
3-Year Learning Outcomes Assessment

Department of Parks, Recreation, and Tourism

PRT engages in a number of evaluation activities that involve assessment of student outcomes. Among the activities that are most central to the notion of outcomes assessment are maintaining our status as an accredited program, monitoring of student performance on professional credentialing examinations, securing evaluations of student performance from cooperative education/internship supervisors, and securing input on performance of students through regular meetings with advisory committees. Also, PRT conducts regular course evaluations using focus group and survey methods, meets with its Student Advisory Committee (SAC) at a "Faculty/SAC Breakfast" during the Fall and Spring semesters, and, in accordance with our University budget model (productivity funds), we rigorously monitor student credit hour production. Declines in demand may indicate problems in quality of the experiences that we are providing students.

PRT was among the first undergraduate programs accredited by the National Recreation and Park Association's Council on Accreditation following COPA approval of accreditation procedures in the 1970s. We have maintained our accreditation since that time.

The professional accreditation process is directed largely at student outcomes. As part of the regular review, visitation teams scrutinize syllabi, tests, and instructional materials and they meet with groups of students to assess the extent to which students have mastered content specified by an entire series of standards for student performance. Also, visitation teams meet with area professionals who hire and work with graduates. Of special interest in those meetings is the degree to which our graduates are performing well in their professional appointments.

PRT monitors students' progress on professional credentialing examinations. Examinations that are relevant to PRT students include various hospitality management examinations that are associated with classes that are taught in our American Hotel and Lodging Association (AHLA) partnership. The AHLA standardized examinations are the property of the AHLA Education Institute. Several of our online hospitality management courses are currently undergoing a rigorous revision this spring to bring course topics and learning materials up-to-date.

Professionals who supervise undergraduate students' cooperative education/internship experiences provide a source of student outcome data. One of the requirements of these experiences is for site supervisors to submit mid-term and final evaluations of student performance. From these data, PRT is able to provide input to students on how to proceed with their career development, and to monitor success of our students in professional practice.

PRT meets with professional advisory committees annually. One committee has been established for each of our emphasis areas. Committees range in size from approximately three to fifteen members. A discussion item for each of these meetings is the performance of our students and how curricula might be refined to better prepare students for success in professional settings.

Also, PRT course evaluation procedures yield data that are particularly useful in improving the quality of educational experiences provided. PRT utilizes the University of Utah course satisfaction survey at the close of each semester. Faculty meet with members of our Student Advisory Committee (SAC) twice per year at a Faculty/SAC breakfast. One of these events is held in the Spring term and one is held during the Fall term. The entire faculty and all members of SAC are invited to attend. During the meetings, we discuss issues related to teaching and learning, scheduling, curriculum, marketing, and challenges that students face in pursuing their

studies with us. These meetings yield valuable information that helps us continue to improve the quality of the educational services provided.

We have also introduced portfolios as a measure of undergraduate student learning. Students are introduced to the concept of a portfolio in PRT 3101 and they begin building a portfolio thereafter. The complete portfolio is due at the end of their internship (PRT 4828 or 5828), which typically is the culmination of their undergraduate degree program. The final portfolio is evaluated by the faculty and then returned to the student to be used for employment purposes.

BA/BS Expected Learning Outcomes Assessment

Provided are the expected learning outcomes assessment for each of the undergraduate degrees available in the Department of Parks, Recreation, and Tourism:

BA in Parks, Recreation, and Tourism
BS in Parks, Recreation, and Tourism

The plan for assessing the learning outcomes for a BA/BS in Parks, Recreation, and Tourism is designed to measure the attainment of the following outcomes which have been designated for these undergraduate degrees:

1. Understand the historical and current trends in the field including philosophical issues, the role of various governmental services, and economic factors.
2. Identify, create, and lead recreational opportunities for individuals with an array of skill and interest levels within a diverse set of program types.
3. Use quantitative and qualitative data to evaluate parks, recreation, and tourism services for the purposes of improving managerial decision making.
4. Recognize the significance of providing services for all individuals and learn to adapt and create services for non-dominant populations.
5. Learn the skills you need to succeed in professional parks, recreation, and tourism organizations including marketing and promotion, budgeting and pricing, and potential risk and liability matters.
6. Gain practical experience by completing 400 or more hours of service in a professional parks, recreation, and tourism organization.

In order to assess each outcome, an assessment chart has been designed which can be seen below. The first column lists the six learning outcomes associated with the bachelor's degrees. In the second column, between one and three required courses have been identified that are associated with each learning outcomes. Each semester these courses are taught, instructors will be provided with the chart prior to the beginning of the semester and following the end of the semester. Charts will be distributed prior to the beginning so that instructors can be aware of them for planning purposes and after the semester in order that they can report the results. The third column of the chart represents the first section of information to be provided by the instructors. These instructors will determine the assignment (assessment measure) within the course that best assesses whether or not students have demonstrated competency in the stated learning outcome. The desired performance level for most of these assessment measures will be that 70% of students will earn a 75% or better on that specific assignment. The exception to this performance level/metric is on the 6th learning objective where it is expected that at least 90% of students should be able to complete the 400 hours of service within their internship. Instructors will then complete the 5th column of the chart and report the actual percentage of students who earned 75% or higher on the assessed assignments. The 7th and final column will be completed by the instructors in collaboration with the program's undergraduate coordinator (UGC). The UGC will work with the instructors of each course to determine methods of improving assignments, directions, assessments tools, etc. to either reach the specified metric or to maintain performance. This column will be the focus of the 3-, 5-, and 7-year reports on the expected learning outcomes for the two bachelor's degrees in Parks, Recreation, and Tourism.

Program Purpose

The PRT curriculum prepares students for careers in hospitality management, sustainable tourism, natural resource recreation planning and management, community recreation and sports management, and adventure and outdoor programming.

Expected Learning Outcome	Course	Assessment Measure	Performance Levels/Metrics	Assessment Results	Evidence of Continuous Program Improvement
Understand the historical and current trends in the field including philosophical issues, the role of various governmental services, and economic factors.	PRT 3100 (Foundations of Parks, Recreation, and Tourism)		70% of students will earn 75% or above on		
Identify, create, and lead recreational opportunities for individuals with an array of skill and interest levels within a diverse set of program types.	PRT 3320 (Recreation Programming and Leadership)		70% of students will earn 75% or above on		
Use quantitative and qualitative data to evaluate parks, recreation, and tourism services for the purposes of improving managerial decision making.	PRT 3780 (Program and Service Evaluation in Parks, Recreation, and Tourism)		70% of students will earn 75% or above on		
Recognize the significance of providing services for all individuals and learn to adapt and create services for non-dominant populations.	PRT 3310 (Leisure Behavior and Human Diversity)		70% of students will earn 75% or above on		
Learn the skills you need to succeed in professional parks, recreation, and tourism organization including marketing and promotion, budgeting and pricing, and potential risk and liability matters.	PRT 3211 (Parks, Recreation, and Tourism Experiences and Service Marketing) PRT 3520 (Liability and Risk Management in PRT) PRT 5395 (Financial Management in Parks, Recreation, and Tourism)		70% of students will earn 75% or above on 70% of students will earn 75% or above on 70% of students will earn 75% or above on		

Gain practical experience by completing 400 or more hours of service in a professional parks, recreation, and tourism organization.	PRT 4828 (The Senior Internship)		90% of students will complete at least 400 hours of a comprehensive internship.		
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