

**SCHOOL OF HMSLS
SPORT MANAGEMENT, RECREATION, AND TOURISM DIVISION
RECREATION PROGRAM**

**Summary of Assessment Accomplishments
2008-2009 Academic Year**

Submitted by: Bob Lee, Assistant Professor
Date: June 5, 2009

Learning Outcomes for Recreation Major:

Learning outcomes for recreation major (determined by recreation and tourism faculty) are directly related to the standards of academic accreditation established by *National Recreation and Parks Association (NRPA)*.

- 1) Knowledge and understanding of conceptual foundations of play, recreation, leisure, motivations, psychosocial and sociological aspects, economic and political impact (NRPA Conceptual Foundations)
- 2) Understanding of environmental ethics related to facility design and philosophy, history and development of the profession, issues, professional organizations, ethics and resources (NRPA Leisure Services Profession)
- 3) Understanding, knowledge, and ability related to: the diverse nature of the leisure experience, various delivery systems, meeting the needs of diverse populations (NRPA Leisure Services Delivery System)
- 4) Knowledge, ability, and understanding of role and content of leisure programs, ability to organize and conduct services in diverse settings and across the lifespan, meeting the needs of special populations and use of appropriate resources (NRPA Programming Strategies).
- 5) Understanding and ability to analyze programs, use assessment processes and techniques considering the environmental impact of assessment, basic research and evaluation process (NRPA Assessment, Planning, and Evaluation)
- 6) Knowledge, understanding, and ability in administration and management and to use marketing techniques, organizational behavior strategies, personnel management techniques, communication skills and computer skills (NRPA Administration/Management)

Annual Report

1. Learning (or Service) Outcomes assessed this year:

Our attention last year was placed on the integration of six learning outcomes, which was evidenced by efforts given to curriculum revision. By the end of May 2008, recreation and tourism majors have been updated and changed to meet the needs of the current student population. This year, our focus was to restructure outcomes of the curriculum in order to merge two majors (recreation and tourism) into the one.

2. Assessment Methods and Procedures:

Assessment of learning outcomes is conducted through an overall as well as individual evaluation on the academic performance of students, which include assignments, projects, case study, written essays, and hour completion in both practicum and internship.

A. Conceptual Foundation

In the course of RTD 190 (Recreation Leadership), RTD 210 (Recreation Concept), and 260 (Leisure Services for Older Adults), students are not only given lectures but also asked to review journal and search relevant information online to enhance their academic understandings to the leisure and recreation services. In addition, a term project built on either team-based or individual-based is assigned at the beginning of the semester and evaluated by the end of semester.

B. Recreation Programming Techniques

Students are required to identify current issues in recreation services, assess resources, develop intervention strategies, and present their solution to deal with the problem. In RTD 384 (Organization and Administration of Leisure Services), RTD 385 (Recreation Programming), or RTD 483 (Recreation Areas and Facilities), students are assigned to have a case study to learn how to use various skills and techniques solving the problems. Working on different cases, students gain hands-on experiences besides basic concepts and theories.

C. Overall Evaluation-Field Experiences

Students are provided field experiences in the real world through the practicum RTD 387 and RTD 487 and RTD 488 (Internship) - essentially, a full-time continuing experience in a leisure services assignment, of at least 400 clock hours over an extended period of time, not less than 10 weeks.

The evaluation is conducted among students and agency supervisors who host students doing either the practicum or internship. The measurements concentrate on several perspectives covering professional performance, professional knowledge, and professional attitude. For example, some questions asked whether or not a student “establishes work goal” or “has displayed growth in knowledge of subject.” The Table 1 as following presents the average of measurements on professional performance reported by agency supervisors in the spring semester of 2009.

Table 1: The Average Scores of Professional Performance in Final Evaluation by Students and Agency Supervisor

4	Establishes work goals
5	Success in achieving goals
4	Planning work to be accomplished
3	Displays ability to organize people and resources
5	Completes assignments on or before due date
4	Displays a marked capacity for work and production
4	Possesses skills commensurate with academic degree
4	Has displayed increased in skill level in all functions/areas
4	Is critical of own performance and quality of work
3	Displays capacity for motivating others
3	Displays ability to lead and direct
4	Conducts self well before groups
4	Ability to communicate ideas
5	Strives for quality in written expression
4	Able to gain and hold confidence/respect of participants
4	Able to gain and hold confidence/respect of associates
4	Able to organize and plan a program
4	Is dependable in conducting a program

(5 = highest and 1 = lowest score)

On the other end, students’ feedback to their academic achievements via the field experience is very positive as well. One student wrote “My education in recreation and tourism greatly prepared me mostly everything for my internship.” Another wrote “my recreation background and education was excellent for me to complete the internship. Many theories, concepts, processes of event planning, leadership preparation were vital for me to achieve this goal.”

3. Inferences from Assessments:

Evidenced by evaluations either from students or agency supervisors indicated that the refocus of integration of six learning outcome through updating and revising

leisure curriculum has produced sufficient knowledge for students with recreation professional proficiencies and competence.

Students completing their education and training in recreation major in BGSU do meet all criteria of standard assessment established by the National Park and Recreation Association (NAPA)

4. Actions Taken/Program Improvements:

Current assessment results have a profound implication and will play an important role in recreation major for decision-making and program improvement. As a result of the assessment, the curriculum revision and updating with the trend and cutting - edge knowledge should be recognized as a continuous and endless effort. The integration of overall development to a student in knowledge, attitude, and behaviors should be a focus of a college student's academic achievements.