

**SCHOOL OF HMSLS  
SPORT MANAGEMENT, RECREATION, AND TOURISM  
DIVISION  
TOURISM/EVENT PLANNING MAJOR  
Summary of Assessment Accomplishments (SAAC)  
2008-2009 Academic Year**

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**Learning Outcomes for Tourism Major:**

- A) At the completion of baccalaureate degree studies in the Tourism Major, students will have mastered the following BGSU program learning outcomes:
1. plan, assess, and evaluate diversified event programming for diverse leisure and tourism services delivery systems
  2. integrate theory and practice in administration/management, legislative, and legal aspects of leisure and tourism services
  3. demonstrate a broad-based education background to enhance quality of life, to function more effectively in society, and to provide an educational base from which professional competencies can evolve
- B) These outcomes are derived and adapted from the National Recreation and Parks Association accreditation standards which includes the following:
1. Knowledge and understanding of conceptual foundations of leisure and tourism, 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 and tourism 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 and tourism events and services, ability to organize and conduct quality events and 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 tourism events and services, use assessment processes and techniques considering the environmental, socio-cultural and economic impacts, 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 manage-

- ment techniques, service quality techniques, communication skills, and computer skills (NRPA Administration/Management)
7. Knowledge and understanding of the legal foundations within the profession, legal concepts and principles of tourism and hospitality law (NRPA Legislative and Legal Aspect)
  8. Field experiences prior to internship, which is a capstone experience (NRPA Field experiences)

### **Annual Report:**

#### I) Learning (or Service) Outcomes assessed this year:

##### A) Content Knowledge

#### II) Assessment Methods and Procedures and evaluation:

##### A) Content Knowledge

###### a) Internal assessment method, procedures and evaluation.

At the completion of their practicum which is after the students has achieved approximately 30 semester hours in Tourism Major courses an evaluation is completed during their practicum by a supervisor for a tourism and event planning organization.

Another set of evaluations are completed at the completion of the students' internship which is their capstone course (RTD 488). Students provide two ratings of their educational preparation.

First, the student provides an overall rating of yes or no (with open-ended student comments) on the question: "Was your recreation background and preparation adequate for this (internship) assignment and how did it correlate between the conceptual theories learned and the practical experience obtained?"

Second, the student then provides a second form of rating that accesses their educational preparation as a Tourism Major compared to the forty-one NRPA standards which are subunits of the eight outcomes derived from the NRPA accreditation standards identified in learning outcomes for the tourism major under Learning Outcomes.

The internship supervisor in a tourism organization where the student has interned provides a third form of rating which is based on a list of 48 attributes at the mid-term and completion of their internship in the following categories: a) professional performance, b) professional knowledge, c) professional attitude, and d) professional attitude. The internship site supervisors also provide an overall evaluation of the student's performance based on a letter with A being the highest and F being the lowest. (This is NOT the student's grade for the internship course. Fifty percent of the grade is from the site supervisor, the other 50% is determined by the faculty supervisor based on the quality of the student's written work.

- b) Content knowledge - External assessment, method, procedures and evaluation
- 1) Summary of external practicum site supervisors of Recreation and Tourism Majors. The site supervisors evaluate the practicum student on a list of 22 professional personality, performance, and knowledge criteria on a rating scale of 4=outstanding, 3=good, 2=needs a little improvement, 1=needs a lot of improvement, 5=non-applicable.
  - 2) Summary of the students' assessment of their educational background at the completion of their internship. The rating scale was 5=highest to 1=lowest.

An overall rating of yes or no on the question: "Was your recreation background and preparation adequate for this assignment and how did it correlate between the conceptual theories learned and the practical experience obtained?" Overall the Tourism Major students indicated in the survey that they were educational prepared (6=yes and 1= no). Open-ended student comments to the question supported the positive responses.

The second assessment provided by the students evaluated their preparation pertaining to each of the 41 standards adapted for tourism on a rating scale from 1(Low) to 5 (High). The students assess the standards based on the Learning Outcomes in Section B under Learning outcomes on this form. The 8 categories of standards and the mean for each category are noted below:

- 1) Conceptual Foundations = 4.1
- 2) Leisure Services Profession = 4.2
- 3) Leisure Services Delivery System = 4.3
- 4) Programming Standards = 4.0
- 5) Assessment, Planning, and Evaluation = 4.2
- 6) Administration and management = 4.3
- 7) Legislative and legal = 3.8
- 8) Field Experiences = 4.4

The site supervisors evaluate the internship students on a list of 48 attributes categorized by professional performance, professional knowledge, professional attitude, and professional personality. The site supervisors rated the students at 94% of the responses with a 5 or 4 in the category of professional performance. In the category of professional knowledge there were seven attributes which the site supervisors rated the students 97% of the time at 5 or 4. In the category of professional attitude there were seven attributes which the site supervisors rated the students 97% of the time at 5 or 4. In the category of professional personality there were 16 attributes which the site supervisors rated the students 99% of the time at 5 or 4.

The site supervisors evaluated the overall performance of the students through a letter grade system and 13 out of 15 students received either the highest grade on their work performance in their internship

with one student receiving a B, the second highest score and another student did not have an overall evaluation score.

- c) Classroom instruction and assessment: As students progress toward the successful completion of their degree in the Tourism Major, the learning outcomes and student performances are continually evaluated in the classroom. An analysis of the assessment techniques in tourism courses indicated the following types of assessments; exams, comprehensive essay questions on exams, oral presentations, written library research papers, quizzes, team projects involving case studies of tourism organizations, team project comprising tourism destinations, event dynamics written plans, and research projects.

### III) Summary of the Inferences from Assessments:

#### A) Content knowledge

- a) Evidence provided in the evaluation forms completed by the students and for the semesters Summer 2007 through Spring 2008 and previous SAAC reports supports the BGSU Tourism Major as providing the students with professional proficiencies and general education foundation to fulfill the needs of the tourism profession.
- b) As shown by the external evaluation of the practicum students, professionals rated the students as being professional competent on professional personality, performance, attitude, and knowledge.
- c) As shown by the external evaluation of the internship students, recreation and tourism professionals rated the students as being professionally competent on performance criteria, *possessing the skills commensurate with academic degree*, and through their overall performance.
- d) NRPA standards used in the assessment of tourism proficiency need minor alterations in terms such as changing the term programs to events. NRPA does not have specific standards for tourism but related areas such as leisure and recreation. This was implemented starting Fall, 2005.

### IV) Actions Taken/Program Improvements:

#### A) Content Knowledge

- a) The change of the name of the major to Tourism and Event Planning was implemented in Fall, 2006. Courses in event planning have always been taught in the tourism major. This change also reflects the increased sophistication and knowledge of the student population toward the sub sectors of the tourism industries such as event planning. Procedures for the assessment of content knowledge in event planning will be improved through development of assessment forms for internship and practicum students in the Tourism and Event Planning Major.
- b) The manual currently includes evaluation forms that will have additional standards pertaining to the tourism majors. In addition, the major projects associated with tourism students internship were changed to reflect the

content knowledge delivered in the program and enable the students to better achieve the professional standards affiliated with the program.

- c) Certain NRPA oriented evaluations by the students will be changed to reflect Event Planning terminology. The event planning terminology will be considered in potential changes in some course titles in the tourism major.

V) To improve, it was recommended that the program in '09-'10:

- A) The merger of Tourism/Event Planning and Recreation and create a new program called Tourism, Leisure and Event Planning (TLEP). The checksheet is expected to be implemented in the 2009-2010 catalogue. The merger would streamline the courses offered for students and increase the visibility of the programs on campus. It would also alleviate the wait lists as tourism major has become the fastest growing major in the College of Education and Human Development
- B) The Tourism major continues to show growth in students and the revised assessment forms for Tourism Major will reveal more information as students reach the internship phase. The inclusion of a portion of the internship evaluation form will be considered for students to provide feedback at the conclusion of their practicum instead of the conclusion of the internship. This will provide a formative instrument for feedback and a timely instrument relevant to their coursework.