Department of Recreation, Parks, and Tourism

Undergraduate Program

Curriculum, Program, and Field Experience 2012-13 Assessment

"What I liked best is all the RPT faculty. Everyone generally cares about each student and wants them to succeed after they graduate…"

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August 2013

San Francisco State University: Inventory of Program Assessment Activities, 2012-2013

(SEE SUPPORTING DOCUMENTATION THAT FOLLOWS INCLUDING EVIDENCE PROVIDED OF ACHIEVING STUDENT LEARNING OUTCOMES)

Program: Recreation, Parks, & Tourism   **College:** Health & Social Science   **Date:** August 2013

Program Mission: To foster an innovative community among students, faculty, University, and the recreation, parks, and tourism professions through a foundation of quality education, service, and research. To this end the Department strives to prepare students for careers in the field of recreation, parks and tourism through a planned and systematic undergraduate curriculum leading to a Bachelor of Arts degree.

Note 1: 2012-2013: This assessment includes new NRPA Accreditation standards. This matrix consists of a **few** examples and is not all inclusive because, as in past years, full results of the student exit survey regarding all classes are provided in this report.

Note 2: Objectives addressed at what level of instruction (column 2): I = Introduced; D = Developed; M = Mastered.

Measurable Student learning outcomes (SLOs)	Place in curriculum where each outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings (*What students do well & Where improvements are needed*)	Use of findings for program improvement
(1) "Foundations" **RPT 200: Intro to Recreation, Parks & Tourism – (sample)** - Explain difference among public, private, profit, and not-for-profit delivery systems that address leisure needs of the public & explain how they work together. - Report on current career practices in 3 leisure services agencies and explore career opportunities. - Describe/discuss 5 characteristics needed to be successful in the RPT industry.	**Text: "Leisure & Life Satisfaction: Foundational Perspectives (4th ed)"** • Play, recreation, leisure, & tourism: philosophical & historical perspectives; quality of life (chpt 1-6, video: *Running out of Time)* (M) • Leisure services: delivery: non-profit, TR, commercial recr; local, state, & federal gov (chptrs 7-12, guest lectures, Videos) (D) • Leisure and diversity (chptr 15) (I) **(b)** Agency Visitation and Presentation Assignment (I)	This core class is assessed each semester it is offered. Agency Visit and Presentation (2009-current)	• Introduce students to a wide variety of RPT agencies throughout the Bay Area by visiting different RPT agencies. • Site visits allow students to network w/professionals in the field to create future contacts, locate mentors for potential internships, or job placements. • Based on individual philosophy of leisure and future personal or career goals students identify a "common" theme to present to the class. • Students share what they have learned while visiting their individual agencies: • Class attendance and participation is monitored. Exams involve short-	• Students demonstrated understanding of relationship between leisure and life satisfaction, historical and philosophical foundations of leisure behavior in the U.S., what people do to pursue leisure, what motivates them, what constraints prevent people from attaining satisfaction from leisure, as well as type of agencies providing leisure services to diverse populations through the text, additional readings addressing current issues in the field, lectures & class discussions. • Students worked together with peers on group project, participated in class discussions, and analyzed several case studies enabling them to further develop their problem solving, leadership, communication, and team-work skills. • Students demonstrated oral & written communication during presentations and delivery of agency characteristics.	• Develop matrix w/ courses, learning outcomes, accreditation standards and professional competencies; explicitly teach to the matrix. • Develop more creative ways (e.g., group games) to test students' understanding of class materials other than exams/quizzes. • Introduce leisure related international case studies to expose students to different philosophies & concepts of leisure & how these relate to

			answer format to apply historical and theoretical knowledge to questions pertaining to recreation, parks, and tourism trends and issues in both society and the profession.	• Students demonstrated cooperative and peer learning through assignments and activities • Students connected with an agency to facilitate implementation of their 800 hours needed in the field prior to internship and subsequently graduation.	needs of multicultural America. • Ensure points are added for every "important" component of any assignment that links with a learning objective.
-------------- **RPT 225 Information Technology in Recreation, Parks, & Tourism** **a)** Create awareness of professional information technology and communications needs and best practices. **b)** Understand of what specialized software are used in recreation, parks and tourism professions. **c)** Demonstrate skills and proficiency in commonly used information technology software. **d)** Demonstrate proficiency in at least one type specialized recreation, parks and tourism software and its application. **e)** Develop skills in written and verbal communications.	------------------------- There are no assigned textbooks or specific readings assigned. This is a hands-on class that occurs in a computer lab. Recommended readings provided by the instructor include: For each competency, students receive an Introduction (I) and Develop (D) MS Office: Bunzel, T (2010). Easy Microsoft MS Word: Tyson, H. L. (2010). Microsoft Word 2010 bible. MS Excel: McFedries, P (2010). Formulas and functions MS PowerPoint: Wempen, F (2010). PowerPoint 2010 bible	----------------- This course is assessed each semester it is offered Current is F12	---------------------------- The outcomes cover the range of all class assignments and activities. In this class, it is extremely difficult to parse this out which assessments cover which outcomes as they are all related to each other. 1.Prezi Introduction 2.Collaborative work platform 3.Scholarly sources 4.Chrono-Functional resume 5.Survey 6.Brochure and flyer 7.Expenditure Report 8.Technical survey report 9.Survey Presentation * Weekly quizzes and homework n= 14 * Mid-term exam (in lab) * Final exam (in lab)	• Students need an introduction to how the rest of the curriculum work together to achieve accreditation standards and an explicit introduction to the department's learning outcomes for each course and the connection to accreditation standards ------------------- Excel is generally the most difficult program for students. However, it is also the program that students report as being most important for internships and their professional experiences immediately after university. Therefore, more time is spent on that than any other program.	• Students need to improve on their future career goal vision based on what they learned from class content and agency visitations. ----------------- Consistent feedback: "there is too much work". This complaint conflicts w/ feedback that students appreciate what is currently offered & would like to cover other progrs as well. Until the class is expanded to multiple semesters, no major changes are anticipated. The instructor makes minor changes every semester to fit changes in software editions and available online programs, but no major changes are needed at this time.

Measurable Student learning outcomes (SLOs)	Place in curriculum where each outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings (*What students do well & Where improvements are needed*)	Use of findings for program improvement
(2) "Provision of Services and Experience Opportunities **RPT 390 – Leisure Travel & Tourism (Samples)** **(a)** Describe the key historical events that have shaped the tourism industry throughout the history of human kind **(b)** Identify the main components of the tourism industry supply side and how these components interact **(c)** Identify current tourist motivations **(d)** Identify travel and tourism economic, socio-cultural, and environmental impacts	**(a)** Textbook: "Tourism: Principles, Practices, Philosophies" - Chptr 2 (I) **(b)** Text: Chapters 1 & 12; Field trip to Moscone Center; Field trip to AT&T Park (I) **(c)** Text: Chapters 9 & 11 (D) **(d)** Text: Chapter 14 (D)	Current (AY12-2013)	**(a)** * Quiz, Final exam * Group project part A: Students develop detailed destination analysis which includes sections of destination's history, demographic information (changes overtime), border countries and their historical influence on the tourism industry in the destination, & destination's economy and implications for tourism overtime • Group project part C: Students present their groups project to class (i.e., potential travel audience) & are tasked to deliver a "marketing pitch" of their tour which needs to include highlight of history of the geographical region where their tour will take place. **(b)** • In-class exercise, small groups • Quiz and Final Exam * Grp project parts A & B **(c)** • In-class exercises • Quiz **(d)** • In-class exercise • Quiz • Final exam	**(a)** Students learned about the history of travel and tourism in order to draw a connection between the history of mankind and history of tourism. **(b)** • Students gained understanding of the main components of the tourism industry and to identify the main characteristics of tourism services • Students learnt to differentiate between the concepts of travel as an industry and travel as an activity. * Students examined their own travel behavior using concepts from a theory of travel motivation. * Students really enjoy connecting the theoretical knowledge to their own life experiences – they are able to retain gained knowledge for a longer period of time. **(d)** Students learned to identify and discuss both positive and negative impacts of tourism	**(a)** More visuals (e.g., photos, video would be ideal) will enable a better understanding of interconnectedness between the history of humankind and tourism **(b)** Fields trips are key to enable students grasp the complex nature of the interdisciplinary filed of tourism More in-class time for after field trip reflection is needed **(c)** Continue finding new strategies and tools for students to connect theory with personal and professional experience. **(d)** • Need to revisit the difference betw. "commodification" & "commoditization" prior to the final exam • Need to find a more recent video portraying tourism impacts on local communities

| RPT 520 Park & Outdoor Recreation Resources *(sample)*

a) Gain awareness of history of parks and recreation and their management, including knowledge of principles and procedures for proper cultural/ environ. design of outdoor recreation areas, leisure services and facilities.
b) Experience the differences in point of view and perspective between park planners, managers, recreation leaders, volunteers and users. Learn how each of them impacts park recreation, operation, maintenance, and the nearby community.

c). Apply environ. ethics to philosophy of design, operation and maintenance, and discuss the potential impact of planning, design, development upon the environment | The place in this curriculum where SLO's are assessed are based on articles/readings and field trips – beginning, middle and end (I,D)
(a) Why do we have parks in the first place? The history of parks and discussion of what human needs they meet.
(b) Why is design so important in park landscape and facilities? How can effective park and facility design promote successful recreational experiences while addressing the interrelationship between leisure behavior and nature, inclusiveness, sustainability, green building, active living, and environmental sensitivity concepts?
(c) What are possible negative consequences of outdoor recreation to visitors & the environ? How can we control the environmental and legal impacts of outdoor recreation on the environment and on each other by understanding risks, benefits, regulatory agents and processes? | Current (AY12-2013)

Fall 2012 | **(a)** Quiz, take home mid-term, readings

(b) The semester project: Working with a small group of classmates, students redesign Park merced Playground to better serve community, modify the atmosphere, and provide a larger variety of recreational programs.
* Take home final exam
* Readings

(c) Field trip reports, Readings, Quizzes | * Students appreciated a unique approach to learning that actively involved them in every class session.

* Students appreciated the small group projects, videos and field trips. *

* Having a chance to read the most informative and inspiring articles online instead of buying a text or Course Reader was greatly appreciated.

* They liked writing the mid-term and final at home instead of the traditional in-class exam. | • More field trips, as first-hand learning is powerful way to get a message across.
• Allow students to do their own reports on the group project, even if they do not agree w/ the group's decision. Enables brainstorming and prioritizing as a group, while encouraging every student to write about the Park changes they would personally most like to see in an independent paper. |

Measurable Student learning outcomes (SLOs)	Place in curriculum where each outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings (*What students do well & Where improvements are needed*)	Use of findings for program improvement
RPT 400: Programming in Recreation, Parks, & Tourism – (sample of 14 total) 1. Recognize the purpose of program planning as core to the existence of the leisure profession. 2. Identify program planning principles, and discuss why leisure service providers should practice these principles to be effective in the workplace. 3. Recognize the need for designing programs based on ethnicity, age, social class, and disabilities. 4. Analyze different program planning formats and determine elements of a program plan.	Text: "Leisure Program Planning and Delivery" • Leisure program components and overview of program planning (Ch 1-5) (I) • Programming elements and process (Ch 5) (D) • Setting goals, objectives, and creating plans (Ch 8 & 9) (M); and assessing program needs (Ch 7) (D) •. Understanding your organization and community (Ch 6) (M) • Making operational decisions (Ch 10) and leading and supervising programs (Ch 11) (M) • Program monitoring-managing risk in leisure programs (Ch 12 & 13) (I) • Program evaluation (Ch 14 & 15). (D)	This class is assessed each semester it is offered. For 2012-13, the key outcomes, methods, strategies and summary of findings are provided to meet the needs of the NRPA standard for program & event planning	*Program Research:* • Students researched chosen org in prep for interview, observ & eval • Report included: description, history, mission statement, interviewee, financials, supporting documents, and assessment tool for interview. *Interview & observation:* • Report includes synopsis of interview, analysis of evaluations & observation, proposal of area to improve, supporting docs *Budget project:* • Teams create budget on a program of their choice. *Marketing project:* • Teams design and create visual media project. *Portfolio presentation:* •Executive summary of organization, program area of interest, proposal of changes to improve progr. •1-Team PPT, 1-Team portfolio & Team eval for each individual input • Lesson quizzes • Small/Lge grp discussion • Attendance & participation is closely monitored and tracked.	• Students gained understanding of programming concepts and challenges through the text, lectures and class discussion. The quizzes were drawn directly from these learning processes – students demonstrated understanding through lesson quizzes and in class projects. • Students demonstrated working with a variety of team members to produce a product or complete an assignment relative to program planning. • They listened to a variety of guest speakers and had an opportunity to engage and learn from them. • Completed a major Program Portfolio and worked well together in the process. • Students implemented a variety of evaluation techniques to assess personal and team effectiveness relative to program outcomes.	• Continue to provide feedback on program portfolio assignment. • At least 10% of the student's need methods to motivate them to be in class on a regular basis. This is key given the comprehensive nature of the program portfolio assignment. • Incorporate assigned field trips to agency sites where "actual" program will be implemented.

Measurable Student learning outcomes (SLOs)	Place in curriculum where each outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings (*What students do well & Where improvements are needed*)	Use of findings for program improvement
(3) "Management & Administration" **RPT 500 –** Organization & Administration includes the following topical SLO's (a) Management Functions (b) Planning: (c) Decision Making and Problem Solving: (d) Organizational Ethics (e) Fiscal Management (f) Marketing (g) Managerial Styles (h) Human Resources	**Textbook:** - "*Leisure Services Management*" & Supplemental Readings (SR) Textbook - "Leisure Services Management" - Supplemental Readings (SR) – *Samples below* **(a)** Text Chapter 1-3, 5 • SR: Principles of Mgmt in Successful Orgs (I) • Field Assignment: Site Visit to Bard or Advisory Gov Body **(b)** Text Chapters 6-7 • SR: Entrepreneurial Strategies Interagency Collaboration (D) • Organizational Portfolio Assignment **(c)** • Text Chapter 7 • SR: Public Deliberation in Age of Direct Citizen Participation (M) **(d)** Text Chapter 7 • Video Assignment **(e)** Text Chapters 12-13 • Org Portfolio Assign • Organization Presentation at Mock Public Hearing (D)	This class is assessed each semester it is offered. For 2012-2013, key outcomes, methods, strategies and summary of findings are provided to meet the needs of the NRPA standard for administration and management **Key outcome for '12-'13:** Understanding the recruitment & hiring process for Recreation, Parks, & Tourism, organizations (businesses, agencies, NGOs, etc.).	*Concept Understanding* • 10 Pop Quizzes • Midterm Exam • Final Exam *Application of Concepts* • 2 Written Reports • Development of a fictitious organization and portfolio • Development of an organizational budget • Development of a funding request • Development of promotional and program branding materials • Oral presentations on group assignments • Analysis of ethical dilemmas through a video of an ethics case study • Skit presentations of supervisory scenarios • Participation in a mock public hearing with the participation of industry professionals	• Overall, students gained a general understanding, as noted in their examination scores. • Students found the course to be challenging and valuable, as noted in the class evaluations and group feedback. • A small fraction of the class was not able to keep up with the reading assignments from the text and supplemental readings. • The group exercises were valuable to assess the application of the course material. • The Ethics Video became a distraction to the learning objective; as students focused more on the mechanics of the assignment rather the analysis. • The Organizational Portfolio, Mock Public Trial and the participation at a governing board meeting were the most valuable tools.	• Reconsider the delivery form of the ethics analysis • To reinforce the reading materials, change "open book" pop quizzes to "closed book" • Increase small group exercises based on reading materials

Measurable Student learning outcomes (SLOs)	Place in curriculum where each outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings (*What students do well & Where improvements are needed*)	Use of findings for program improvement
(4) "Directed Field Experiences" *Field Experiences Prior to Internship.* All RPT majors must complete and have verified 800 hours of paid or volunteer pre-internship recreation fieldwork prior to enrolling in RPT680 and RPT690 (Senior Internship). **a) RPT 660: Seminar Current Professional Issues** • Understand design of areas & facilities. • Comprehend roles, use of diverse leisure delivery systems and interrelationships in promoting community & economic development. **b) RPT 680/690 Directed Field & Management Experience** • This is a full-time, performance-based, experience working at a RPT agency.	Pre-Internship requirement documented in online Internship procedures http://recdept.sfsu.edu/internship.aspx (I) • This is addressed in RPT 200 where the 800 hours is discussed with students and through advisement. (D) **(a)** RPT 660 - Seminar in Current Professional Issues (3 units). Part of the culminating experience. Seniors are required to complete this in the fall prior to their spring internship. (D) **(b)** RPT 680 Directed Field Experience, Internship in Recreation, Parks, & Tourism (6 units) (M) - RPT 690 Directed Management Experience in Recreation, Parks, & Tourism (6 units) (M)	Our 10 core classes and field experiences are assessed every academic year including this current cycle 2012-2013 **(a) 660** seminar is assessed each fall. -------------------- **(b)** RPT 680 and 690 are both assessed during each spring semester. For 2012-2013 key outcomes, methods,	Agency supervisor, for pre-internship, whether volunteer or paid, completes and signs a "Verification Form" validating student work completed and number of hours (see Appendix H) **(a)** 660 assessed through three comprehensive writing assignments that required peer grading, and two drafts with instructor feedback. Additional technical writing exercises were assessed – see syllabus for detailed assignment requirements and grading criteria. From mock interviews, resumes, cover letters, to a comprehensive analysis of a recreation, park, and/or tourism agency, students were required to provide both written and verbal presentations of their findings to agency representatives. --------------- **(b)** Mid-Semester Eval: Completed by the Agency Supervisor and reviewed with the intern and faculty supervisor. This assesses	- 84% of students indicated these experiences were either "good" or "excellent" (this is within the average responses over the last several years). • Only 3% noted these experiences were "average" which was huge improvement from 9-10% average rating in the past. • Written comment sample: "By attaining required hours for graduation students can gain a wide variety of experiences" ----------------- **(a)** • Students demonstrated knowledge of each accreditation standard and its connection with the profession. • Students demonstrated professional communication through written and verbal assignments • Students demonstrated preparation for their internship due to the technical writing assignments (4000 words) linked to professional issues, professionalism, resumes, cover letters, and reflection exercises with accreditation standards **(b)** • All assessments demonstrated significant application of academic coursework with internship experience. • All assessments demonstrated significant competency building during internship experience. • Internship projects demonstrated significant reflection and application of knowledge, skill, ability, and experience.	Continue to provide students with new ideas for locations and ways to obtain requisite hours to fulfill requirements ----------- **(a)** One assignment requires students to demonstrate ability to provide constructive feedback through written responses regarding the syllabus. Feedback on the timing, format, length, difficulty, relevancy, clarity, and grading of each assignment will be used to evaluate and modify the course as needed. ------------------------- **(b)** • Provide internship agencies with a competency checklist to assure that all interns are exposed and demonstrating ALL competencies - to be implemented and assessed in spring 14

• Students complete at least 480 clock hours over a period of 12 weeks during the semester.

Expected outcomes:
• Apply classroom content in directed field experience.
• Reflect and discuss applicability of academic coursework and previous/current work experience to a career in the leisure service profession
• Demonstrate competencies required for an entry-level position within the RPT profession.
• Identify, explain, and discuss various professional issues in the recreation, parks, tourism and leisure service industry, broadly. | *Note:* RPT 680 and 690 are also both part of the B.S. degree culminating experience. (M)

• Bi-weekly reports (D)
• Project updates (D)
• Meetings and evaluations with supervisor and Intern instructor (M) | strategies and summary of findings are also provided to meet the needs of the NRPA standards. | student performance (to that point) and assists them in completing a development plan to improve their deficiencies for the remainder of the semester.
• Final Intern Evaluation: Completed by Agency Supervisor and reviewed with intern and faculty supervisor. This provides feedback and direction for future professional development.
• Major Project & Poster Presentation: Guidelines are provided to assist students with proper & professional presentation of their posters relating to their major project.
• Students are provided a grade as well as verbal feedback regarding their ability to adhere to these guidelines.
• Student & Supervisor End of Semester Written Survey | Sample quotes 680/690 (Appendix E)

• "It has taught me to value time management and had given me a realistic view of how the real world is. Not everything is clear cut as one might think."
• "I'm more aware of policies, procedures
• "The internship helped solidify my vision for the future, I'm proudly more mature and hopeful."
• "Every major should have this experience"
• 'I know how things go both in office and in the field"
• "If my internship is a measuring stick for my future career I am ready to succeed"
• "I feel well prepared. My professionalism has become much greater during RPT"
• "This major was so hands-on. It needs to stay that way. Learning from experience is way more valuable than a textbook approach. Think of war and surviving: you need to be hands on"
• "Although my internship did not prepare me for my emphasis I gained new experience in a new area of interest".
• "This has been one of the best things about the department for me. I have so enjoyed doing this and have learned so much!" | • Develop new instruments to assess the new 2013 NRPA accreditation standards
• Strengthen writing component of final project to satisfy culminating experience requirements of Academic Senate Policy S10-255.
(b) • Evaluate efficiency and effectiveness of project presentation format (poster vs. other)
• In preparation for compliance with the new 2013 NRPA Standards, we will be modifying both the student survey and internship supervisor survey.
* Seek ways to increase agency supervisor response rate to end of internship survey - |
| **END** | **END** | **END** | **END** | **END** | **END** |

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APPENDICES

<u>**INTRODUCTION**</u>

The Recreation, Parks, and Tourism (RPT) Department celebrated our 60-year anniversary in 2006 and succeeded in renewing our 20-year accreditation review by the National Recreation and Park Association (NRPA) Council on Accreditation for Parks, Recreation, and Tourism (COAPRT) in the Fall 2011. We have 10 core courses, 18 course options toward student emphasis/concentration, and a 15 unit combined senior seminar/full-time internship each spring culminating in graduation. Furthermore, our program is consistent with both the goals and mission of the University and the overall recreation, parks/natural resources, tourism, and leisure services profession. Given our increased depth of analyses and reporting, we have been commended for our thorough and high quality past reports.

> *"The report you have submitted is incredibly detailed and complete and reflects a fully mature assessment cycle for your program. Moreover, the results indicate that you have curricula and pedagogy that are working well… The level of assessment carried out in your program is a model for others and exceeds the University's requirements." (2007)*

> *"As usual, the report you have submitted is incredibly detailed and complete and reflects a fully mature assessment cycle for your programs. The level of assessment carried out in the department is a model for others and, as such, I have sent it to several other departments who have asked for exemplary cases…." (2009)*

~ Linda Buckley, Associate Vice President of Academic
Planning and Educational Effectiveness

National Association of Recreation & Parks (NRPA) - Accreditation Standards

In maintaining our successful standing with NRPA and upholding accreditation standards, we will implement a new and up-to-date assessment process beginning fall 2014. This will include evaluation and results compatible with their new principles and professional values, and consistent with the expectations of SF State.

The NRPA Council on Accreditation for Parks, Recreation, Tourism (COAPRT)—and related professions—is the governing body for standards in our field. The 2004 COAPRT standards have been revised yet remained in effect through October 2012. The new 2013 standards became mandatory for all academic accreditation visits taking place after 10/1/12. Academic programs had the option of complying with either the 2004 or 2013 standards until that time and our department elected to stick with the 2004 standards while we prepared bringing our program to new heights and embraced the new standards in fall 2012.

In the past, we have incorporated <u>one</u> of the 2004 professional competency standards, per year, from NRPA as part of our overall comprehensive assessment report submitted to the university. As 2010-2011 was our last report using the "old" NRPA standards, the process during that academic year included evaluating students on multiple competencies instead of just one section. For example, we surveyed students on: *conceptual foundations, program and event planning, administration and management, legal/liability aspects, and field experiences*. Key

factors and components also measured annually, however, related to overall knowledge gained and importance of the degree program to preparing the students' for a job/career.

In general, information gained through these annual assessments has provided the department with substantial input on curricular and other program matters considered in making appropriate revisions and improvements. Furthermore, each year we document our curricular development and improvements being made using the NRPA standards under review for the university-wide assessment process. Up until the new standards were put into effect, NRPA has built their accreditation process around seven core standards and these are precisely what we focused on:

- Conceptual Foundations
- Leisure Services Profession
- Delivery Systems
- Program and Event Planning
- Administration/Management
- Legal Aspects
- Field Experiences

COUNCIL ON ACCREDITATION OF PARKS, RECREATION, TOURISM AND RELATED PROFESSIONS

Our most recent site visit occurred in the spring of 2012 and we were very successful. See letter from the NRPA Accreditation Manager to former President Corrigan in Appendix A. Starting with fall 2012, our department therefore began following new outcomes standards and assessment guidelines. It is our intent to remain in compliance to qualify for accreditation in the future as well. One of our national strengths, as noted and commended by the NRPA Accreditation Council Chair, is our requirement of pre-internship experience as stated:

"The Council would like to commend San Francisco State University Recreation Department for the commitment to practical experiences incorporated in the course content and through the required 800 hours in community-based practicum."

The Council on Accreditation of Parks, Recreation, Tourism (COAPRT) standards, accreditation process, self-study and site visit expectation are explained in their 56 page handbook. Descriptive statements of quality are provided concerning both organization and operation of the academic program, and the program content students are required to be taught. The standards cover faculty, philosophy and goals of the department, students, administration, instructional resources, foundation understandings, and professional competencies. Professional competency standards include conceptual foundations assessment, planning and evaluation, leisure services profession, legislative/legal aspects, leisure services delivery systems, field experiences, programming strategies, and admin/management.

Source: http://www.nrpa.org/COA

Starting fall 2013, since we remain eligible, the following seven (7) categories will be reviewed and given attention, broadly, for our next Accreditation process:

- o Mission, Vision, Values, and Planning
- o Administration
- o Faculty
- o Students
- o Instructional Resources
- o Learning Outcomes
- o Specialty Profession Learning Outcomes

Finally, learning outcomes presented in the NRPA Council of Accreditation are designed to elicit evidence of student learning in the program's *foundational curriculum*. Foundational curricula in parks, recreation, tourism, and related professions include study in the following three (3) areas and are reflected in this report:

1. Foundations: The background, nature, and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings.

2. Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups: The provision of service and experience opportunities includes, but is not limited to recreation programming and leadership, heritage and environmental interpretation, site design and management, experience design, and related processes.

3. Management/Administration: Refers to both operations management/administration and strategic management/administration. Operations management/administration includes planning, organizing, staffing, directing, leading, controlling, reporting, finance, resource acquisition, marketing, and critical thinking. Strategic management/administration refers to processes that managers in parks, recreation, tourism and related professions use to optimize the success of the organization within the external systems in which their organization operates. Strategic management/administration involves creating, maintaining, and deploying plans of action that address changing circumstances in social, economic, environmental, or financial environments; new technology; and new competitors.

<u>*Note*</u>: It is incumbent upon faculty and lecturers in our department to determine the specific body of knowledge applicable to these three areas of foundational curriculum and we continue to do our best to measure and provide evidence of just that.

> *"All the courses I took in RPT were amazing and interesting. I learned a lot not only about the content and curriculum but about life…"*

Annual Student Survey

Our department continues our tradition of conducting an annual survey of graduating recreation majors (see Appendix D) as well as agency supervisors of these students (interns) (Appendix F). The students are asked to respond to a broad survey including the addition of basic demographics and continued focus on items relating to the following 12 key components:

1) Student evaluation of level of usefulness of specific courses and general learning experience (poor to excellent) based on what they had taken during their undergraduate program;
2) What they liked best about the RPT department overall;
3) What they liked best about their concentration/career emphasis within the department;
4) What new courses or added content to existing classes they would recommend;
5) Overall evaluation/rating of the RPT course content;
6) Overall evaluation of department instruction (teacher approach and delivery);
7) Overall evaluation of RPT advising;
8) Overall evaluation of field experiences that occurred within classes prior to their internship;
9) Reflection on their experience working in groups
10) Level of preparedness students experienced in their classes preparing them for the internship;
11) Extent the internship prepared them for a job/career in their area of emphasis and/or interest in the recreation, parks, & tourism profession;
12) To what extent their internship experience was important in developing skills and abilities to succeed in this profession.

Other Measures

The RPT department continues to engage our faculty, lecturers and advisory council in developing new strategies, long-range plans, and ways to continue strengthening our undergraduate program. Additionally, on May 15, 2011, a change of degree designation from our prior 48-unit B.A. degree to a 51-unit B.S. degree was approved by the CSU Chancellor. Subsequently, there are numerous other measures of success besides the aforementioned surveys. For example the RPT department prides itself on assessing student learning and progress and knows that we are reaching our objectives through the following examples:

1) Community leaders spoke about technology, we listened: The need for students to learn various forms of technology was voiced by Agency directors (including representatives on our department Advisory Council), embraced and taken seriously by RPT faculty, and built into our curriculum as a 3.0 unit class. Offered for the first time in fall 2010, "RPT 225: Information Technology in Recreation, Parks and Tourism" has been one of our departments most popular classes. Bulletin description (includes perquisite of RPT 200 or instructor consent): "Development of knowledge and skills with information technology and communications in recreation, parks and tourism. Application of word processing, e-presentation, spreadsheet, digital image manipulation, and specialized software used in the profession." Students have been able to utilize skills learned in not only all other RPT classes, but in their coursework across their degree program.

We even added one full page to the Sr. Exit Survey devoted entirely to RPT 225. Bottom line is students appreciated all they learned and results show they want more training. Agency representatives have also commented on their improved abilities in the field (e.g., through internships). See Appendix I for sample assignment guidelines and grading rubric.

3) <u>End of semester course evaluations for teaching</u>: Teaching effectiveness is the center piece of academic performance. Attributes of teaching effectiveness and excellence are measured in the student's responses to statements provided on the department evaluation. The evaluation provides a feedback mechanism for student assessments of the learning-centered approaches of the instructor regarding support of active learning, the creation of user-friendly educational opportunities.

> *Sample Quotes from 2013 Student Surveys*:
>
> *"I liked the diversity of classes offered. I enjoyed that I had to take courses outside of my field of interest. Professors were outstanding."*
>
> *"I took an aspect that I enjoyed from my personal life and this program taught me that I could have a legitimate professional career doing it."*
>
> *"Being in a real world experience [internship] has been amazing and has shown me a little taste of what it will be like to be in the professional world - it has been a great transition."*

4) <u>Senior Intern Major Project and Poster Presentation</u>: During the internship experience, each student completes a "major project." This includes all phases from planning through implementation and evaluation. The poster presentation is a visual and graphic depiction of their project using visual images, written words, and whatever creative means possible. The goal is to distill their semester's work into written language and graphic representations so that a "lay person" can understand what their major project was all about. They learn to present their work in a way that someone viewing this poster understands the project objectives, what it took to design and implement the project, and the overall results without verbal explanation. See Appendix G for Guidelines.

5) <u>Agency Supervisors of Interns</u>: All supervisors receive a basic orientation manual and have ongoing access to the Internship Coordinator and/or the faculty advisor. With the assistance and consultation of the agency supervisor, interns develop core learning outcomes for their internship experience consisting of 40 hours/week for 12 weeks (480 hours). Students establish SMART goals that are Specific, Measurable, Appropriate, Realistic, and Time relevant. Supervisors complete three key questionnaires for our Department to assist with our assessment processes: a] Mid-semester evaluation for student; b] End of semester evaluation for student; and c] Supervisor survey for our RPT Department (See Appendix F).

6) <u>Agency Site Visit by RPT Faculty Supervisors</u>: During the course of the internship, faculty supervisors make on-site visits at least three times throughout the semester. The purpose of these visits includes the following (a) Initial visit ensures the agency supervisor and the student are clear on goals/objectives of the internship program and clarify any questions; (b) Focus on the mid-term evaluation of the student and their experience, etc.; and (c) The last/3rd visit relates to the final evaluation of the student and overall assessment of the internship experience. Additional visits occur on an as needed basis.

7) Out-of-State Internships: New experience, new policy! In special circumstances, students request to complete their full-time internship beyond our "60-mile radius" from SF requirement. In these cases we require a petition and, with faculty "vote" we either allow students to do so or not, based on a variety of criteria (e.g., GPA, maturity, etc.). In August 2012, we instituted a new policy (see Appendix C). This includes an added ingredient whereby students interested in going out of state not only had to complete a formal petition but had to give a formal presentation to the entire faculty. The following two examples have occurred and worked out very well:

> a] **2012**: Two students were approved to complete their spring internship in Panama, Central America. Zachary Bron and Gasun Han. Outdoor Recreation Program Interns. This was an unpaid experience and these students paid their own way to Panama.

> Agency: Kalu Yala - http://www.kaluyala.com/community - Kalu Yala (KY) is in the early stages of developing a 7,000-acre river valley property, located within the scenic scenery of the Panamanian highlands. The project aims to develop a sustainable town by inviting students and young professionals from around the world to Panama to engage in the creation of the Kalu Yala sustainable culture.
> Outdoor Recreation Program: "To provide the residents and visitors of Kalu Yala with high-quality recreation opportunities that promotes health, education and culture by preserving the Kalu Yala valley's extraordinary biological diversity. Ultimately, the Outdoor Recreation Program continuously shapes the way residents and visitors of Kalu Yala recreate for years to come.
> Gasun's internship project: Sustainable development and management of a trail in Kalu Yala village (i.e. trail site designation, clearing, material collection needed to build trail, trail design, trail signage, interpretation signage to enhance educational aspect of nature hikes led by a biology intern, design of map portraying the final product).
> Zac's internship project: Review of their spring 2012 internship experience evaluation to inform manager/owner of the agency about what needed to be improved to enhance interns' experience on site (i.e., internship satisfaction, quality of base camp life-style, and internship projects status for each intern participating in spring 2012 internship program).
> Communication challenges: Had to schedule our SKYPE meetings prior to their departure for Panana as most of their time they worked on the Sustainable Village project in the Panamian highlands (site is located in the heart of the Panamian jungle). Every ten days (on average), they would return to Panama City where their office space was located (access to computers, Internet). The students communicated once every two weeks via Skype with their faculty advisor back in the U.S.
> Faculty Advisor/Supervision: Dr. Pavlina Latkova visited for 8 days covering all expenses (flight, lodging, visa, per diem) with the exception of roundtrip mileage reimbursement covered by the dept between the university and SFO.
> Miscellaneous comments: The internship programs in Panama are growing in popularity – it is a nice way for our students to interact and collaborate with other majors/fields of study (students from different majors from all over the US and other countries have participated in the last 3 year of this project):

- Biology Program
- Education Program
- Business Program
- Outdoor Recreation Program

Gasun was offered a position of a supervisor/coordinator after their internship experience. Zac was offered and accepted a position of the Outdoor Recreation Director at Kalu Yala in August 2013. Dr. Latkova was the first faculty to visit a student on site in Panama and she has been invited back for a Kalu Yala faculty appreciation week in spring 2013 and summer 2013.

b] 2013: Bianca Widmark completed her internship in Chicago. She paid for herself to fly to IL for both the in-person interview as well as to relocate during her spring internship. She received a monthly stipend for her work.

Agency: "Red Frog Events" - http://www.redfrogevents.com - Red Frog Events is an independent event production company that produces public events such as Great Urban Race, Warrior Dash, Bar Crawls, Firefly Music Festival and Farm to Fork.

Position: Red Frog Events Intern. Over the course of her internship, Bianca worked on several teams that organized the aforementioned events across the US and recruited interns for upcoming seasons. She was the volunteer, reviewed applications, and set up interviews.

Challenges: The SFSU department laptops are not equipped with internal microphone – Bianca Skyped into our internship seminars but could not hear us. We used another student's Mac computer once to fix the problem. Other 3 times, Bianca Skyped with Dr. Rosegard after the internship seminar and went over the class content with her.
Faculty Advisor/Supervision: Dr. Latkova visited over spring break for 3 days on site. She communicated with the student via Skype once a month and weekly via email.
The RPT department covered the transportation cost and Dr. Latkova paid for her own lodging and per diem.

Miscellaneous comments: Red Frog Events creates a unique opportunity for employees and interns to participate in "Shark Tank", which is a night of pitching event ideas to the CEO of Red Frog Events. Bianca's idea, "DYO Art Collective", based on two main components, Pinterest and Etsy, won and will be launched in 2014 (Red Frog Events is currently working on legal rights with Pineterest and Etsy).

RPT graduating class of 2013, organized their own celebration at Candlestick Park

From left to right: Pavlina, Nina, Xue, Pat, and Jackson *Center*: Dr. Xue Qin, Visiting Scholar from China – Enjoying Candlestick Park as the location for class of 2013 department graduation ceremony ~

What's Working & What Must Occur to Make Improvements: Summary from Faculty

WHAT'S WORKING AND WHAT WE'RE DOING WELL . . .

- Undergrad program received full Accreditation from the Nat'l Recreation & Park Association with commendations in 2012
- Multi-metric evaluations showed high levels of achievement of department undergraduate student learning outcomes, as measured by graduating senior exit survey, instructor course evaluations, state association and regional student awards, grants and scholarships.
- Over 50% of our spring 2012 graduating seniors had job offers prior to graduation
- We have strong support for our students from our profession, with over 430 regional internships
- Over 50% of our core curriculum involves community engagement in the form of service learning, research, and/or other co-curricular activities. For example, our internship (RPT 680, 690) requires each student to complete 480 hours and organize, implement, and evaluate a significant project for an agency within the recreation, parks, and tourism industry. In 2011 alone, students provided over 25,000 hours to agencies responsible for providing leisure services and programs to San Francisco.
- In preparation for compliance with the new 2013 NRPA accreditation standards, we modified both the student survey and internship supervisor survey; this includes addition of demographic section, increased clarity of some questions, and omission of item redundancy.

- RPT Department is completing a new strategic plan. We have determined the department mission, vision, values and programmatic goals. Undergraduate competencies have been identified. This is being also being done in coordination with the new NRPA standards.
- Developed a Facebook and Twitter account and created an SFSU RPT Alumni Group on LinkedIn. These have offered us the opportunity to keep students apprised of happenings as well as stay connected with alumni.
- The C- policy instituted in January 2011 continues to help prevent students from advancing to the internship without adequate knowledge, skills and preparation.
- Our prior assessment noted the need for greater balance the workload of the RPT 660 and 550 instructors and internship coordination. Student input over a couple of years also necessitated increased synergy between these two courses. New directions and greater synchronization was planned and implemented between these courses in fall 2012. Additional feedback was received and instructors will continue to improve in future.
  - We were immersed in "due diligence" and explored how best our department needs to position itself and our classes in the new G.E. program. As of summer 2013, the following classes have been submitted for review and possible inclusion in GE: RPT 120 (A3–critical thinking; LLD); RPT 205 (D1–social science; Global Perspectives, Environmental Sustainability; LLD); RPT 230 (C2–literature); RPT 240 (D1–social science; LLD); RPT 380 (Upper Division–Creativity & Innovation, Human Diversity, Personal/Community Wellbeing, Enduring Ideas; LLD); RPT 440 (D1– social science, Human Diversity, Social Justice, Civic Knowledge/Engagement). _Note_: RPT 230 has been accepted and the others are in review.
- Working with the Dean of CEL and the Director of the OIP on modifying RPT 470 _Alternative Spring Break_ to include international travel and service components as part of the curriculum to further internationalize the RPT curriculum.
- Our students are receiving top notch content from a uniquely qualified and diverse faculty. Between full time and part time lectures, our adjunct instructors have worked extensively in the field and they've brought that experience into classroom teaching. Many incorporate community service learning, field-based service projects and/or experiential pedagogy into the classroom. Our curriculum is on the cutting-edge across country.
- The RPT Advisory Council consists of 20 professionals from all segments of the profession, who meet bi-annually, actively review our department and curriculum and provide feedback and suggestions.
- Dr. Asuncion Suren resigned from our Dept in spring 2013. We revised that position announcement to meet the continued demand for non-profit recreation administration and added an element for health & wellness. A new tenure-track assistant professor will be hired starting fall '14.

WHAT WE'LL PLAN TO MAKE IMPROVEMENTS ON . . .
- Continue to streamline and revise our Senior Exit Survey to meet the needs of the 2013 NRPA accreditation standards coupled with SFSU requirements.
- Begin identifying a series of pre-post test questions in each of our core classes' base on these new NRPA standards.
- Our department demands a lot of time from Agency Internship Supervisors including verbal communication and two intensive written evaluations (mid-term and final). Each

year we have sent them a brief (2pp) survey for them to complete. In 2013 we only received 5 back so no analyses of that data was conducted nor included in this report. We will discuss how best to approach this in future.

- Consider establishing a new baseline assessment. In addition, the CA Parks & Recreation Society has a well-established set of professional competencies that we will explore despite their focus on community leisure services.
- Continue to develop key elements of a new RPT 5-yr. strategic plan. We began working on this process in spring 2013 and our goal is to complete a final draft for review by the CHSS Dean by May 2014.

RPT440, Urban Recreation, Parks, & Leisure Services – Field Trip to Heron's Head Park and EcoCenter in Bayview Hunters Point (Fall 2012)

Students appreciate the field trips – samples from exit survey

- *"I enjoyed all the field trips. Personally, I am a hands-on, visual learner so the field trips made learning enjoyable…."*
- *"I had never been on a field trip in college until RPT! Essential to learning!"*
- *"Field trips, volunteering, and service learning all applied to my internship…"*

RPT460, Destination Recreation Resorts, class field trip to Fairmont Sonoma Mission Inn and Spa

OVERVIEW

Introduction

  This survey is distributed to all recreation majors that are graduating seniors who are completing their internship prior to obtaining their bachelor's degree. Forty-three (43) surveys were returned for analysis out of 44 student majors completing their internship and graduating successfully. This is a 35 item survey (see Appendix D) that encompasses their opinion of usefulness of specific courses they had taken, knowledge gained during their entire undergraduate program, and a separate section added regarding our technology class. As in the past, we also want to know what they liked best about the department overall and about their concentration. Changes that students recommend for our department and/or their concentration are reviewed carefully as well as their overall evaluation/rating of the RPT curriculum based on their experience. We also like to know what they think about the overall instruction and advising they received during their experience in our department.

  Throughout their undergraduate program, field experiences (pre-internship) are a valuable component of their studies; we inquire about satisfaction and learning. Determining level of preparedness students experience in their classes, gearing them up for the internship, is an important culminating facet we ask about. Towards the end of their program we also need to know about their overall evaluation of their internship and to what extent the internship prepared them for a job/career in their area of emphasis and/or interest in the recreation, parks, and tourism profession. Similarly, it helps our department, and the university, to know whether students' believe their internship experience was "important".

Students were asked the question "WHAT DID YOU LIKE BEST ABOUT THE DEPARTMENT OVERALL? Three sample student responses include:

- *The environment, most professors plus classmates make the dept welcoming, and everyone was eager to learn from each other's ideas. Very seldom was there a class where I didn't learn anything.*
- *I enjoyed interacting with the faculty and students. The amount of knowledge, insight, and experience the RPT faculty provides has been instrumental to the development of my academic career.*
- *I liked the support of the faculty. I never felt like I could not approach a professor for help. I also gained life-long friends.*

Sample areas for improvement/requests from students for future included: Offer an advanced technology class, more field trips, avoid duplication of some course content across classes, and while students indicated professors were available and approachable some requested increased office hours.

Results

  A summary of key findings can be found in the "Inventory of Program Assessment Activities" matrix in the beginning of this report. Specific survey results are in Appendix E.

APPENDIX A

October 31, 2012

Dr. Robert Corrigan, President
San Francisco State University
Office of the President
1600 Holloway Avenue
San Francisco, CA 94132

Dear Dr. Corrigan:

This is to report that the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT), at its meeting on October 15, 2012 in Anaheim, CA approved continuing accreditation of the San Francisco State University Department of Recreation, Parks, and Tourism until 2015.

The Council approved the following recommendation:
- Design, develop, and implement an assessment plan consistent with the 2013 Standards, 7.0 Series (2.02)

Additionally, the Council approved the following commendations:
- Commitment to academic quality as evidenced by 20 years of continuous accreditation
- Campus-wide and administrative recognition of the department
- Faculty and student diversity

Your institution's accreditation by the COAPRT is valid until the program's next review in the fall of 2015. The program should expect an on-site visit anytime between November 2014 and April 2015. To maintain accreditation, the institution must also comply with the Council's requirements for timely submission of annual reports and fees.

The Council is pleased to maintain San Francisco State University on the list of accredited institutions. Congratulations!

Sincerely,

Danielle Price
Accreditation Manager

cc: Dr. Patrick Tierney

APPENDIX B

Agency Supervisor / Internship Orientation (p. 24)
Grading Scale (p. 27)

San Francisco State University
Department of Recreation, Parks, and Tourism (RPT)

Spring 2013

Agency Supervisor Internship Orientiation/Information

The faculty in the Department of Recreation, Parks, and Tourism at San Francisco State University thank you for sharing your professional knowledge and experience with our Recreation, Parks, and Tourism interns. You and your agency are important partners in this educational capstone experience. To assist you in making this 480-hour internship successful, consider the following information, tips, and suggestions.

University/Faculty Partnership
Consider the internship experience as a partnership among and between the intern, university, and your agency. A Faculty Advisor will be assigned to directly work with you and the intern throughout the internship.

The Internship Memorandum of Understanding (MOU)
The internship MOU, although not legally binding, is an agreement and commitment to adhere to the internship objectives, roles, and responsibilities between the intern, agency, and university. Take a minute to review the responsibilities identified on the MOU with your intern so that each of you understand the general expectations for this new experience. The Internship Coordinator will cover the contract expectations with your intern during the fall semester prior to the internship and during a pre-internship orientation held at the beginning of the spring semester at the internship agency site.

Internship Learning Outcomes and Clear Expectations
One of the first requirements of internship is for the intern to establish, with your assistance and consultation, learning outcomes for the internship experience. Learning outcomes should be SMART (Specific, Measurable, Appropriate, Realistic, Time period) and completed during the 480-hour internship. These learning outcomes are submitted to the Intern's faculty advisor with the first two-week report; this will be discussed with the student during their orientation.

Semester Schedule
Take time during the first week of the internship to design a weekly schedule that ensures that the intern's goals will be met. Be sure the schedule includes opportunities for the intern to learn about the entire organization as well as to focus on specific programs or projects. Opportunities for the intern to meet and work with other professionals, attend board, committee and/or commission meetings, observe programs and services, and organize, implement, and evaluate a major project are important aspects to consider when developing the weekly internship schedule. This is considered a working document and may be adjusted throughout the semester as new opportunities develop. This schedule is due with the first report package.

Spring Break
In accordance with the regular University semester schedule, interns are eligible to take Spring Break (See semester schedule for actual dates). Depending on the programs and needs of the agency, it may be beneficial for the internship to continue through Spring Break. If that is the case, and both the supervisor and intern agree to the proposed schedule change, the internship will conclude one week earlier at the end of the semester. In addition, if agreed upon between the agency and intern, completion of the 480-hour requirement can be negotiated using a different timeline within the dates stated on the contract. Schedule changes are to be taken into consideration when planning the weekly internship schedule, and are to be included on the final schedule submitted to the Faculty Advisor.

Initial On-Site Visit
During the first two weeks of the internship, the intern will schedule an appointment for the Faculty Advisor to visit the agency. The purpose of this visit is to review and answer any questions related to the intern's learning outcomes, midterm and final intern evaluations, weekly internship schedule, and major project. As a partner in this internship experience, the Faculty Advisor is available to support you and the intern throughout this internship experience. Feel free to contact them at any time during the semester as needed.

Two-Week Objectives
Every two weeks, the intern must develop specific objectives that are consistent with internship learning outcomes and that can be accomplished during the subsequent two weeks. These objectives are designed to assist the intern in planning and developing their work plan for the 2-week period. The intern will be talking with you about these objectives and will follow-up with you each week to determine the degree to which these objectives were met. Your guidance in assisting the intern to develop realistic objectives and weekly schedules throughout the internship are key to a successful internship experience. These objectives must be turned in by the intern to their Faculty Advisor as part of each report package.

Regular Meetings
One of the most important aspects of a successful internship is strong 2-way communication between the agency supervisor and the intern. We require a minimum of 60 minutes each week for discussing progress on the internship learning outcomes and objectives, project, and to determine if expectations are being met. Sometimes interns are reluctant to "disturb" agency supervisors who are often busy, so remember to take the initiative to meet with the intern on a regular basis.

Agency Orientation and Introductions
Take the time during the first week of internship to orient the intern to your agency, staff, and others with whom the intern will be working. This helps the intern to feel a part of the organization and lets others in the organization know what the intern's role and responsibilities will be for the semester.

Workspace
The intern needs to have his/her own space that is quiet, comfortable, and conducive to work. We do not expect a big desk, leather chairs, and luxury office; however, a workable space with adequate supplies, storage, and access to a computer and/or related equipment is required.

Resources and Information
Throughout the internship, make sure the intern knows about available resources within and outside of your agency. When possible, introduce intern to other professionals, and help the intern develop networking skills.

Reports
Every two weeks, the intern is expected to submit a narrative report to his/her Faculty Advisor, which includes a discussion about the internship experience for the past two weeks and reflection on the issues and challenges currently being addressed by the intern and the agency. This narrative gives the intern the opportunity to practice business-writing skills, reflect on experiences, and report internship experience progress to the Faculty Advisor. These reports can be shared with you for feedback, but they must be the intern's work. These reports are due with other required documents (see internship calendar). We ask that the intern be given time to work on reports during the regular work week.

Major Project(s)
Each intern is required to complete a major project(s), which is of value to both the agency and the intern. During the first two weeks, discuss possible projects with the intern. The major project(s) is/are designed to give the intern an opportunity to work independently (in consultation with you) on the creation of a new program, a training manual, a fundraising campaign, implementation of a new program or evaluation of an existing service, or some other project(s) of significance for your organization. It is intended that the identified project(s) be completed within the timeframe of the internship, so consider this when selecting a project(s). However, there are projects that involve preparation of a larger event held after the internship. The intern will need to submit a project proposal to the Faculty Advisor early in the semester.

Evaluations
There will be two evaluations during the 480-hour internship: a mid-semester evaluation and a final evaluation (see calendar for dates). Copies of the evaluation forms are included in this orientation packet. You, the intern, and the Faculty Advisor are involved in this process. Please allow enough time in your schedule to complete the written evaluation prior to your meeting with the Faculty Advisor as the midterm evaluation is designed to provide the intern with significant and thoughtful feedback on their progress to date. During your meeting, the Faculty Advisor will guide a discussion of the intern's progress and assist in developing a course of action for the remainder of the internship. The final evaluation is designed to recap the mid-term evaluation and provide a final summative report of their performance.

Grading (Credit/No Credit)
As agency supervisor, you will provide the intern's final grade (Credit/No Credit) at the end of the semester. The grading criteria and instructions are provided on the midterm and final intern evaluation forms. You can also confer with the Faculty Advisor if you would like additional information about the grading procedures.

A Final Thought
We hope this semester will be as exciting and positive an experience for you as it will be for the interns. Be sure to challenge the intern to try new things, take risks, and learn as much as possible. Thank you again for your willingness to be a partner in this important educational experience. We appreciate your time and expertise, and look forward to working with you throughout the semester.

<u>INTERN: Grading Scale</u>
Part II

The internship experience provides the intern with an opportunity to apply theoretical and classroom knowledge and experience in a professional setting. As a result, the evaluation (grading) criteria and standards for this experience are equivalent to standards applied to an entry-level professional position. In addition, the evaluation criteria and standards are based on expectations that the intern demonstrates use of theoretical knowledge in that setting.

RPT 680

Assignment	Points	%	Points	%	Grade	Points	%	Grade
Reflection Reports (25 pts. x6)	150	30	465-500	93-100	A	365-384.5	73-76.9	C
Visitations (1st & 3rd = 20 pts.; 2nd = 10 pts.)	50	10	450-464.5	90-92.9	A-	350-364.5	70-72.9	C-
Project (50 pts. for each component)	200	40	435-449.5	87-89.9	B+	**335-349.5**	**67-69.9**	**D+**
(1) Organization; (2) Implementation			415-434.5	83-86.9	B	**315-334.5**	**63-66.9**	**D**
(3) Evaluation; (4) Presentation			400-414.5	80-82.9	B-	**300-314.5**	**60-62.9**	**D-**
Internship Seminars (20 pts. x5)	100	20	385-399.5	77-79.9	C+	**0-299.5**	**0-59.9**	**F**
Total:	**500**	**100%**						

RPT 680 will result in a letter grade. Students are required to receive a C- or better AND maintain a 2.0 GPA to satisfy the internship and department culminating experience requirements. See above grading scale for details

RPT 690

Assignment	Points	%	Points	%	Grade	Points	%	Grade
Agency Supervisor Midterm Evaluation	100	25	372-400	93-100	A	292-307	73-76.9	C
Agency Supervisor Final Evaluation	200	50	360-371	90-92.9	A-	280-291	70-72.9	C-
Faculty Advisor Evaluation	100	25	348-359	87-89.9	B+	**268-279**	**67-69.9**	
			332-347	83-86.9	B	**252-267**	**63-66.9**	**No Credit**
			320-331	80-82.9	B-	**240-251**	**60-62.9**	**(NC)**
Total:	**400**	**100%**	308-319	77-79.9	C+	**0-239**	**0-59.9**	

RPT 690 will be graded as Credit/No Credit. Students are required to receive a Credit in RPT 690 to satisfy the internship and department culminating experience requirements. To receive a Credit, you are required to obtain a C- or better (see above grading scale for details)

APPENDIX C
New Internship Policy
"Undergraduate Internships Beyond 60 Miles"

Any undergraduate students in the Department of Recreation, Parks, and Tourism who are in their last year of their Bachelor's degree (e.g., senior or equivalent), must complete a full time internship within 60 miles of SF State University. The following policy serves as guidance for all students wishing to apply for an internship beyond 60 miles. All 10 criteria must be satisfied by a faculty majority for the student to be granted this 60-mile exception:

CRITERIA

1. GPA[a]: As of the close of the semester before internship (e.g., Dec/Fall) student GPA <u>must</u> be 3.0 total of their entire transcript - including RPT, Transfer (if applicable), <u>and</u> SFSU/university-wide. (No rounding up permitted).

2. Letter of Petition to the Faculty (Must describe the what, where, why, and how).

3. Faculty Advisor from RPT (Commitment from current RPT faculty to advise the student for the entire duration of the internship).

4. Must have Personal Safety and Risk Management Plan (Must be approved by the University Safety and Risk Management Director).

5. Project Description (Must describe precisely what their internship project will entail).

6. 12-week Plan for the Internship (40 hrs per wk for 12 wks–what will occur each week).

7. Letter of Support from Agency of Interest.

8. Written Statement from Onsite Supervisor Expressing Commitment (Including readiness to comply with all SFSU and RPT internship requirements).

9. Site selection must have reliable, high speed Internet access.

10. Presentation to the Faculty (at an agreed upon, already established, faculty meeting).

———

[a]GPA (3 tiers) = Dept/RPT, Transfer Units, SFSU   (adopted & approved 8/22/12)

APPENDIX D

GRADUATING SENIOR SURVEY

Instrument

_____

Thank you for taking the time to complete this survey. Your experience and feedback are important to us!
Please return this <u>TO</u> Dr. Rosegard in class on Tuesday May 14th (No grade if no survey!)

<u>**SECTION I**</u>

1. When you entered the RPT Department at SFSU to work on your current degree, at what level did you enter? (select **one**):
    - ☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior
    - ☐ Transfer student (Level: _____)
    - ☐ Change of major at SFSU
    - ☐ Other: Please indicate:_____

2. What is your area of emphasis in RPT (select **all that apply**):

    ___ Outdoors/Parks ___Commercial/ ___ Community ____Non-profit ___Special Events Planning

    ___Travel/Tourism & Hospitality Management   Other: Please specify
    _____

3. Demographics: The following questions will help us understand your background better. Thanks for your honest response to these important items:

Age: _____	Are you originally from: Bay Area ☐
Sex: Male ☐ Female ☐	(check one): Northern California ☐
Race/Ethnicity:_____	Southern California ☐
Marital Status:	Out of state ☐
Married ☐	(Please indicate:_____)
Single ☐	
Domestic Partner ☐	Zip code of primary residence:_____
Divorced ☐	

4. Not including your Spring 2013 "internship", are you <u>currently working</u> (paid job)? Yes_____ No____

    If Yes: a) How many hours (or average hours) per week:_____

    b) Is your paid job in the RPT field? Yes___ No___

5. If no to #4 above, do you plan to pursue a <u>career in this RPT field after graduation</u>?
    Definitely ☐   Probably ☐   Maybe ☐   No ☐

    <u>If no</u>, please tell us **why** (check all that apply):

    - ✓ I plan to find a position in the field of: _____
    - ✓ I would like to go on to graduate school: Yes ☐ No ☐   Maybe ☐
    - ✓ I will take some time off and not work: Yes ☐ No ☐   Maybe ☐
    - ✓ I am not interested in the RPT field: Yes ☐ No ☐   Maybe ☐

(continued)

_____

6. Evaluate the RPT courses listed below based on a scale of 1 to 5. Circle the number that best represents your assessment of the course.
   1=Very poor; not useful; did not learn much **TO** *5=Excellent; most useful; learned a lot*

Required RPT Core Courses	Rating Scale
RPT 200 Foundations of RPT	1 2 3 4 5
RPT 225 Information Technology in RPT	1 2 3 4 5
RPT 300 Leadership in RPT	1 2 3 4 5
RPT 390 Leisure Travel and Tourism	1 2 3 4 5
RPT 400 Programming in RPT	1 2 3 4 5
RPT 410 Therapeutic and Inclusive Recreation	1 2 3 4 5
RPT 500 Organization and Administration of RPT	1 2 3 4 5
RPT 520 Parks and Outdoor Recreation Resources	1 2 3 4 5
RPT 550 Planning and Evaluation of RPT	1 2 3 4 5
RPT 660 Professionalism in RPT	1 2 3 4 5
RPT 680/690 Directed Field/Management Experience in RPT	1 2 3 4 5
Selected Elective RPT Courses (circle all that apply)	Rating Scale
RPT 160: Which course:	1 2 3 4 5
RPT 230 Growth Through Adventure	1 2 3 4 5
RPT 330 Arts and Crafts for Leisure	1 2 3 4 5
RPT 340 Conference, Event Planning and Management	1 2 3 4 5
RPT 370 Introduction to Nonprofit Administration	1 2 3 4 5
RPT 380 Developmental Play Processes	1 2 3 4 5
RPT 440 Urban Recreation, Park, and Leisure Services	1 2 3 4 5
RPT 445 Recreation Therapy and the Expressive Arts	1 2 3 4 5
RPT 460 Destination Recreation Resorts	1 2 3 4 5
RPT 470 Care Break	1 2 3 4 5
RPT 540 Administration of Private Recreation Enterprises	1 2 3 4 5
RPT 570 Developing and Managing Resources for Nonprofits	1 2 3 4 5
RPT 605 Ecotourism: Principles and Practices	1 2 3 4 5
RPT 640 Recreational Use of Nat'l Parks & Protected Areas	1 2 3 4 5
RPT 670 Advanced Conference, Event Planning & Mgmt	1 2 3 4 5

SECTION II

7. What did you like BEST about the RPT **department** overall?

8. What did you like BEST about your "**area of emphasis"** in the RPT Department?

9. If you could add new courses or added content to existing classes, what would it be:

   a. I would like to see these two new classes: 1)_____
                                                       2)_____

   b. Add these topic areas to existing courses:_____

SECTION III. On the next series of questions, please circle the number that best applies to your experience with the RPT Department overall. Please include a few comments for each question.

10. What is your <u>overall</u> evaluation of the **course content?**

           Poor   Average   Excellent

                 1   2   3   4   5

Comments:

11. What is your <u>overall</u> evaluation of the **instructor/teacher approach and delivery** of course materials, lectures, etc?

           Poor   Average   Excellent

                 1   2   3   4   5

Comments:

12. What is your <u>overall</u> evaluation of the **advising**? (for example, class related, job/career, volunteer opportunities personal issues, etc)

           Poor   Average   Excellent

                 1   2   3   4   5

Comments:

13. What is your <u>overall</u> evaluation of **field experiences** as part of your classes **prior to** your internship? (for example, field trips, volunteerism, specific service learning projects, etc)

           Poor   Average   Excellent

                 1   2   3   4   5

Comments:

14. As you reflect, evaluate your class experience **<u>working in groups</u>**. Circle one for your <u>overall</u> experience and provide comments about what you liked and/or did not like:

Poor		Average		Excellent
1	2	3	4	5

Comments:

15. To what extent have your RPT classes, in general, **<u>prepared you</u>** for your internship experience? Give examples:

Not at All		Moderately	Significantly	
1	2	3	4	5

Comments:

16. To what extent did your internship experience **<u>prepare you for a job</u>** in your area of emphasis and/or interest in recreation, parks and tourism as a career?

Not at All		Moderately	Significantly	
1	2	3	4	5

Comments:

17. To what extent has your internship experience been important in **<u>developing your skills and abilities to be successful</u>** in this profession?

Not at All		Moderately	Significantly	
1	2	3	4	5

Comments:

SECTION IV. **Professional Competencies** (National Recreation & Park Assoc. Standards for Accreditation).
In this section, please assess your experience in the RPT Department at SFSU in TWO WAYS:

In the **first** column, tell us if you have gained knowledge in the NRPA professional competency areas listed.
In the **second** column, tell us how important this knowledge is to your career in recreation, parks and tourism.

Rating Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4= Strongly Agree or DK=Don't Know

	I gained the following core knowledge					This competency is important to my career				
	SD	D	A	SA	don't know	SD	D	A	SA	don't know
FOUNDATIONS: Background, nature, and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings.										
1. The significance of play, recreation and leisure in contemporary society	1	2	3	4	DK	1	2	3	4	DK
2. The significance of play, recreation, and leisure throughout the life span	1	2	3	4	DK	1	2	3	4	DK
3. Understanding legal foundations and the legislative process	1	2	3	4	DK	1	2	3	4	DK
4. Comprehend current issues and trends in the profession										
EXPERIENCE/LEADERSHIP: Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups.										
1. The ability to plan / organize a program, activity, service or event in RPT and use critical thinking in the process	1	2	3	4	DK	1	2	3	4	DK
2. The roles, interrelationships, and use of diverse delivery systems addressing recreation, leisure, parks, travel and tourism	1	2	3	4	DK	1	2	3	4	DK
3. Ability to understand principles and implement procedures related to selection/coordination of programs, and events for individual, group, and community quality of life	1	2	3	4	DK	1	2	3	4	DK
4. Ability to use various leadership techniques and tools of professional communication to enhance individual, group, and community experiences	1	2	3	4	DK	1	2	3	4	DK
]5. Understand personnel and human resource basics including staffing, directing, leading others.	1	2	3	4	DK	1	2	3	4	DK
MANAGEMENT/ADMINISTRATION: This dimension refers to both operations of managing organizations and administering programs and services, as well as strategic planning & management.										
1. The fundamental principles and procedures of inclusive practices as they apply to operating programs and services	1	2	3	4	DK	1	2	3	4	DK
2. The principles and practices of safety, emergency, and risk management related to recreation, park resources and leisure services	1	2	3	4	DK	1	2	3	4	DK
3. Creating, maintaining, and deploying plans of action that address changing circumstances in social, economic, environmental, and/or financial environments	1	2	3	4	DK	1	2	3	4	DK
4. Ability to use a variety of technology and maintain understanding of new technologies in the workplace.	1	2	3	4	DK	1	2	3	4	DK

<u>**SECTION V.   TECHNOLOGY**</u>
Your responses to this section will help guide future software instruction for RPT students:

1. Did you take RPT225?

    Yes ☐   No ☐

2. If not, then did you take a different software applications class in college?

    Yes ☐   No ☐

3. Which of the following programs did you use **DURING YOUR INTERNSHIP**?

Program	Yes	No
MS Word		
MS Excel		
MS PowerPoint		
MS Publisher		
MS Access		
MS Outlook		
Adobe Photoshop		
Web Design Program _____		
Active.com		
Other _____		
Other _____		

4. Did you wish you had **LESS OR MORE INSTRUCTION** at SFSU in the following programs?

Program	Less	About the right amount	More
MS Word			
MS Excel			
MS PowerPoint			
MS Publisher			
MS Access			
MS Outlook			
Adobe Photoshop			
Web Design Program _____			
Active.com			
Other _____			
Other _____			

5. What **SUGGESTIONS** could you offer for future software instruction at SFSU RPT?

Thanks very much for filling out this survey!

APPENDIX E
Graduating Seniors – Survey Results

2012-2013 RPT Intern Survey Results (Graduating Seniors)
(*n*=43 surveys returned out of 44 student majors)

Note: The most recent undergrad assessment report, 2010-11, prior to this one, has 5-years of comparative results. This year's report is simplified as we move into an amended survey to reflect new NRPA standards. There are, however, some items that are similar from past years; yet we are now heading into a new instrument in the future. Hence, for this year the results consist of findings from 2012-2013 only with few comparisons. Anyone interested in the previous assessment report including comparative analyses is encouraged to contact the Department office: *recdept@sfsu.edu*

1. Level / status entered to RPT		
	Frequency	*Percent*
Freshman	3	7%
Sophomore	4	9
Junior (transfer)	19	45
Change major at SFSU	4	9
Missing data:	13	30
Total	43	100%

Current: Nearly ½ of our students from this graduating class transferred from another college or university in their junior year. (*n*= 19 reported "junior" year transfer). Four students transferred as a sophomore. Four students changed their major from another discipline at SFSU to pursue a recreation degree; this is down from 19 'change of majors' from two years ago.

2. Concentration within RPT [1]		
	Frequency	*Percent*
Parks/Outdoor	14	38%
Commercial/Resort Management	3	8
Community	10	27
Non-Profit	2	5
Special Events	8	22
Total	22	100%

[1] *Students were given the option of checking or writing in other emphases: The second highest dual emphasis includes Travel/Tourism/Hospitality followed by Non-Profit. Three students also wrote in "ecotourism/sustainability" as their secondary area of emphasis. One student noted "Therapeutic Recreation".*

The following section on demographics is a newly added section for this AY12-13 assessment year:

3. Demographics:

Age	n	%
21-24	27	67%
25-29	11	28
30-34	2	5
Total	40	100%

Sex		
Females	27	67%
Males	13	33
Total	40	100%

(Missing=3)

Race/Ethnicity	Frequency	Percent
Asian	3	7.0
Caucasian	4	9.3
Filipino	3	7.0
Hispanic	3	7.0
Japanese	1	2.3
Mexican	3	7.0
Other	1	2.3
Pacific Islander	1	2.3
Thai	1	2.3
Vietnamese	1	2.3
White	16	37.2
missing:	*6*	*14.0*
Total	43	100%

Students were encouraged to fill in the blank, no data is categorized or collapsed – this table shows precisely what students provided

Marital Status: Single = 39; Divorced =1   **Residence**: Bay Area=17; SoCal=12; NorCal=8

County of Residence (students where asked for the zip code of their 'home/permanent address)

San Mateo =6	*Counties with one (1) student*:
San Francisco =4	Solano, Napa, Marin,
LA County = 4	Santa Clara, San Joaquin,
Alameda =3	Merced, Kern, Humboldt
Contra Costa =2	Sacramento, El Dorado, Shasta,
San Diego County = 2	Tulare, San Luis Obispo,
Orange County = 2	Santa Barbara

★ ★ ★ ★ ★

Questions 4 and 5 are multi-part questions relating to students <u>current work situation</u>:

We first asked students if they are currently working (No=21, Yes=20). Of the "yes" responses, 13 were working in the RPT field. N=8 students worked 20hrs/wk (7 worked less than ½ time), 4 worked 30-40 hrs per week.

We asked students if they **plan to pursue a job in RPT field** – responses are compared:

2012-13: Definitely = 21 (64%)   Probably = 7 (21%) Maybe = 3 (9%)   No = 2 (6%)
2010-11: Definitely = 19 (76%)   Probably = 4 (16%) Maybe = 2 (8%)   No = 0
2008-09: Definitely = 1 (8%)   Probably = 7 (59%) Maybe = 3 (25%) No = 1 (8%)

If not pursuing a job in the field (especially right away), students completing the surveys expressed interested in pursuing graduate school as follows:

	YES	NO	MAYBE
2012-2013	**5**	**1**	**4**
2010-2011	7	0	0
2008-2009	4	3	0
2005-2006	3	3	4

Student interest in taking time off and not working or pursuing graduate studies at all:

	YES	NO	MAYBE
2012-2013	**7**	**3**	**3**
2010-2011	3	5	0
2008-2009	1	2	3
2006-2007	1	2	1
2005-2006	1	4	1

Dr. Wilson helping out with RPT 160 Lake and
Sea Kayaking class on the SF Bay – Fall 2012

6. Students were asked to evaluate the RPT courses on a scale of 1 to 5 where 5=Excellent, most useful, learned a lot to 1=Very poor, not useful, did not learn much

Required / Core Courses	Rating Scale (percents rounded up)				
	5	**4**	**3**	**2**	**1**
RPT 200 Intro to RPT Services (n=38) Mean: 3.9	13 (34%)	14 (37%)	7 (18%)	4 (9%)	0
RPT 225 Technology (n=40) Mean: 4.6	30 (75%)	8 (20%)	1 (2%)	1 (2%)	1 (2%)
RPT 300 Leadership (n=40) Mean: 4.1	16 (40%)	15 (37%)	6 (15%)	2 (5%)	1 (2%)
RPT 390 Leisure Travel and Tourism (n=40) Mean: 3.9	12 (30%)	14 (35%)	14 (35%)	0	0
RPT 400 Theory Program Planning (n=40) Mean: 4.2	15 (37%)	18 (45%)	6 (15%)	1 (2%)	0
RPT 410 Foundations of Therapeutic Recreation (n=40) Mean: 4.0	9 (22%)	20 (50%)	11 (27%)	0	0
RPT 500 Organization of Recr. (n=40) Mean: 4.2	15 (37%)	19 (47%)	5 (12%)	1 (2%)	0
RPT 520 Parks/Outdoor Recreation (n=39) Mean: 3.2	4 (10%)	13 (33%)	10 (26%)	9 (23%)	3 (8%)
RPT 550 Planning & Evaluation (n=39) Mean: 4.2	16 (41%)	19 (49%)	2 (5%)	1 (2%)	1 (2%)
RPT 660 Seminar in Current Professional Issues (n=38) Mean: 4.0	9 (24%)	21 (55%)	6 (16%)	2 (5%)	0
RPT 680/690 Directed Field Exper (n=39) Mean: 4.7	28 (72%)	9 (23%)	2 (5%)	0	0

OVERVIEW: Regarding these required core classes, on a scale of 1 to 5 with 5 being "excellent" the <u>average</u> rating for all these classes is **4.08**. This is on par with the 4.06 from the prior '10-'11 assessment; yet it's still below the **4.14** during the assessment period in '08'09. Prior to that, the averages were **4.06** in '06-'07; **3.90** in '05-'06 and **3.86** in 2004-05

"I liked the support of the faculty. I never felt like I could not approach a professor for help. I also gained life-long friends."

(5) = Excellent to (1) = Poor ~ Note: There was a lot of missing/blank data for this section

Elective Courses	Rating Scale (percents rounded up)				
	5	4	3	2	1
RPT 160 Activity Courses (*n*=6 classes offered at 1.0 unit) (n=4) Mean: 4.5	2 (50%)	2 (50%)	0	0	0
RPT 230 Growth / Adventure (*n*=4) Mean: 4.7	3 (75%)	1 (25%)	0	0	0
RPT 330 Arts & Crafts for Leisure (*n*=7) Mean: 3.6	1 (14%)	4 (57%)	1 (14%)	0	1 (14%)
RPT 340 Conference & Event Planning (*n*=23) Mean: 3.9	7 (30%)	8 (35%)	7 (30%)	1 (4%)	0
RPT 370 Intro to Non-profit Admin. (*n*=0) Mean: ---	0	0	0	0	0
RPT 380 Developmental Play Processes (*n*=11) Mean: 3.9	3 (27%)	4 36%)	4 (36%)	0	0
RPT 440 Urban Recreation & Parks (*n*=3) Mean: 4.7	2 (67%)	1 (33%)	0	0	0
RPT 445 Recr Therapy/Express Arts (*n*=0) Mean: -----	0	0	0	0	0
RPT 460 Destination Recr. Resorts (*n*=9) Mean: 4.2	3 (33%)	5 (56%)	1 (11%)	0	0
RPT 470 Care Break (*n*=3) Mean: 4.0	1 (33%)	1 (33%)	1 (34%)	0	0
RPT 540 Admin of Private Enterpr. (*n*= 3) Mean: 3.3	0	1 (33%)	2 (67%)	0	0
RPT 570 Developing/Managing Resources for Non-profits (*n*=2) Mean: 3.0	0	0	2 (100%)	0	0
RPT 605 Ecotourism Theories/Prac. (*n*=20) Mean: 4.3	10 (50%)	8 (40%)	1 (5%)	1 (5%)	0
RPT 640 Recr Use of Nat'l Parks (*n*=6) Mean: 4.7	4 (67%)	2 (33%)	0	0	0
RPT 670 Advanced Conf. Event Planning/Mgmt (*n*=1) Mean: 5.0	1 (100%)	0	0	0	0

OVERVIEW: Regarding 15 elective classes, only a few graduating seniors completed this section (or conclusively only a few student in this class took these courses), thereby making any analysis less substantive in terms of inferences. No decisions should be made based solely on the data in this table.

Section II: Sample Open-ended comments *(unedited)*

7. What did you like BEST about the RPT Department overall?

✓ I loved how accessible the professors and lecturers were for the students
✓ Everything! Most everything was practical info – All very useful in RPT
✓ Professors open door policy. Tight knit community, opportunities to work in the field for class assignments.
✓ Everyone you meet including classmates and staff treated you like family.
✓ The camaraderie of RPT students / lack of competition
✓ The broad curriculum it taught gave me knowledge in budget, operations, technology, marketing, etc.
✓ I like The amount of options the department allows a student to choose from
✓ The hands on experience and focus on career prep.
✓ Small group of students interactive experiences
✓ I liked the support of the faculty. I never felt like I could not approach a professor for help. I also gained life-long friends.
✓ I loved learning a wide variety of falls coming into the RPT Program I had no idea there would be comp. classes, planning and so many skills I can use in the future. I also loved how dedicate the department is to get us classes, make us successful!
✓ The environment, most professors plus classmates make the dept welcoming, and everyone was eager to learn from each other's ideas. Very seldom was there a class where I didn't learn anything.
✓ Classes were not too big; close knit, laid back (somewhat), prepared me for what I want to do, love the internship, really like how much experience I got in volunteering/interning
✓ The instructors
✓ All staff and advisors were helpful to stay on track to graduate
✓ Community oriented, small major, easy access to faculty
✓ What I like best is all the RPT faculty. Everyone generally cares about each student and wants them to succeed after they graduate
✓ The department is supportive in career development
✓ Overall good skills – not just career/money skills
✓ The community that the RPT major fosters
✓ How the majority of the core classes give you tools to use in a professional workplace
✓ The small class sizes and help from the instructors
✓ Field trips and being released but learning more than most of the other departments in SFSU
✓ I enjoyed how useful the staff was. I was a transfer student and I found my niche here
✓ The enthusiasm and experiential learning
✓ The inspiring teachers
✓ The RPT 225 class with learning about how to use MS Office programs and most aspects of them like writing lectures, formulas in Excel, and creating a good PowerPoint presentation
✓ The instructors were helpful and gave timely feedback. Friendly, professional and helpful
✓ Very active and available – professors had a presence at all times that allowed me to feel comfortable and confident in this major

- ✓ I enjoyed interacting with the faculty and students. The amount of knowledge, insight, and experience the RPT faculty provides has been instrumental to the development of my academic career.
- ✓ Career focused curriculum; friends, women's backpacking
- ✓ Learning through experience (e.g., master plan, volunteers, programming proposals, etc)
- ✓ Faculty available for guidance, always welcoming. So many opportunities presented for experience outside of the classroom
- ✓ I liked how attentive my advisor was to ensure I was on track and how we had mandatory meetings at the beginning of each semester to sign up for classes
- ✓ Pavlina and Jackson! And the hands-on, experiential learning. Also I've used a lot of what I learned way more than anyone in any other major
- ✓ It is hands on, for the most part, you get a lot of opportunities to learn outside the classroom
- ✓ Necessary work experience. Faculty did a great job incorporating real life situations into course topics
- ✓ The faculty are the passion of the field
- ✓ I liked the diversity of classes offered. I enjoyed that I had to take courses outside of my field of interest. Professors were outstanding.
- ✓ The supportive professors and hands on learning in all the classes.

8. What did you like BEST about your concentration/emphasis in the RPT Dept?

GENERAL:
- ✓ I loved being able to apply my skills within my classes, and then applying my new skills to my internship
- ✓ I didn't have a declared an emphasis – but everything was flexible
- ✓ Expertise of professors, field trips and opportunities to network.
- ✓ The job market is broad.
- ✓ I feel the class I took on events was not that helpful. I was able to learn for more by just experiencing the field.
- ✓ The content was related to the field I was working in.
- ✓ The students
- ✓ There's someone directly in the field of emphasis. You get different perceptions.
- ✓ Creativity! And helping people be creative. And being able to help people in general
- ✓ This program was fun and where my passion lies
- ✓ The opportunities to network
- ✓ Faculty is very professional
- ✓ Previous opportunities to help people
- ✓ Peers plus amazing job opportunities
- ✓ Peers and quality of life
- ✓ I like that a lot of the work is out of office and in the field whether leading classes or working during programs
- ✓ Dr. Roberts! She is enthusiastic and really makes you care about the subject matter
- ✓ Nothing really, it had nothing about adventure sports, or risk management in outdoor adventure scenarios
- ✓ I came in late, completed the requirements in 3 semesters. Unfortunately, my emphasis was based in pre-classes
- ✓ Being outdoors
- ✓ The equal passion from my cohorts

- ✓ Work closely/hands on with the community/children
- ✓ The teachers were very detailed and filled w/ a lot of knowledge that was unexpected for just 2 courses
- ✓ Learning about career opportunities and industry trends
- ✓ I liked that I was able to morph my emphasis to fit my interest – I took an independent study class that allowed me focus on marine biology
- ✓ Well, they don't offer enough in my emphasis area, but I think Pavlina wants to fix that.
- ✓ I like that it exists. However I don't feel like it was anything special. I think the beginning class should go more in depth.
- ✓ Loved the projects which gave practice in my field. I also enjoyed being encouraged to be a part of professional organizations which gave me more great experiences
- ✓ Being able to have a hands-on experience in that field so I could truly see if it was something I want to do.
- ✓ That it took an aspect that I enjoyed from my personal life and taught me that I could have a legitimate professional career doing it.

COURSE/FIELD SPECIFIC:

- ✓ Camping trip for RPT 640
- ✓ That I could learn something about event planning in every class and took.
- ✓ The classes 340/670. I learned so much about the events industry and event management
- ✓ I enjoyed learning about sustainable tourism and how to educate for our parks and natural careers
- ✓ It is exactly what I want to do as s career but was never able to define it; sustainability industry is not only environmental, but it is also social and economical.

9. If you could add new courses / added content to existing classes what would it be?

a) Would like to see these new classes:

- ✓ Hospitality
- ✓ Advanced technology/RPT 225 (n=4)
- ✓ Natural resource conservation
- ✓ More Rec Therapy Classes
- ✓ More Tech. help
- ✓ Leisure Philosophy
- ✓ Recreation Budgets
- ✓ Horticulture
- ✓ World Tourism Market
- ✓ Marketing(n=5)/Social Media(n=1)
- ✓ Snowboarding
- ✓ Creativity
- ✓ More outdoor specific
- ✓ Athletics coaching
- ✓ Therapeutic Rec II
- ✓ Outdoor adventure class, second after 230
- ✓ Skydiving
- ✓ Urban Planning
- ✓ Persistence in life
- ✓ Budget/ Finance/Fundraising (n=2)
- ✓ Sustainable planning/more sustainability (n=3)
- ✓ More ecotourism
- ✓ Advanced Ecotourism
- ✓ Another computer class
- ✓ Commercial Tourism
- ✓ Business Development /Sustainable Business (n=2)
- ✓ Communication
- ✓ Documentation
- ✓ Grant Writing
- ✓ Recreation language

- ✓ Planning Community Special events
- ✓ Botany
- ✓ Geology course
- ✓ Surfing
- ✓ Environmental biology
- ✓ Sport lifestyle
- ✓ Working for a city

- ✓ Wilderness first aid/ first respond environment
- ✓ Environmental science/Outdoors experience
- ✓ Research Methods
- ✓ Design
- ✓ Required physical education/physical recreation (n=2)

b) *Add these topic areas to existing courses:*

- ✓ Hospitality management
- ✓ Answering calls gracefully under pressure
- ✓ GIS
- ✓ Budgeting
- ✓ HTML (to 225) (n=4)
- ✓ More direct experience for event planning classes
- ✓ Intermediate Computer
- ✓ Marketing (n=3)
- ✓ Natural Resources > 520
- ✓ Zoo management
- ✓ More theory and research on leisure
- ✓ Focus on CA geology/geography. Maybe of Bay Area
- ✓ Childhood development
- ✓ Networking
- ✓ Time management
- ✓ Marketing to event management
- ✓ Military recreation
- ✓ More field trips, environmental knowledge, active learning, email communication
- ✓ More on therapeutic recreation

- ✓ Risk management scenarios on adventure travel medical case studies. I would like to read and reflect on a book full of adventure problems
- ✓ I suggest having a RPT 225 Tech course optionally after the RPT major to refresh us
- ✓ Disappointment in the Real World
- ✓ More ecotourism/ Sustainable planning
- ✓ 540, using real business as opposed to making one up
- ✓ Graphics and Media
- ✓ More Excel (n=2)
- ✓ More focus on eco-practices so we don't have to offer a separate course about it. This should be integrated into every class RPT offers
- ✓ DMO organizations (events/ tourism)
- ✓ More technology training in Sales Force, Eventbrite, Google Apps, Google Groups, or other group docs, Spreadsheets)

✧ ✧ ✧ ✧ ✧ ✧ ✧

"I enjoyed interacting with the faculty and students. The amount of knowledge, insight, and experience the RPT faculty provides has been instrumental to the development of my academic career."

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10. Overall evaluation of RLS Curriculum/Course <u>Content</u>

		Frequency	Percent	Valid Percent
	Average	3	7.0%	7.5
	Good	30	69.8	75.0
	Excellent	7	16.3	17.5
	Sub-total	40	93%	100%
	Missing	3	7.0	
	Total	43	100%	

(1) = Poor thru (5) = excellent

<u>Written Comments</u>:
- All useful and valuable info
- Budget and Finance desperately needed.
- I like how every class teaches on necessary topics you'd actually use in the work force.
- A lot of it wasn't very memorable
- Sometimes I felt I was learning and sometimes I felt I was not
- Practical, but could include more science-based classes
- Course content was useful overall. I would say emphasize using more Mac's in classrooms because this is where industry is leading
- Well structured, prepared me for each class by building upon the previous ones
- There were times teachers spent too much time on a particular subject but little to no time on another that may have been important in the field we choose
- Every course is very helpful
- All the courses I took in RPT were amazing and interesting. I learned a lot not only about the content and curriculum but about life
- The content helped prepare me for my internship
- I would have liked to learn more specific outdoor skills: biology, first aid, physical therapy, health, geology, geography
- Hard to pursue a perfect course but with a normal evaluation the course can evolve!
- All courses give a good taste of different RPT sections but seemed unnecessary for myself, but required for degree
- Overall I am very impressed. Sometimes though like with 680/690 it feels like they assign work that is not educational and that they fee; as if they just have to assign something
- There is nothing about outdoor adventure. It's all community based. What about the other activities. Create new class, after the 225 technology course, something more advanced.
- Would be best to just first choose our classes regardless of core and emphasis ourselves instead of completely the required ones because this may waste our time in taking useless classes that we do not need later on. Just need to complete a number of units is all that's best.

- I would have given a rating of **5** however I did not enjoy how RPT550 was organized. I feel like I was forced to be too dependent on some of my group partners which reflected on my grade and experience
- Overall, pretty useful, but some assignments were time consuming and not useful
- I love RPT!
- I feel like sometimes things seemed irrelevant. Or even some assignments just feel like space fillers. Example: the video assignment in 500.
- Some course content was too "fluffy". Too much was put on students for feedback that the hard work aspect of some courses here sacrificed. I would have liked more direct instruction than some of the mundane conversations that went in small groups.
- Felt it was all useful information. I do feel that many of our classes covered similar information and that it was sort of repetitive, but I do feel that I did retain it all.
- Appreciated the variety of courses we had to take. Contributed in my development as an all-around travel and tourism professional.

"The [course] content helped prepare me for my internship. . ."

11. Overall evaluation of RPT <u>Instruction</u>/teacher approach & delivery

		Frequency	Percent	Valid Percent
	Average	5	11.6%	12.8
	Good	21	48.8	53.8
	Excellent	13	30.2	33.3
	sub-total	39	90.7%	100%
	Missing	4	9.3	
	Total	43	100%	

(1) = Poor thru (5) = excellent

Written Comments:
- Kinda boring, too many lectures, but good working w/ people even though we hated it
- Each professor had a different approach. Some know how to explain, teach and listen. Others are awful (Flash) learned nothing. No accountability over the class, therefore no control or work. Practically waste of time.
- They were very interactive and approachable. They were more than just teachers. They acted like they really do care.
- Varies a lot but mostly conducive to learning
- Each core teacher had their own style the diversity was beneficial. Different methods worked better depending on the class. I liked my relationships w/ the instructors.
- I really enjoyed some of the teachers in this department. I liked the styles and personal qualities they all individually had. I could see myself connecting on a personal with many

of my instructors; Dr. Nina Roberts is someone who I will always be happy to see in the future.

- Some professors focus too much on content than learning experience
- Some teachers don't provide enough interactive experiences
- Lecturers were not very clear and sometimes was unsure of what content was due.
- Each professor had unique styles that meld together well. Except Jackson.
- Each teacher/instructor was different. Some did well with feedback on assignments while some just gave out grades, which becomes frustrating. Especially in RPT 550 & 660, not both teachers were on the same pages
- Instructors were very professional. However, they need to cooperate with each other to reduce confusion for students in term of the course content
- The syllabus explains everything down to the "T" about the overall content of the course, the timeline of when assignments are due and the guidelines for each project
- The approach was friendly and easily perceived
- Almost all instructors were very clear and organized as well as approachable when needed
- I would give this '5 out of 5' if Loretta was not one of the teachers. I have received amazing support and guideline from every other teacher. She speaks in a way that belittles people and does not create a sense of support
- The grading can be terrible, such as Bob Flasher who graded like an unprofessional jerk "I don't like the grading system at the school. It doesn't reflect the true work of the students. I will not be adding the grades on ilearn because there's no point" - RF said this the first day in class, I was awarded at the end of class, never missing a class and having the best presentation in the class. He gave me a C- at the end of the class! WTF How could I be one of the best students and get an C-?
- Some classes may not be needed
- Overall, the approach and delivery of course materials, lectures, presentations, etc. were great. They are different yet consistent styles enhanced my learning experience
- Good, useful, applicable lectures, waste a lot of paper
- Very involved w/ students
- As with every department, some teachers were more involved and focused then others, but the one that were great made up for the ones that weren't
- Some instructors were better than others at delivery of material, but overall great. Always room for improvement
- All instructors were passionate about their given field. They were all also approachable and motivating.
- I had some wonderful teachers who really stuck with me, while others were not the best lectures.
- I definitely thought that all of our instructors were extremely knowledgeable and passionate about the course content. Very professional yet personable people. Service with a smile goes a long way.

> "As with every department, some teachers were more involved and focused then others, but the one that were great made up for the ones that weren't…"

12. Overall evaluation of RPT <u>advising</u>

		Frequency	Percent	Valid Percent
Valid	Average	5	11.6%	12.5
	Good	13	30.2	32.5
	Excellent	22	51.2	55.0
	Sub-total	40	93%	100%
	Missing	3	7.0	
	Total	43	100%	

(1) = Poor thru (5) = excellent

Written Comments
- Not enough guidance for career confused students
- Best advising experience after 4 years at Calpoly TCC.
- Dr. Rosegard made it easy for us to follow our academic pathway to graduation. I think we're spoiled compared to other majors
- Dr. Rosegard's office hours were helpful
- I didn't utilize advising as well as I should have, but I am sure they would have been helpful if I had.
- Advising was helpful and for the most part beneficial to my experience.
- I was misguided or misinformed and that turned out to be detrimental to progress in other classes.
- Erik is very understanding and offers great advice for classes and life
- Erik provided so much helpful advice. I came in not having a clue of where I was going and I am leaving feeling in control. All other professors were extremely helpful and supportive too
- The only thing that can improve could be the help in finding internships
- Rosegard was an enormous help, make it really easy to get through smoothly
- All advisors had great feedback via email and personally which helped get through the program
- Awesome! Eric knows exactly what classes we need to take. The whole faculty gave us opportunities and leads for internships
- The advising was easily accessible and supportive
- Lots of events, volunteering, etc. opportunities
- Always willing to help us plan ahead
- Erik was always available for appointments and my email inbox is full of opportunities and information
- I have had every resource I needed to succeed
- Keep up the good work!
- Need more office hours for teachers/professors
- Advisor gave constructive/timely feedback
- Notably, Dr. Latokva and Dr. Wilson were very approachable, supportive and engaging.
- All faculty offer advising
- Great! So attentive

- I mean, my first session helped me know which classes to take, but when it came to the internship, I felt like our advisor didn't even remember what my project was where I was interning
- For the most part it was okay. Some inconsistencies that shouldn't happen however.
- There was always someone to talk to and help.
- I always felt that if I needed to speak with someone I was able to, which I know is not true for many other majors.
- Constant email blats and in-class announcements of internship /volunteer opportunities was extremely helpful.
- Rosegard does not respond to emails in a timely manner

13. Overall evaluation of <u>field experience requirements prior</u> to internship

		Frequency	Percent	Valid Percent
	Below Average	1	2.3%	2.5
	Average	3	7.0	7.5
	Good	19	44.2	47.5
	Excellent	17	39.5	42.5
	Total	40	93%	100.0
	Missing	3	7.0	
	Total	43	100%	

(1) = Poor thru (5) = excellent

Written comments
- Most were great, Ecotourism, parks, etc. Met other rec majors from Chico, other professors, people in the field, etc. Flash's field trips were pointless except the playground one.
- I enjoyed all the field trips. Personally, I am a hand – on visual learner so the field trips made learning enjoyable.
- Decent amount. More would have given more student experiences which is never a bad idea.
- The extracurricular activities didn't affect me in a positive or negative way. I'm indifferent, sometimes a needed break!
- Usually didn't have strong academic foundation
- Had never been on a field trip in college until RPT! Essential to learning
- Maybe a little less volunteer/ field experience hours
- Love love love all the volunteer opportunity presented. Best part about our dept is the experience we receive throughout the years
- I love experiential education
- Without volunteering and field trips, knowing what field to go into becomes difficult to decide.
- Field experience gives an eye opener to a potentially wrong field and opportunity
- My favorite field experience was in therapeutic rec. I volunteered at the Janet Pomeroy Center and it was one of the best experiences of my life. It really opened my eyes and I learned how to interact with different kinds of people

- By attaining required hours for graduation students can gain a wide variety of experiences
- Field experiences are what RPT is all about. There should be more! It is where we all learned the most
- Certain classes required work hours in the field in addition to 800 hours before the internship. Very helpful getting experience, but maybe 800 is too much. I'd say 400 is better
- The experiences I had I learned a lot from. That being said putting more hands on experiences in the field would help prep students more
- I want a class that does backpacking or on a different outdoor experience. We should embrace the "recreation" in all of us and actually utilize all the things that we are learning… The camping at the presidio program with RPT 640 is not good enough!
- 800 hours is too much for these students working full/part time. It should be 200 hours or so for them.
- Should have students volunteer more than 40 hours.
- Fun, interactive, engaging, and creative!
- Field trips, volunteering, and service learning all applied to my internship
- It taught me how to communicate well in a group and how to express ideas
- There should be more field trips
- Awesome trips and work requirements I was lucky and found places that helped my career experience for my 800 hours
- I wish that I had been able to plan more events through our course work, but I am very pleased by all of the field experiences that was able to take part in like Candle Stick Park tour, Fort Mason tour, Care Break learning, etc
- Enjoyed field trips. Angel Island, Moscone Center, all fantastic.

14. Experience <u>working in groups</u>

		Frequency	Percent	Valid Percent
	Poor	1	2.3	2.5
	Below Average	3	7.0	7.5
	Average	10	23.3	25.0
	Good	16	37.2	40.0
	Excellent	10	23.3	25.0
	Sub-total	40	93%	100%
	Missing	3	7.0	
	Total	43	100%	

(1) = Poor thru (5) = excellent

Written Comments

- Bleh! Some people suck, some are awesome.
- Learned to work with people, mostly successful, except for 550. Bad apples.
- I really enjoyed working in group. It helps form bond with others
- I feel like I would have learned significantly more working independently
- I love group work regardless if we have a black swan among us

- I always tried to bring my skills to group experience. I tried to take everybody for who they were and hoped they did the same with me, I was honest with the group members and made the best out of individual group experience.
- I had great groups and poor groups. At times group work enhanced my learning and other times I was forced to pick up the slack of group-mates while they coasted by.
- Although many students don't pull their weight, it is good practice learning how to work w/ these types in groups.
- Hated working in groups. My group in 550 had an awful team member. We all gave him a low score on our group evaluations and he ended up getting the same grade as us! None of the groups had control over individual grades
- Though I hate group work people need to get used to it because that is going to be in your future and you need to know
- Off and on, good. Group work is excellent although I believe it is over emphasized. Most people already know how to work individually as well in pairs
- Ups and downs but forces compromise and social cooperation
- I liked how group oriented some of the classes were however sometimes certain members would have to make up some slack. Made grading unfair
- Since we are typically the same classmates during our RPT career at SFSU, it became easier as classes went by to work with each other.
- I'm an introverted person and working in groups improves my social skills
- I personally love to work in groups. Group projects teach us how to interact with different types of people with different views and personalities. It really builds you up for the real world
- Working in groups opened my eyes to many different persons
- Group work is challenging but always a learning experience
- A lot of group work in most classes, sometimes too much
- I have too much of a bias to answer objectively. I hate group work with a passion
- It's constant. We're rarely alone, I feel like people who don't work very hard skid by
- It was difficult to find time to meet up as a group: scheduling, non-helpful group members, grade group evaluations more difficult
- I liked our leadership class and working in groups so that we could understand leader/follower relationships. I wish though that we were paired with people we didn't get along with, so I could've been prepared for life a.k.a. my internship
- I got lucky w/ all my groups. We worked great together and helped each other.
- We did too much group work that carried people who didn't deserve to pass
- Did not like being placed into groups most times. Appreciated the experience of working in a group. Disappointed in the lack of urgency to get project pieces finished (everything last minute)
- As in all group projects there are people that don't pull their weight. I think having the opportunity to "fire" group members should happen in all RPT classes
- There was a lot of group projects that graded the group as a whole. I think this is motivation for people not to contribute. Leaders were always the same across the 2 years and the slacker were the same.

- I had very good group experience and feel fortunate that I was able to always be in a group where I was able to have good experiences. Sometimes people wouldn't pull their weight.
- I never had any group issues, but I knew others that had terrible expenses. So for those horror stories, I'm giving a 3.
- I learned so much from working in groups!

> "I personally love to work in groups. Group projects teach us how to interact with different types of people with different views and personalities. It really builds you up for the real world."
> -------------------------
> "I have too much of a bias to answer objectively. I hate group work with a passion."

15. Extent <u>classes prepared you</u> for your <u>internship</u>

		Frequency	Percent	Valid Percent
	Moderately	7	16.3	17.5
	Very much	18	41.9	45.0
	Significantly	15	34.9	37.5
	sub-total	40	93%	100%
	Missing	3	7.0	
	Total	43	100%	

(1) = Not at all, thru (5) = Significantly

Written Comments:
- Surprisingly, I have utilized a lot of material. I've learned in classes into my internship especially 225
- I needed more technology skills and more writing skills for my internship. (and quicker thinking, but that's probably a personal problem)
- In RPT my writing ability improved
- The computer and planning course work gave me knowledge and the ability to provide my agency with professional quality work.
- Excel, word, program planning, technical writing
- Destination Rex. Resorts gave me first-hand experience on what I do now. Also, RPT 660 helped me with writing skill, and slightly with this world has been offered earlier in our studies
- Programming
- Everything except for conflict resolution
- RPT 340 greatly helped and so did RPT 225. For my internship, we used most methods learned in 340 and 225's skills were used every day.
- Pre-internship, guest speakers
- Many of these RPT classes have prepared me for my internships, especially RPT 225

- Classes like event management and computer course provided skills definitely used during the internship
- 660 – great preparation, 520, 225
- Management, programming, leadership, organization, communication
- Fully. I wouldn't have had the success I did in my internship without all my classes
- From 225 teaching me how to use Microsoft to the therapeutic rec class teaching me how to help people with disabilities I succeeded at my internship because of my classwork. I would not get rid of a single class
- I utilize a lot of my class materials from RPT 225 tech in my final project roster presentation, especially with charts/graphs and resumes for life long jobs/careers
- Most RPT classes helped me to prepare for my internship and some did not. Helpful : RPT225, RPT390
- Didn't prepare me for disappointment and awful people
- RPT225 esp. helped w/ spread sheets and excel that I had to make. RPT 605 helped w/ sustainable tourism ideas for my project
- Excel! Professionalism, research/ cover letters
- I thought it would be a '4', but my internship pretty much had me working alone, so all that group work didn't help as much
- The classes inform you a lot about the industry however I didn't think you can do a lot to prepare for the real world.
- RPT 225 was the most beneficial class From the other ones I mostly gain confidence in my writing ability and leadership ability which were very important
- I felt prepared for my internship, but there was nothing that could have prepared me like having this hands on experience
- RPT 500 and 225 helped me in the corporate side of tourism

16. Internship experience in <u>preparation for a job</u> in area of emphasis and/or interest in recreation as a career

	Frequency	Percent	Valid Percent
Somewhat	3	7.0	7.7
Moderately	7	16.3	17.9
Very much	13	30.2	33.3
Significantly	16	37.2	41.0
sub-total	39	90.7%	100%
Missing	4	9.3	
Total	43	100%	

(1) = Not at All thru (5) = Significantly

Note: This item includes a few sample comments from other years as well for comparative purposes.

Written Comments (2012-2013/Current Survey)
- No Job yet…But Definitely learned a lot in my internship that opened new doors
- It has taught me to value time management and had given me a realistic view of how the real world is. Not everything is clear cut as one might think
- My area of interest is too specific for it to have been adequately taught about
- No More than any other experience

- I'm more aware of policies, procedures
- A first-hand look in the hospitality industry has been any eye opener in the value of recreation, and how it is mostly goes unnoticed. It is now up to me to spread the word on recreation to commercial tourism, and note the revenue it brings
- Not sure about working with kids but know what I want to do
- I was able to develop skills I wanted in the classroom
- I learned so much about event sales and event management during my internship that this has definitely built me up for my job
- The internship helped solidity my vision for the future, I'm proudly more mature and hopeful.
- Every major should have this experience
- I know how things go both in office and in the field
- If my internship is a measuring stick for my future career I am ready to succeed
- I feel well prepared. My professionalism has become much greater during RPT
- I'm glad for RPT 225
- This major was so hands-on. It needs to stay that way. Learning from experience is way more valuable than a textbook approach. Think of war and surviving: you need to be hands on
- My internship is not my area of emphasis, was difficult to find a paid internship in ecotourism
- I plan on a career outside RPT.
- I feel like more could have been offered for event planning.
- Although my internship did not prepare me for my emphasis I gained new experience in a new area of interest.
- This has been one of the best things about the department for me. I have so enjoyed doing this and have learned so much!
- My internship experience is essentially my job experience. So yes, it's prepared me quite well.

Written Comments (2010-2011):
- You can only learn as much as the structure provides. Get a good internship.
- The internship was the most rewarding aspect of my education to date.
- The networking alone sky rocketed my chances for a future job.
- It was a great experience
- My internship allowed me to network and I was able to get a job out of it.
- Although class work prepared me, the internship really exposes me to what being a Rec professional is really like.
- My internship was amazing. I was given responsibility and I was taught a lot.
- I have knowledge of things I would not have otherwise been into.
- Great program.
- It has been the most profound experience in my entire professional career.
- It was a good learning experience.
- Even though environment was difficult, I was able to learn a lot.
- Internship at YMCA. Got a job at YMCA, well prepared.
- Helped me find my strengths and weaknesses, and evaluate myself.
- Made me know I want to stay in this field.

Written Comments (2008-09):

- I learned more about what I can do by what skills I used.
- I did a lot of planning, implementing, and assessing the quality of programs. I learned how to work for someone I don't get along with. My internship supervisor did not guide me a lot or teach as much I expected.
- I was able to gain first-hand experience in event planning with the internships contacts and experience.
- I feel I really needed to go out and get what I wanted out of the internship. I believe that's how it will be when I land a job.

Written Comments (2005-'07):

- I have experience needed to move on to my career choice.
- My confidence has increased in the events industry.
- I'm ready!!!
- I work in non-profit for a long time prior.
- I'm hired!

17. **Internship experience in developing skills and abilities to be successful in the RPT profession.**

	Frequency	Percent	Valid Percent
Not at All	2	4.7	5.0
Moderately	3	7.0	7.5
Very much	11	25.6	27.5
Significantly	24	55.8	60.0
sub-total	40	93%	100%
Missing	3	7.0	
Total	43	100%	

(1) = Not at All thru (5) = Significantly

Written Comments (2012-2013)

- Learning how to network/interview/work /w people and have deadlines.
- Organization! Time management! Prioritization!
- I learned so much about life, work, priorities, people, etc. through my internship
- Not at all!
- All courses have helped in the development of my future and I believe that incorporating your personality into your career is essential to provide exceptional source to everyone.
- Programming, leadership skills went up
- Picked the wrong internship and circumstances were difficult
- I was able to put what I learned in textbooks and lectures and put them into real life situations.
- I need more marketing skills
- I learned many skills such as talking to clients, selling/marketing, sales data bases, creating proposal, budget setting, etc
- This experience has been humbling as well as helped in personal development as well as getting a better focus of the future.
- Taste of the real world

- The 480 hours was very good practices after real world
- I know have the confidence to do what I am good at. I needed this transitional period to learn that I make the right decision in becoming an RPT major
- EBRPD rocks
- RPT 225
- So important. One of the worst experiences that I've had and I survived through persisting
- Taught me about professionalism, networking, meeting project deadlines, introduced me more to the leisure and travel industry
- In any profession I feel that the RPT program prepared me well
- Like I said, not enough classes to help with specific emphasis areas
- I have developed great connections and administrative experience.
- Being in a real world experience has been amazing and has shown me a little taste of what it will be like to be in the professional world and has been a great transition.

In this section, please assess your experience in the RPT Department at SFSU in TWO WAYS:

In the **first** column, tell us if you have gained knowledge in the NRPA professional competency areas
In the **second** column, tell us how important this knowledge is to your career in RPT
Rating Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4= Strongly Agree or DK=Don't Know

	I gained the following core knowledge					This competency is important to my career				
	SD	D	A	SA	don't know	SD	D	A	SA	don't know
FOUNDATIONS: Background, nature, and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings.										
1. The significance of play, recreation and leisure in contemporary society	---	---	10 (25%)	30 (75%)	---	1 (2%)	2 (5%)	10 (25%)	27 (68%)	---
2. The significance of play, recreation, and leisure throughout the life span	---	1 (2%)	7 (17%)	32 (80%)	---	1 (2%)	1 (2%)	8 (21%)	30 (75%)	---
3. Understanding legal foundations and the legislative process	2 (5%)	7 (17%)	19 (47%)	10 (25%)	2 (5%)	1 (2%)	2 (5%)	13 (33%)	21 (52%)	3 (8%)
4. Comprehend current issues and trends in the profession	---	2 (7%)	11 (38%)	12 (41%)	4 (14%)	---	1 (3%)	5 (16%)	21 (68%)	4 (13%)
EXPERIENCE/LEADERSHIP: Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups.										
1. The ability to plan / organize a program, activity, service or event in RPT and use critical thinking in the process	---	---	9 (23%)	31 (77%)	---	---	---	5 (12%)	35 (88%)	---
2. The roles, interrelationships, and use of diverse delivery systems addressing recreation, leisure, parks, travel and tourism	1 (2%)	3 (7%)	12 (30%)	24 (60%)	---	2 (5%)	4 (10%)	7 (18%)	25 (62%)	2 (5%)
3. Ability to understand principles and implement procedures related to selection/coordination of programs, and events for individual, group, and community quality of life	---	4 (10%)	8 (20%)	27 (68%)	1 (2%)	---	1 (2%)	9 (23%)	29 (73%)	1 (2%)
4. Ability to use various leadership techniques and tools of professional communication to enhance individual, group, and community experiences	1 (2%)	1 (2%)	11 (28%)	27 (68%)	---	---	---	8 (20%)	32 (80%)	---
5. Understand personnel and human resource basics including staffing, directing, leading others.	1 (2%)	5 (12%)	11 (28%)	23 (58%)	---	---	2 (5%)	6 (15%)	32 (80%)	---
MANAGEMENT/ADMINISTRATION: This dimension refers to both operations of managing organizations and administering programs and services, as well as strategic planning & management.										
1. The fundamental principles and procedures of inclusive practices as they apply to operating programs and services	---	---	14 (35%)	25 (63%)	1 (2%)	1 (2%)	1 (2%)	11 (27%)	26 (68%)	1 (2%)
2. The principles and practices of safety, emergency, and risk management related to recreation, park resources and leisure services	1 (2%)	1 (2%)	18 (46%)	19 (48%)	1 (2%)	2 (5%)	1 (2%)	11 (27%)	25 (64%)	1 (2%)
3. Creating, maintaining, and deploying plans of action that address changing circumstances in social, economic, environmental, and/or financial environments	---	4 (10%)	15 (37%)	19 (48%)	2 (5%)	---	3 (7%)	8 (21%)	27 (67%)	2 (5%)
4. Ability to use a variety of technology and maintain understanding of new technologies in the workplace.	---	1 (2%)	14 (35%)	24 (61%)	1 (2%)	---	---	9 (23%)	30 (75%)	1 (2%)

<u>**SECTION V.**</u> <u>**TECHNOLOGY**</u>
Your responses to this section will help guide future software instruction for RPT students:

1. Did you take RPT225?

   Yes (*n*=39)   No (*n*=1)

2. If not, then did you take a different software applications class in college?

   Yes (*n*=1)   No --

3. Which of the following programs did you use **DURING YOUR INTERNSHIP**?

Program	Yes	No
MS Word	39	--
MS Excel	39	--
MS PowerPoint	28	9
MS Publisher	20	15
MS Access	9	24
MS Outlook	25	11
Adobe Photoshop	13	21
Web Design Program _____	7	25
Active.com	3	28
Other [1]_____		

[1] Other Programs used during Internship

> Adobe Professional
> Apple Pages
> Constant Contact
> Database
> GIS
> Google Docs
> Oscar (food service)
> POS (retail)
> Prezi
> Quickbase
> Salesforce
> ShutterFly
> ADP Timesaver
> Basecamp (project management/collaboration)
> Google Apps
> Google Survey
> Illustrator
> iMovie

4. Did you wish you had **LESS OR MORE INSTRUCTION** at SFSU in the following programs?

Program	Less (n)	More (n)
MS Word	7	11
MS Excel	1	27
MS PowerPoint	9	12
MS Publisher	3	23
MS Access	3	23
MS Outlook	4	22
Adobe Photoshop	3	30
Web Design Program _____	3	29
Active.com	4	17
Other [1] _____		

Note: A final revised survey included a third/middle column titled "About the right amount". Unfortunately the revised version was not printed and distributed to students to complete.

[1] **Other:** Adobe Professional, CLASS, Database, GIS, Google Docs

5. What **SUGGESTIONS** could you offer for future software instruction at SFSU RPT?

✓ Graphic/web design is huge!! Making for marketing purposes! Huge! Wish I had more.
✓ Give me specific instructions for tech. assignments to better simulate the reality of creation a product in real situations.
✓ More working on web design
✓ Word Press
✓ Although teaching software us essential. I'd say repetition is just as important. So after student's learn basic functions in 225, make sure to implement these programs in other courses
✓ Google docs, sharing/using docs
✓ Manual to take home because though we learned it in class, it's hard to remember when going home especially if we have a different edition
✓ Don't have 225 offered only at 8 am! Whether you like it or not, college brain don't work well that early. Have an instructional book. No book in 225
✓ Focus more on program planning implantation technology programming
✓ Teach us trending software applications for different emphasis groups (i.e., special event planning, teach us programs/software that revolves around layouts/seating, event set ups.
✓ More Excel
✓ All Adobe programs like InDesign and Illustrator
✓ More Excel and HTML
✓ Photo imaging instruction would be welcome.
✓ Include something like Sales Force

Miscellaneous comments:

- ✓ I liked RPT 225! One of my favorite classes!
- ✓ We don't necessarily need more of everything I thought the instruction was good.
- ✓ 225 was great and I learned a lot. I took 225 about 3 years ago so I forgot a lot from that time to my internship. There should be another technology class for juniors and seniors. A refresher.
- ✓ Online programs like word press and logo design with adobe Photoshop would help in the internship
- ✓ What is Active.com?
- ✓ Teach it later in the program
- ✓ Dr. Wilson is a great teacher but he moves too fast in the class, cramming a lot of info into one semester. I think there should be a second course for technology
- ✓ The future is software, should be more aware
- ✓ Always perfect to me
- ✓ I learned a lot and appreciated the class
- ✓ Great job Jackson!

RPT 160 – Lake and Sea Kayaking Class (1.0 unit). "Understanding basic theory, strokes, safety practices and skills development in lake and sea kayaking. Topics include strokes, boat handling, hazards, capsize recovery, trip planning and wildlife observation."

APPENDIX F
INTERN SUPERVISOR SURVEY

Instrument

(<u>note</u>: only 5 surveys were returned so no analysis was completed in 2013)

Thank you for supervising a student intern with the Recreation, Parks, and Tourism Dept (RPT). We appreciate your time in completing this brief and important survey. Thanks for returning this by May 24, 2013

Section I

1. For what type of agency do you work? (check one)

    ☐ Public   ☐ Non-profit   ☐ For-profit / Private sector
    ☐ Other   - please specify: _____

2. Have you previously supervised college Interns at SFSU? ☐Yes   ☐No
    If yes, how many: ___

3. Did you provide a form of compensation for your intern: ☐Yes   ☐No

    If yes: a. Paid: Hourly wage:_____(how much $_____) **OR** Stipend:____ (how much $_____)
                b. Transportation reimbursement _____
                c. Professional development (example):_____
            d. Other (please explain):_____

Section II   Based upon your experience working with an Intern this semester please comment on the following:

4.   a.   What specific strengths and skills did the Intern bring to your agency? (examples):

        b.   Please describe any lack of competencies / skill deficit areas? (examples):

5.   What is your overall evaluation of the RPT internship program? (circle one)

            Poor   Average   Excellent
            1   2   3   4   5

        a.   Identify overall strengths of the RPT internship program?

        b.   Recommended changes:

6. How well did the Intern successfully demonstrate the following professional competencies (list is based on recreation, parks, and tourism accreditation standards):

Rating Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4= Strongly Agree or N/A = Does Not Apply

	Students demonstrated knowledge in this area				
	SD	D	A	SA	N/A
1. The importance of maintaining professional competence and the available resources for professions.	1	2	3	4	N/A
2. Current issues and trends in the profession.	1	2	3	4	N/A
3. The roles, interrelationships and use of diverse delivery systems addressing recreation, park resources, and event planning.	1	2	3	4	N/A
4. The fundamental principles and procedures of administration and management.	1	2	3	4	N/A
5. Ability to use various leadership techniques to enhance individual, group, and community experiences.	1	2	3	4	N/A
6. Ability to implement principles and procedures related to the selection and coordination of programs, events, and resources for individual, group, and community quality of life.	1	2	3	4	N/A
7. The significance of providing programs, events, and services/resources to participants throughout the life span.	1	2	3	4	N/A
8. Ability to utilize the tools of professional communication.	1	2	3	4	N/A
9. Inclusive practices as they apply to operating programs and services.	1	2	3	4	N/A
10. Legal issues, the legislative process, and methods of compliance relating to the profession.	1	2	3	4	N/A
11. The principles and practices of safety, emergency, and risk management related to recreation, park resources and leisure services.	1	2	3	4	N/A
12. Ability to apply relevant technology to professional practice.	1	2	3	4	N/A
13. Principles and procedures of budgeting and financial management.	1	2	3	4	N/A
14. Understanding of customer service and customer satisfaction principles and best practices	1	2	3	4	N/A

Please return the completed survey by way of one of the following options: Mail, E-mail, or Fax your completed survey to:

Dr. Nina Roberts, SFSU/RPT
1600 Holloway Ave., HSS 307; San Francisco, CA 94132
Email: nroberts@sfsu.edu or via Fax: 415-338-0543
Thanks very much for filling out this survey!   Due: May 24, 2013
Your responses will remain confidential and anonymous

APPENDIX G
Senior Internship, Sample Assignments

RPT 680/690

* Internship Semester Project
* Major Project, Poster Presentation
* Reflection Reports

Internship Semester Project

Assignment   **Internship Project**

Point total   **200 points**
50 points – Organization (description, justification, resources, outline)
50 points – Implementation (pilot/draft, issues, monitoring, buy-in)
50 points – Evaluation (population, instrument, procedure, analysis)
50 points – Presentation (abstract, introduction, methodology, results, discussion)

Due Date   **Dates may vary due to timing of internship, but tentatively: Organization (Tuesday 3/5); Implementation (midpoint of internship); Evaluation (Tuesday 4/30); Presentation (draft, Friday 5/14; final, Friday 5/24)**

Description

The purpose of this assignment is to provide an opportunity to apply and synthesize academic coursework and organize, implement, evaluate, and present a significant project for an agency within the recreation, parks, and tourism profession. The outcome of this assignment will be invaluable as you begin your career.

Requirements
   A. Schedule an appointment with your agency supervisor and brainstorm project ideas.
   B. Once a project is approved, begin developing the project by addressing each of the following components in the following format:
   1. Organize your paper using the five headings under each component (e.g., Description, Justification)
   2. Reflect on each heading of each component and ask yourself "why" three times
   3. Type a maximum of three, single-spaced pages with 1" margins for each component (e.g., Organize, Implement, Evaluate, Present).
   4. Review draft with agency supervisor and peers
   5. Submit on due date and have FUN!

Project Components
   A. Organization
   1. *Description* – explain background/history of the problem and/or gap to be addressed. Provide a brief description of project including the 'who,' 'what,' 'when,' 'where,' and 'how.'
   2. *Justification* – explain the purpose (the 'why') of the project and the significance/benefits of the project to the agency. Type one (1) goal/outcome and three (3) SMART objectives.
   3. *Resources* – identify the resources needed (budget, venue, supplies/materials, sponsors) and how to acquire them in order to accomplish the project.
   4. *Outline* – create a detailed step-by-step progression of the project from start to end including a timeline. Include both a chart and narrative.

   B. Implementation
   1. *Pilot/Draft* – explain the procedure of implementing a pilot/draft/pre-survey or other means of assessing (pretesting) the project before implementation.
   2. *Issues* – identify two (2) real and/or potential issues or problems that may arise.

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3. *Monitoring* – describe the mechanisms that will be in place to monitor the project (e.g., begins and ends on time, and runs smoothly) and to adapt to a situation and/or need.
4. *Buy-in* – describe marketing efforts, public outreach, and support needed based on project scope.

C. Evaluation
1. *Population* – describe the population (administrators, customers, employees) that will be used to obtain feedback for the evaluation of the project.
2. *Instrument* – describe the instrument (e.g., # of questions; time required to take survey; format) and provide a sample question.
3. *Procedure* – detail the steps involved in carrying out the evaluation (measuring whether the project met the stated objectives).
4. *Analysis* – explain how you will analyze and report the data collected regarding the efficacy of the project.

D. Presentation (use the following headings in your poster)
1. *Introduction* – brief description of the problem/gap at agency and how proposed project will address problem/gap (include benefits and justification/significance)
2. *Methodology* – identify the steps (outline) of implementing the project and collecting evaluation data
3. *Results* – describe the results of your evaluation (was the project successful)
4. *Discussion* – based on the results, what are the implications and recommendations for the agency

Grading

There are four headings (10 points for each heading) under each of the four components (50 points for each component) for a total of 200 points. Grading will be based on your ability to reflect and use critical thinking – **_NOT_** simply providing a summary (Please refer to the syllabus for a detailed explanation of the grading criteria). In addition, one (1) point will be deducted if you do not follow the above format (i.e., single-spacing, upper left hand corner information – name, agency, report #, and submission date).

Criteria	Points
Following Directions	1
Content and Development	3
Organization	3
Style and Conventions	3
Total:	**10**

Please refer to the syllabus for a detailed explanation of the grading criteria rubric.

Guidelines for Major Project Poster Presentation

As the final report for your major project you are asked to produce a poster board presentation that will be displayed at the Department Convocation in May. Your agency supervisors, faculty, family, and friends will have an opportunity to view your internship project.

The purpose of the poster is to present in creative visual, the planning, implementation, and evaluation of your internship project using graphic images and written words (not too many words). You are distilling your semester's work into graphic representations so that a layperson can understand what your project was all about. Think of this as a way to present your project without speaking a word. You want to be sure that the reader understands what it took to organize, implement, and evaluate the project as well as the resulting outcomes, implications, and recommendations.

Here are some general guidelines to follow for the presentation:

- Poster board consists of a three-paneled board with 48x36 dimensions. These are available at office supply stores.
- The poster board can either be taped to the wall or preferably, set up on one of the tables at the Department convocation. Display the poster in a way that people can circulate and look at it standing up.
- Your presentation should follow the project proposal guidelines and include a:
    - Title of project (include your name and the agency name with logo)
    - Abstract of the project – a 75 to 80-word summary of the following project components:
    - The four headings under the *Present* component of the project (e.g., introduction, methodology, results, discussion)
- If your project is a manual or some other written project, you need to include a copy of the document as part of the display but not on the actual poster.
- With a poster, less is more, or the simpler your message the better. The design of the poster presentation is OPEN TO YOUR CREATIVE JUICES, since this is supposed to be an educational and communication piece that conveys the work you have accomplished – of course, in a professional manner.
- Use brief discussion elements with bullet points, graphics that display data (charts, tables, and other data displays), photographs, and other visual media.
- Be careful of jargon and acronyms without defining them.
- Clear, catchy headings and great visual effects will help.
- Be sure to include your name and student ID on the back of the poster.

Reflection Reports

Assignment   **Reflection Reports**

Point total   **150 Points (6 reports @ 25 points each)**

Due Date   **Report #1 (Tuesday 2/12); Report #2 (Tuesday 2/26); Report #3 (Tuesday 3/12);**
                       Report #4 (Tuesday 3/26); Report #5 (Tuesday 4/9); Report #6 (Tuesday 5/7)

Description

The purpose of the reflection reports is to allow you to explore, analyze, apply, and synthesize existing course content with personal experience. From conducting a self-assessment to reflecting on internship decision criteria, this series of reports provide insight into your values, and prepares you to enter the profession. The analysis and synthesis of information in your typed explanations and discussions will assist you in strengthening your ability to enter the field of recreation, parks, and tourism.

General Requirements

A. Organize the paper in an easy to read type-written format (1" margins on all four sides). The paper is not to exceed one, single-spaced page **(no cover sheet)**.
B. Place the following information on the upper left hand corner of your paper (no cover sheet):

      Full name (last name, first name)
      Example: **Rosegard, Erik**
            Agency
      Exploratorium
      Chapter and assignment title **Reflection Report #1**
      Date submitted **2/12/2013**
C. Turn in completed assignment on above due date to faculty advisor
D. As you reflect on your internship every two weeks, be sure to make connections between your internship experience and what you have learned/read/discussed in/outside class, and ask yourself "why" three times.
E. Grading will be based on your ability to reflect and use critical thinking – **_NOT_** simply providing a summary (Please refer to the syllabus for a detailed explanation of the grading criteria). In addition, two (2) points will be deducted if you do not follow the above format (i.e., one single-spaced page and upper left hand corner information – name, agency, report #, and submission date).

Reflection Report Topics

A. Report #1 - Learning Outcomes
    1. Share, discuss, agree, and type two (2) learning outcomes that you will accomplish by the end of the internship.
    2. Type one (1) SMART objective for each learning outcome (a total of 2 objectives) that you will complete in two weeks and will assist you in accomplishing your learning outcomes. Note that this process will be repeated every two weeks until the learning outcomes are accomplished.

3. Identify **_AND_** type two (2) constraints that could prevent you from accomplishing your learning outcomes. Note that you are only identifying two constraints total.
4. Identify **_AND_** type two (2) strategies (one for each constraint) that will assist in negotiating the constraint **_AND_** explain how you will implement each strategy (approximately one paragraph for each strategy).
5. In summary, you are submitting with approval from your agency supervisor:
   - Two (2) learning outcomes
   - Two (2) objectives (one for each learning outcome). This step will be repeated every two weeks
   - Two (2) constraints
   - Two (2) strategies to overcome the constraints (1 strategy for each constraint)

B. Report #2 – Internship Assessment
1. Type two (2) more SMART objectives that can be completed in two weeks (follow step 2 above).
2. Reflect on your internship to date. Identify two observations in the agency that interest you (e.g., agency environment, budgetary issues, staff morale, your own anxiety) and critically reflect on each observation.

C. Report #3 – two (2) SMART objectives and Faculty Advisor and Intern Decision

D. Report #4 – Midterm Competency Evaluation Reflection
1. Identify and reflect on three of the lower ranked competencies in your midterm evaluation, and explain why you received the scores – be accountable and take personal responsibility for your part in the score.
2. Type two (2) more SMART objectives that can be completed in two weeks. One (1) objective should relate to the learning outcomes in Report #1, and one (1) objective should relate to action steps needed to improve the identified low ranking competencies.

E. Report #5 – two (2) SMART objectives and Faculty Advisor and Intern Decision

F. Report #6 – Personal and Agency Assessment (details will be handed out later)

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APPENDIX H
SAMPLE FORMS

- 800 Hours Verification Form (p. 72)
- Internship Interview Notes Form (p. 73)

SAN FRANCISCO STATE UNIVERSITY
Department of Recreation, Parks, and Tourism

VERIFICATION OF HOURS – Form B

The Department of Recreation, Parks, and Tourism at San Francisco State University requires that all majors complete **800 hours** (400 hours for minors) of volunteer or paid work related to the recreation, parks, and tourism industry before their final spring semester as full-time interns in the field. The student listed below has indicated that a portion of his/her experience took place at your agency.

Please verify the information shown in the box below, sign, and return this form to the student or Department. Feel free to make corrections as needed and/or add any comments you wish to share with us. Thank you for your assistance.

Student Information

Name		Semester/Year of 1st RPT major course	

Supervisor Information

Name		Title		
Agency				
Address				
City		State		Zip
Phone				
E-mail		WWW		

Work Experience

Job Title		Status: ☐ Paid ☐ Volunteer ☐ Both
Duties		
Dates	From:	To:	**Total Hours**

Notes

I verify the above information is accurate.

Student (print name): _____ Signature: _____ Date: _____

Supervisor (print name): _____ Signature: _____ Date: _____

SAN FRANCISCO STATE UNIVERSITY
Department of Recreation, Parks, and Tourism

INTERNSHIP INTERVIEW NOTES – Form E

Students are required to interview with a minimum of three (3) agencies and complete an Internship Interview Notes form for each agency. In addition, a thank you note is to be sent to each interviewee within one week of the interview. Submit an Internship Interview Notes form for each interview (a minimum of three) and attach a copy of each thank you note.

Interview Information

Student		Date of Interview	
Supervisor		Title	
Agency			
Address			
City		State	Zip
Phone			
E-mail			

Interview Notes

Pros	
Cons	
Overall Impression	

Answer the following questions by circling the number that best reflects your impression of the agency. Note that this is not an exhaustive list of decision criteria. Use the following scale:

5 = Strong Yes   4 = Yes   3 = Not Sure   2 = No   1 = Strong No

Accessibility (e.g., commute time, public transportation)	5	4	3	2	1
Professional Development (e.g., networking, mentorship)	5	4	3	2	1
Social Environment (e.g., friendly, supportive)	5	4	3	2	1
Physical Environment (e.g., workspace, computer)	5	4	3	2	1
Accomplish Internship Goals/Objectives	5	4	3	2	1
Other:	5	4	3	2	1
Other:	5	4	3	2	1

Note: Remember to send a thank you note within one week of the interview, and attach a copy to each form.

APPENDIX I

CLASS ASSIGNMENTS

Examples

RPT 225 – Technology

RPT 300 – Leadership

RPT 390 – Tourism

RPT 400 – Programming

RPT 410 – Therapeutic Recreation

RPT 550 – Planning & Evaluation

RPT 225 – Technology (Sample)

PowerPoint Automated Presentation (in partners)

a. 50 Points
b. Upload your PowerPoint file to iLearn
c. Description
    i.   Create and deliver a fully automated (with one exception) PowerPoint presentation with your partner that informs your audience about your RPT topic.
    ii.   The presentation must teach the audience members (your classmates), something new about the topic. It should also be engaging.
d.   Requirements
    i.   Your will have 5 to 7 minutes to show off your presentation.

Once you start your presentation you cannot click on your presentation except for during the audience interaction section.

The presentation must include
1. Audience interaction with triggers going to different slides
   a. This could be a choice of what additional information the audience want to know more about.
   b. It could also be an educational game that informs your audience more about your topic.
2. Will need to answer at least 2 audience questions at the end
3. Transitions:
   a. Fully automated
   b. At least one transition effect
4. Edited Images
5. Text
6. Data from your survey
   a. A minimum of one table and one chart
7. Sound (e.g., narration, effects, music)
8. Animation

e. Submit your group contract in class as a piece of paper and put on your collaborative work platform

f. Grading rubric
  i. You will be helping to grade your peers' presentations; therefore, you will lose 10 points for each day of presentations you miss.

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RPT 300 - Leadership
Four Key Assignments

1. Peer Analysis
500-600 word analysis of another member of your group. You cannot analyze the same person that analyzes you and everyone in your group must be analyzed. Use examples to illustrate your points.
*   Who is this person? (name, experiences)
*   How do they like to work in groups? (past experiences, preferences)
*   What kind of leader do they think they are? (previous experiences, preferences)
*   How does this compare to you and the other members of your group?
*   What does this person want to learn about leadership and group development?
*   How do you think this person will fit into this group?

2. Situational Leadership by Film
1100-1200 word analysis of a leader (or leaders) in a movie using the Situational Leadership theory. Use descriptive language in your analysis that includes the answers to the following questions. The movie must be a movie that includes a small group of 4 to 15 individuals. You must include materials from at least two other sources (journal articles, etc.) about situational leadership in your analysis. Please use APA style for in-text citations and the bibliography (the bibliography is not included in the word count).
*   When did you observe leaders in the movie using the leadership styles?
*   What were the circumstances when the different styles were used?
*   Do you believe that the styles were appropriately used?
*   What were the reactions/ results from the different leadership styles?
*   How can you apply this information to how you lead?

3. Personal Leadership Analysis
1800-2000 word analysis of you as a leader. Content (Please group the essay under these headings)
* Who are you?
* What role do you normally take in groups?
* How do you normally prefer to act in a leadership role?
    o Was this reflected in your MBTI analysis?
* What roles have you taken in your group during this class?
    o What aspects of the group influenced you to take these roles?
    o What aspects of who you and how you are developing influence you take these roles?
* What are your strengths as a leader?
    o What are examples of how you used this strength during your group experiences in this class?
* What areas do you want to further develop as a leader?
    o What was a situation in this class that you would have liked to have been better prepared as
            a leader?
    o How are you going to further develop those leadership skills?
* What did you learn about leadership, or what skills did you further develop in this class?
* Provide an introduction and conclusion.
Style: Please use examples to help illustrate the answers to the following questions. Use tangible examples from class. You must include materials from at least two sources other than class readings (journal articles, etc.) in your analysis. Use APA style for in-text citations and the bibliography (the bibliography is not included in the word count). Use headings.

4. <u>Group Development Analysis</u>

1500-1800 word analysis. What happened with you and your group this semester? What did you learn? Compare your Group Interaction Speculation paper with what actually happened. This is a group paper so only one paper per group needs to be submitted.

<u>Content</u>
- Briefly describe what your group did together.
- Who took on which roles during the semester? Is this similar or different than what you predicted in
  your original group speculation paper?
- What types of leadership roles emerged?
  - o Evaluate the effectiveness of each member as a leader.
- What types of followership roles emerged?
  - o Evaluate the effectiveness of each member as a follower.
- What strengths emerged from the group?
  - o How did your group use those strengths?
- What challenges did your group experience?
  - o How did your group deal with those challenges?
- Please include at least 3-5 photos of your group throughout the semester

<u>Style:</u> Please use examples to help illustrate the answers to the following questions. Use tangible examples from the class and its associated activities. You must include materials from at least two other sources (journal articles, etc.) about situational leadership or another leadership theory in your analysis.

Please use APA style for in-text citations and the bibliography (the bibliography is not included in the word count). Use headings

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<h1 style="text-align:center">RPT/HTM 390.01</h1>
<p style="text-align:center">Leisure Travel and Tourism
Assignment #2
Group Project –</p>

Background:
For this assignment, you will work in a group of **4-5 students**. You are asked to select your own group members for this project. As a group, you are required to develop a group tour starting in California and ending in a destination outside of the United States. This group project consists of three (3) parts (i.e., part A, part B, and part C). You will develop a detailed **destination analysis** (part A, worth 20 points); a **tour plan** (part B, worth 20 points) which will consist of *a day-to-day itinerary, brochure, and a marketing plan*; and lastly you will deliver a **promotional presentation** of your tour to the class (part C, worth 10 points).

Purpose: The purpose of this assignment for you is to better understand how tour operators assemble and promote package holidays.

<h3 style="text-align:center">Destination Analysis
(20 points)</h3>

Project:
As a group, select a region/city/country outside the USA which will serve as a destination for a group tour you will design in "part B" of this group project. Once you have selected your destination, develop a detailed destination analysis following the specific guideline below ("Specific Tasks" section). You will build on information exhibited in your destination analysis when you are designing your 7-9 day long inclusive package.

Specific Tasks:
   A. Yours destination analysis should include the following information:
      a. Brief destination's history
      b. Demographic information (population, ethnicity, language, religion, culture, etc.)
      c. Geographical and climate information as it relates to tourism
      d. Border countries and their impact on travel to your destination
      e. Current political situation and any implication for tourism (e.g., type of government, visa requirements)
      f. The state of destination's economy and implications for tourism, currency and current value (exchange rate)
      g. Identify 5 national/religious holidays and/or significant special events
      h. List top 5 tourist attractions and their significance
      i. List major international airports and airline carriers that serve the destination (5 maximum)
      j. Ground transportation system (what is available? quality?)
      k. Development and promotion of sustainable tourism
         i. Is the country's government engaged in sustainable/green tourism development? How? What are they doing to protect the environment and local culture?

ii. Is the tourism industry in a given destination engaged in sustainable tourism development? How? What are they doing to protect the environment and local culture?

l. Identify the destination's promotional strategies
i. Who is involved in the destination's promotion, e.g., government, travel and tourism organizations, and /or local businesses?
ii. Who is the target market?
iii. What is the current destination's image, i.e., why do tourists visit the destination?

m. Reference list

B. Your group paper should be written in **report format** (refer to APA guidelines). **Each group paper** should have a **brief introduction** and a **conclusion paragraph**. **Each group member** is to write a minimum of **800 words** on selected topics. Group paper should be **12 point font**; **single** spaced; and needs to include **all the aforementioned information, in-text citations** and a **reference list – APA style** (do not attach hard copies of resources used).

C. **Grading - Points will be deducted for:**

a. Individual parts of the group paper shorter than 800 words (<u>excluding a reference list</u>)
b. Paper missing brief introduction and conclusion paragraphs
c. Paper not following APA guidelines (e.g., lacking-text citations and a reference list)
d. Grammar (e.g., spelling)
e. **Cheating** (i.e., the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting others. Plagiarism is a specific form of cheating which consists of the misuse of published and/or unpublished works of others by misrepresenting the material so used as one's own work. Penalties for cheating and/or plagiarism will result in a **"0" or "F" on the particular assessment. Note that the penalties may extend to an "F" for the course and expulsion from the University**).

Due date: Thursday, April 11, 2013 (to be posted on iLearn by 4:10 pm)

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RPT 400 Programming in Recreation, Parks, and Tourism
Key Semester Assignments

- **Action Plan (Part I of portfolio)** – Students will conceptualize professional principles and develop a team action plan. You will have an opportunity to practice writing a philosophy statement and core values for your unit. This action plan will be a part of the **Program Portfolio Assignment**. Units consisting of four students will work together throughout the semester to complete this assignment. This assignment is worth 40 points or 8% of your total grade.

- **Needs Assessment Analysis (Part II of portfolio) –** Students will conduct a thorough review of the literature based on the unit action plans and assigned target population. The literature results will be analyzed and written in a report format prior to completing the final parts of the portfolio. This report (8 – 10 pages) must be submitted through the Turn-it-In process for grade consideration. Units are expected to use proper APA formatting (6th edition) and must not exceed a 2% similarity score. This report must reflect proper titles, citations, listings, and reference page. Two really good websites to help with APA formatting are: http://owl.english.purdue.edu/owl/resource/560/01/ or http://citationmachine.net/. This assignment is worth 75 points or 15% of your total grade.

- **Program Plan and Implementation Strategies (Part III of portfolio)** – Students are expected to complete a comprehensive program, activity and/or service plan to meet the needs of assigned target population(s), and to further develop their program portfolio. This assignment calls for units to analyze and report the organizational and programmatic needs of the assigned target population(s), determine programs, activities, and/or services financial demands. Units will report program implementation and marketing strategies for the program plan. This assignment is worth 80 points or 16% of your total grade.

- **Evaluation Plan (Part IV of portfolio)** – Students are expected to complete an evaluation plan for one program. The plan requires units to complete a nine step process. Therefore, a thorough plan and evaluation tool must be completed to further develop the program portfolio. Units are expected to use proper APA formatting (6th edition) and must not exceed a 2% similarity score. This report must reflect proper titles, citations, listings, and reference page. This assignment is worth 50 points or 10% of your total grade.

- **Reaction Writings (Dates announced in-class only)** – There will be three (one will be a practice) <u>unannounced</u> content based reaction writings administered throughout the semester. These <u>timed</u> writings will be based on class lectures/readings, and should be no more than a paragraph long. The first reaction writing will be a practice run and <u>will not</u> be graded – feedback will be given from sample papers (Ex: A, B, C, and D writings will be made available on iLearn). Reaction writings are worth 50 points (2 @ 25 points) or 10% of your total grade.

Course Goals and Learning Outcomes
  A. **Goals**
   1. Increase comfort with interacting with people with disabilities
   2. Increase confidence in providing programs and services for people with disabilities
   3. Increase professional competency with respect to providing access to facilities, programs and services for people with disabilities
  B. **Learning Outcomes: Upon completion of this course, students will be able to do the following:**
   1. Describe the legislative history and civil rights implications of the disability rights movement
   2. Define inclusion, adaptive recreation, and therapeutic recreation
   3. Discuss the roles of inclusion, adaptive recreation, and therapeutic recreation in a wide range of recreation settings
   4. Demonstrate facility with person first language and attitude
   5. Describe best practices for providing therapeutic recreation and inclusion, including processes for recreation agencies
   6. Demonstrate techniques for staff training, including creating an inclusive agency culture
   7. Discuss the concept of universal design, including making facilities more accessible to everyone
   8. Discuss the concepts of physical and programmatic access, including adapting activities and providing accommodations
   9. Identify community resources necessary for supporting inclusion, such as community members, community groups, other agencies, and volunteers
   10. Identify the differences between, and the important roles of, all types of recreation experiences, including play, sports, fitness, arts and culture, aquatics, outdoor recreation, and travel, for all people, and the unique issues providing these experiences for people with disabilities
   11. Problem-solve complex issues related to providing therapeutic recreation and inclusion.

❖ ❖ ❖ ❖ ❖ ❖ ❖

Field Work Report

Due December 3, 2012 by 6:30 p.m.
Must be submitted through iLearn

- About five pages, single-spaced
- **Must be submitted through iLearn**, in Word, Pages, or Open Office format.
- Include all the information below, **with your answers numbered to match each section**.
- **Answer all sections.** If one section does not apply to your placement, don't leave that section blank.
  Explain why it doesn't apply.
  - You may include anything you feel is important or relevant to your particular placement that is not covered in these questions.
  - Each person will do a two-three minute presentation about his or her field work experience the last two weeks of class. Presentations will count for 15 points (15 percent) of the final project grade.

Section I: Agency Information
   1. Agency name
   2. Agency website. Make sure this functions as a **descriptive hyperlink** to the website. For example: [San Francisco Recreation and Parks website](#)
   3. Location of the agency, including address.
   4. Your supervisor or volunteer coordinator's name, email address, and phone
   5. Type of agency: government, private for-profit, private non-profit
   6. How is the agency funded? For example, SF Recreation and Parks is funded by the city of SF, by philanthropy and fundraising events, and through funds raised by program fees and permits.

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7. Agency mission statement. **This sometimes takes some searching. You might have to ask your supervisor where to find it.**
8. List of the board of directors. **This may be a commission if it is a city agency. This also may take some detective work.**
9. What type of recreation activities does the agency provide for people with disabilities? **Please summarize**. **I don't want you to cut and paste the listing of all their activities**.
10. Does this agency provide inclusion services, adaptive/therapeutic recreation, or both? Explain.
11. Which approach(es) does the agency use for market segmentation: concentrated, differentiated, or undifferentiated? Explain.
12. Describe the training they provide for their staff for working with people with disabilities.
13. Does the agency have CTRS(s) on staff? If so, how many and what role(s) do they play at the agency?
14. On a scale of 1-10, how well do you feel this agency provides services for people with disabilities? If you have any concerns, do you have any thoughts on how they could improve their services?

Section II: Your Experience
1. Describe any orientation and/or training you received, whether formal or informal.
2. Describe the clients/participants you worked with. Describe their strengths, abilities, and recreation activities they enjoy. Also describe accommodations/adaptations the participants use to participate. You can include information on participants' disabilities if you know the information through observation, if the participant, the participant's family, and/or if the agency has shared this with you. **Remember**, due to agency policies and confidentiality the agency may not want to share some of this information with you. **You can include names of specific clients, but you must only use first names.**
3. Your role/duties/responsibilities in your placement. Include a detailed timeline. For example: "I arrive at 2:00 p.m. and sign in. From 2:00-2:15 I greet clients at the door and walk with them to the recreation room. I help guide the clients who are blind. From 2:30-3:00 I help serve coffee and chat with the clients. From 3:00-4:00 I assist with the art class, making sure everyone has the supplies they need, and assisting people who need help with the project" **Provide extra detail where appropriate.**
4. Enter the goals you set for yourself, as well as your supervisor's ratings. Were they good SMART goals? Describe the progress you made toward achieving your goals. You are not graded on how highly you score, but on how well you reflect on the goal process.
5. Reflect on the overall experience you had at the agency. What did you learn? What was your favorite part of your work at this agency? What did you learn that you can use in your future career? Share at least one "Kodak Moment" (a special memory, funny moment, etc.) that you won't forget.
6. On a scale of 1-10, how highly would you rate your experience at this agency? Explain.

Section III: Presentation
Prepare a two-three minute presentation that includes **all** of the following. This should be like an "elevator speech", short and to the point. You can present in groups by agency, but each person must cover **all** the info below. **You will be rated individually.**
1. Introduce yourself (first and last name)
2. Tell us the name of your agency
3. Tell us whether your agency provides inclusive recreation, adaptive/therapeutic recreation, or both

4. The types of programs your agency provides. This should be very brief and general. For example: "after school programs for children with developmental disabilities", "recreation activities for people of all ages with developmental disabilities"
5. Your "Kodak Moment" from your work
6. Tell us what your current career goal (or career) is, and something you learned in your field work experience that you can use in your career.

Field Work Report--Rubric   RPT 410
Foundations in Therapeutic and Inclusive Recreation
Tobin
Fall 2012

Field Work Report Scoring

Section	Item	Description/Comments	Possible points	Points received	Comments
I	1	Agency Name	1		
	2	Website: Descriptive hyperlink functions	2		
	3	Agency location complete	1		
	4	Coordinator info complete	1		
	5	Type of agency complete	2		
	6	Agency funding described	2		
	7	Mission statement listed	2		
	8	Board members listed (with titles)	2		
	9	Types of recreation activities summarized	2		
	10	Type of services described	3		
	11	Market segmentation approach described	3		
	12	Training for staff who work with PWD discussed	3		
	13	CTRS(s) on staff? Role at agency discussed	3		
	14	Rating of agency services discussed, including suggestions	3		
II	1	Orientation, training described with sufficient detail	3		
	2	Participants student worked with clearly described with sufficient detail, including strengths, abilities, activities they enjoy, accommodations, and/or adaptations	12		

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RPT 550 – Focus Group Summary

Write a 3-4 page summary for about your focus group (40 pts/10% of grade). Include the follow basic details:

Introduction:
- Date and location of the focus group
- Team members present and what basic role each person had (what did each person do while there?)
- How many participants were involved? (offer breakdown as best as possible – how many males/females, older/younger, etc)
- How did you all capture the conversation? (hand-written notes? audio-tape? etc).

Logistics
- How did everything go in planning and organizing the focus group?
- What role did you play/what did you do to help plan and organize the focus group?
- Issues and challenges organizing the focus group (if any).
- What would you do differently next time?
- Other logistics or aspects of planning you'd like to add?

Questions/Highlights:
- What key questions did your team end up asking? (give a sample, don't list all questions you asked).
- What did you want to know (other questions you may have had) that didn't get asked during this focus group that you might want to get answers some other way?

Results: Overall summary of what you learned from results of the group interview process:

* Organizing your highlights by topic area is best ("marketing" responses? information about "facilities", likes and dislikes about the "program", etc).
* Write this in <u>narrative format</u> (not bullet points); and do not write everything people said word-for-word rather describe highlights of what you learned and then include a couple of good quotes using quotation marks in your paper.

<u>Hard copy due in class on Tuesday, Oct 16th</u> – Keep in mind your group will need to discuss and compile analyses of all results of your FG into one team voice for your final master plan (this individual segment will help get you organized).

[END OF ASSESSMENT REPORT FOR AY12-13]