

## Accreditation

The San Francisco State University Recreation, Parks, and Tourism undergraduate degree program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). COAPRT accredits baccalaureate programs in parks, recreation, tourism, sport management, event management, therapeutic recreation, and leisure studies offered at regionally accredited institutions within the United States and its territories, and at nationally accredited institutions in Canada, and Mexico.

The RPT undergraduate program was first accredited in 1990 and has been continuously accredited since then. Most recently the program was re-accredited by COAPRT on October 31, 2012. Since this accreditation the department is required to adhere to a revised set of COAPRT standards. The RPT Department has made significant progress since the last reaccreditation towards meeting the new standards. In AY 2014-15 the department plans to conduct pre-post tests of achievement of learning outcomes for each core class, in order to provide further evidence of student achievement of learning outcomes. Under the current COAPRT accreditation requirements, standard 2.05.05 requires reporting of aggregated results of learning outcome assessments. Results for the most recent academic year (AY 2012-2013) are posted below.



# Council on Accreditation

## Parks, Recreation, Tourism and Related Professions

### Important Information Regarding Degree Mills

Please watch this important video (<http://youtu.be/a1voHNMQDrk>) regarding degree and accreditation mills. According to CHEA, "Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates from degree mills when providing tuition assistance for continuing education. "Accreditation" from an accreditation mill can mislead students and the public about the quality of an institution. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential." Read more on CHEA's website (<http://www.chea.org/degremills/>).

### Strategic Plan

- Vision** Cultivating quality of life through recreation, parks, and tourism.
- Mission** To empower recreation, parks, and tourism learning communities through innovative and transformative education, scholarship, and service.
- Values** Through education, scholarship, and service, the RPT department aspires to advocate and advance . . .
- Personal and professional development
  - Social justice and capital
  - Sustainability and stewardship

### Goals/Objectives

Goal/Objective	Date	Unit	Status
1.0 To increase the number of majors (2x by fall 2016)			
1.1 Establish a presence at Sneak Preview	2/15	Rosegard	Table application submitted
1.2 Identify counselor listserv for all 114 community colleges and send email providing overview of RPT major	2/15	Rosegard	Listserv identified; email draft
1.3 Develop undergraduate brochure	3/15	Rosegard	Approved price and layout
1.4 Overhaul RPT website	8/15	Tierney	Hired consultant (Odson)
1.5 Develop class assignment requiring students to present	8/15	Latkova	Identified RPT 600 for fall 2015

major to other community college/high school courses			
2.0 To increase online operations			
2.1 Create online master calendar with all events, field trips, etc.	1/15	Rosegard	Complete, but more events need uploading
2.3 Create online senior exit survey	5/15	Department	Draft needs to be piloted
2.2 Create online database for agencies to post jobs	8/15	Yoshino	Researching existing databases
2.4 Create online advising for students/faculty	8/15	Rosegard	Advising form developed - needs online format
3.0 To develop strategic plan for fall 2015-2022			
3.1 Identify vision, mission, values, goals/objectives for 2015-2016	5/15	Department	Draft for reaccreditation 1/15
3.2 Align with university mission and strategic plan	5/15	Department	SF State strategic plan announced 12/14
3.3 Assess 1 <sup>st</sup> year of pre/post direct measures for each course	5/15	Department	Fall 2014 data collected
4.0 Strengthen wellness component of curriculum			
4.1 Develop wellness course	Fall 14	Wilson	Completed – taught spring 2015
4.2 Develop interdisciplinary wellness certificate	Fall 14	Tierney	Completed – need to implement
4.3 Establish and coordinate Campus Wellness Day	5/15	Yoshino	Thursday, 5/7 (still finalizing date)
4.4 Become member of Healthy Parks, Healthy People initiative	5/15	Yoshino	Complete – member of research subcommittee
5.0 Strengthen alumni relations			
5.1 Create LinkedIn group (SF State Recreation Alumni)	2/14	Wilson	Complete
5.2 Organize alumni activity with undergraduates	10/14	Látková	Complete
5.3 Organize alumni day at SF State	10/15	Rosegard	Working with Development office to secure date

### Program Goals and Student Learning Outcomes

All students receiving a BS degree in Recreation, Parks, and Tourism Administration will demonstrate the ability to understand, apply, analyze, and evaluate factual, conceptual, and procedural knowledge within each of the nine competencies identified below:

Competency	RPT	Competency	RPT	Competency	RPT
Foundations • History • Philosophy • Science	200	Management/Administration • Operation • Resource • Strategic	500	Communication • Verbal/Nonverbal • Visual • Written	660
Profession/Industry • Nature & scope • Best practices • Trends & issues	390 410 520 440	Leadership • Ethics/Morals • Interpersonal • Intrapersonal	300	Sustainability • Economic • Environmental • Equity	390 410 520 440
Planning • Engineer/Design • Engage/Implement • Evaluate	400	Information Technology • Application • Reporting • Research	225	Wellness • Physical • Psychological • Social	650

### Evidence of Program Quality and Student Achievement

The following section presents evidence of the quality of the Department of Recreation, Parks, and Tourism undergraduate program and indicators of student achievement of program learning outcomes.

#### Assessment

1. Annual RPT Assessment Report. Each year the department produces a report which evaluates our Curriculum, Program, and Field Experience. This report contains measurable student learning outcomes; place in curriculum; where each outcome is addressed; academic year outcome was/will be assessed; assessment/procedures; what students do well and where improvements are needed; and use of findings for program improvement. You can access below the latest assessment results summary table and the full assessment report.

\* 2012-13 Assessment Report Summary Table. Here is a summary of the findings.

\* Download the full 2012-13 Assessment Report

2. Results of Professional Competencies Evaluation. As part of our annual senior intern exit survey we ask students if they gained knowledge in the professional competency areas identified in the COAPRT section 7.0

Standards for Accreditation. The results of this evaluation are found in the Assessment Report but are also highlighted in the table below.

Question given to students:

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 following 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

Results from 2014

- [7.01 Table](#)
- [7.02 Table](#)
- [7.03 Table](#)
- [7.04 Table](#)

Results from 2012-2013 survey:

	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
<b>FOUNDATIONS: Background, nature, and scope of the profession, including its history, philosophy, and social and behavioral science underpinnings.</b>										
1. The significance of play, recreation and leisure in contemporary society	---	---	10	30	---	1	2	10	27	---
			(25%)	(75%)		(2%)	(5%)	(25%)	(68%)	
2. The significance of play, recreation, and leisure throughout the life span	---	1	7	32	---	1	1	8	30	---
		(2%)	(17%)	(80%)		(2%)	(2%)	(21%)	(75%)	
3. Understanding legal foundations and the legislative process	2	7	19	10	2	1	2	13	21	3
	(5%)	(17%)	(47%)	(25%)	(5%)	(2%)	(5%)	(33%)	(52%)	(8%)
4. Comprehend current issues and trends in the profession	---	2	11	12	4	---	1	5	21	4
		(7%)	(38%)	(41%)	(14%)		(3%)	(16%)	(68%)	(13%)
<b>PROGRAMMING: Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups.</b>										
1. The ability to plan / organize a program, activity, service or event in RPT and use critical thinking in the process	---	---	9	31	---	---	---	5	35	---
			(23%)	(77%)				(12%)	(88%)	
2. The roles, interrelationships, and use of diverse delivery systems addressing recreation, leisure, parks, travel and tourism	1	3	12	24	---	2	4	7	25	2
	(2%)	(7%)	(30%)	(60%)		(5%)	(10%)	(18%)	(62%)	(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	8	27	1	---	1	9	29	1
		(10%)	(20%)	(68%)	(2%)		(2%)	(23%)	(73%)	(2%)

4. Ability to use various leadership techniques and tools of professional communication to enhance individual, group, and community experiences	1 1 11 27 --- (2%)(2%)(28%)(68%)	--- --- 8 32 --- (20%)(80%)
5. Understand personnel and human resource basics including staffing, directing, leading others.	1 5 11 23 --- (2%)(12%)(28%)(58%)	--- 2 6 32 --- (5%)(15%)(80%)
<b>MANAGEMENT/ADMINISTRATION: This dimension refers to both operations of managing organizations and administering programs and services, as well as strategic planning &amp; management.</b>		
1. The fundamental principles and procedures of inclusive practices as they apply to operating programs and services	--- --- 14 25 1 (35%) (63%) (2%)	1 1 11 26 1 (2%)(2%)(27%)(68%) (2%)
2. The principles and practices of safety, emergency, and risk management related to recreation, park resources and leisure services	1 1 18 19 1 (2%)(2%) (46%)(48%) (2%)	2 1 11 25 1 (5%)(2%)(27%)(64%) (2%)
3. Creating, maintaining, and deploying plans of action that address changing circumstances in social, economic, environmental, and/or financial environments	--- 4 15 19 2 (10%)(37%)(48%) (5%)	--- 3 8 27 2 (7%) (21%)(67%) (5%)
4. Ability to use a variety of technology and maintain understanding of new technologies in the workplace.	--- 1 14 24 1 (2%) (35%) (61%) (2%)	--- --- 9 30 1 (23%) (75%) (2%)

### 3. Rates for seniors working in RPT field upon graduation

In our annual survey of senior interns we asked two work related questions. The first question asked if they are currently working (outside their internship,) and if yes, were they working in the RPT field. The second question asked if they were planning to pursue a job in the RPT field after graduation. The results are shown below.

#### Currently Working

Question	Survey Year	Yes	No
Currently Working	2012-2013	20 (48.7%)	21 (51.2%)
Currently Working in RPT Field	2012-2013	13 (65.0%)	7 (35.0%)

#### Plan to Pursue a Job in RPT Field After Graduation

Survey Year	Definitely	Probably	Maybe	No
2012-2013	21 (64%)	7 (21%)	3 (9%)	2 (6%)
2010-2011	19 (76%)	4 (16%)	2 (8%)	0
2008-2009	1 (8%)	7 (59%)	3 (25%)	1 (8%)

### 4. Senior Survey

Our annual exit survey of senior interns is conducted at the end of their internship. Appendix E of the Assessment Report contains the survey questionnaire and the results for each question. A few highlights are presented below.

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.

Results from 2012-2013 Survey:

#### Evaluation of RPT Core Courses

Required / Core Courses	Rating Scale (percentage is 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 average 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

**Overall Evaluation of RLS Curriculum/Course Content**

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

(5) = excellent to (1) = poor

**Overall Evaluation of RPT Instruction/Teacher Approach and Delivery**

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

(5) = excellent to (1) = poor