% of students scored 80% or better on their risk management paper.

**Learning Outcome: Students will be able to describe the principles of budget development and create a program budget.**

**Method of Assessment:** Working in small groups, students will develop and present a budget for a day camp program and facility. An overall budget with supporting data and itemized list of expenses and revenue for all programs and services is included in a presentation. A standard outline serves as the base for building the budget. The description of the facility for the camp aligns with that of the risk management paper.

**Results:** During the 2019-20 academic year, 100% of students scored 80% or better on their budget project and presentation.

**Learning Outcome: Students will be able to understand principles of marketing and promotion.**

**Method of Assessment:** Students will include a marketing and public relations piece for their special event in their special event paper and create the same for their inclusive recreation project. Sample of ads, flyers, etc. will be included in the paper and relative to the specific event. In addition, benchmarks for creating the ads, and when they will appear, etc. will be included in the flow chart, which is required in all papers.

**Results:** During the 2019-20 academic year, 98% of students scored 80% or better on their marketing and public relations piece for their special event paper and inclusive recreation project.

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

**Learning Outcome: Students will complete a minimum of 400 hours in not less than 10 consecutive weeks during their internship.**

**Method of Assessment:** Students will document a minimum of 400 hours in not less than 10 consecutive weeks on time sheets, which are validated (signed) by their internship supervisor. A standard log is used for all students.

**Results:** During the 2019-20 academic year, 100% of students completed a minimum of 400 hours in not less than 10 consecutive weeks during their internship.

**Learning Outcome: Students will demonstrate and apply competencies of professional practice associated with core academic courses.**

**Method of Assessment:** Student intern supervisor evaluations and written logs.

**Results:** During the 2019-20 academic year, 100% of students scored 80% or better on their intern supervisor evaluation, which is a standard evaluation form (based on ATRA's standard form of evaluation) and written logs, which also follow a standard format.

**The department also retrieves data relative to the quality of instruction in required recreation and leisure studies core courses, overall student satisfaction with academic advisement, and the overall satisfaction with the program through an end of the program evaluation**

The following data demonstrates how the results of the quality of instruction, academic advisement, and the overall satisfaction of the program. This information is retrieved from the End of the Program Evaluation, which is a standard evaluation students complete at the completion of their program. The forms are reviewed at the end of their Internship class, which is their last class at SJC, and students submit completed forms (can be done anonymous) to a general campus-based office.

**During the 2019-20 academic year, 100% of students rated the quality of instruction in required recreation and leisure studies core courses as excellent or good.**

**During the 2019-20 academic year, 100% of students rated the satisfaction with academic advisement as excellent or good.**

**During the 2019-20 academic year, 100% of students rated the overall satisfaction with the program as excellent or good.**