**2025 COAPRT Annual Report**

**The purpose of the Annual Report is to follow a program's current progress towards learning outcome assessment. This is a requirement to maintain accreditation.**

Submitting an Annual Progress Report provides statistics for the previous academic year, specifying improvements made, reporting any significant changes and reporting on status of the 1.0 series standards and standards 2.05.05, 3.06, 3.07, and the 7.0 series.  Institutions with multiple accredited programs will be required to report on the 7.0 series for each individually accredited program.

* Each accredited program requires its own separate annual report. For example, if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports.
* The purpose of the Annual Report is to provide a snapshot of your student learning outcome data collection for the previous **calendar year**. (January - December)
* Posting requirements for the program's website include student learning outcome aggregate data from the **most recent spring and fall** **academic year.**

**Section 1: Contact Information**

Name of institution

**San Francisco State University**

Name of Accredited Program

**Recreation, Parks & Tourism**

Total number of students enrolled

**62**

Name and contact information of the Primary Contact for your COAPRT Accredited Program(s).

**Erik Rosegard**

Position Title

**Department Chair**

Address

**1600 Holloway Avenue, HSS 307   
Department of Recreation, Parks & Tourism  
San Francisco State University**

**San Francisco, CA 94132**

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Department Name

**Recreation, Parks & Tourism**

Website

[**https://rpt.sfsu.edu**](https://rpt.sfsu.edu)

Formal Name of your Institution's President

**Lynn Mahoney**

**Section 2: Intent to Pursue Accreditation**

Does the academic unit intend to pursue continued accreditation as originally scheduled?

**Yes**

Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)?

**Yes**

**Section 3: Statistics Summary Report - Faculty**

Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03)

**Yes**

Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field? (Standard 1.04)

**Yes**

Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible? (Standard 1.05)

**Yes**

**Narrative Report - Learning Outcomes Assessment**

For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program’s annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage.

**You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program.**

It is strongly suggested that you have your outcomes with you as you complete this questionnaire.

TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following:

* Capstone Assignment Quality
* Comprehensive Examination
* Internship Evaluation
* Performance of Relevant Skill
* Portfolio Evaluation
* Pre/Post Test Result
* Presentation Quality Project
* Quality Standardized Test Result
* Thesis/Project Quality
* Video/Audiotape Production Quality
* Written Assignment Evaluation
* Writing Exam Result

Some examples of INDIRECT measures include the following:

* Advisory Board Evaluation
* Alumni Survey
* Curriculum Review Result
* Employer Survey Result
* Exit/Student Interview Result
* Focus Group Result
* Graduate School Acceptance Rate
* Honors/Awards Received by the Program

**Section 4: Narrative Report - Learning Outcomes Assessment**

Please provide the following information

COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.

PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

**The Department of Recreation, Parks & Tourism at San Francisco State University offers a BA in Recreation, Parks, and Tourism Administration and a minor in Recreation. The 39-unit curriculum prepares students to engineer experiences that engage, empower, and educate.**

Provide the program-specific learning outcome consistent with COAPRT Standard 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

**Program Learning Outcome (PLO)**: Explain the history, philosophy, and science of recreation, parks, and tourism.

**RPT 200 Student Learning Outcomes (SLO)**

***Concepts & Philosophy***

1. Compare and contrast concepts of play, leisure, and recreation.
2. Explain how parks and tourism are integral to the leisure experience.
3. Identify philosophical perspectives of leisure and explain their implications to the RPT profession

***History***

1. Relate significant events (in and outside Western civilization) that have shaped RPT
2. Identify and explain how significant individuals (including women and people of color) shaped RPT
3. Illustrate the influence of age, gender, sexual orientation, race and ethnic identity, and socioeconomic status on leisure.

***Science***

1. Identify theories that support RPT as a discipline.
2. Justify RPT as a social and behavioral science

**RPT 600 Student Learning Outcomes Verbal & Nonverbal**

***Verbal & Nonverbal***

1. Apply professional speaking skills to a range of relevant assignments (*Assignments:* Interview, Assert, .PPTX Project)
2. Demonstrate public speaking through a professional presentation (*Assignments:* Interview, Assert, .PPTX Project)

***Visual***

1. Identify composition and design elements of a visual presentation (*Assignments:* DNI, .PPTX Project)
2. Produce a multimedia presentation (*Assignments:* DNI, .PPTX Project)

***Written***

1. Identify characteristics of effective written communication (*Assignments:* CRT, PSJ, DNI)
2. Produce 4,000 words of professional writing with substantive revision (*Assignments:* CRT, PSJ, DNI)

***Other***

1. Explain the importance of the Recreation, Parks & Tourism profession (*Assignments*: CPEs, DNI)
2. Develop an equity in leisure/antiracism philosophy statement and justification (*Assignment*: PSJ)

Describe the method by which the learning outcome for Standard 7.01 was assessed:

This standard is measured in two courses;

**RPT 200, our foundations course, and RPT 600, the senior writing intensive course. RPT 200 measures this as part of the assignment, Passport Adventures. RPT 600 measures it as part of a pre/post assessment and the Job Qualification Assessment.**

Indicate whether this outcome measure is Direct or Indirect.

**Direct**

State your program’s standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.

**RPT 200: The assignments were evaluated using a rubric with a thoroughness requirement (500+ words per assignment) and 5 categories in the rubric: Photo (20%) Photo of self at each site; Site summary (20%) Organization mission, description of funding, sector; History (20%) Multiple historical facts about the site; Social Science (20%) APA formatted citation of social science research about at least one aspect of the site; Philosophy (20%) Reflection on own experience and philosophy in relationship to the site and/or organization. RPT 600: The assignment was evaluated using a pre/post assessment and a signature assignment consisting of a rubric with three categories scored as either No/Limited Proficiency, Some Proficiency/Developing, Proficiency, or High Proficiency. The categories were: -Job Qualification Assessment Template: Agency and job information; Applicant qualification (40%) -Job Qualification Assessment Statement: Content, Length, and Grammar (50%) -Job Qualification Assessment Presentation: Content & Completeness (10%)**

Result of the assessment of the learning outcome for Standard 7.01:

**RPT 200: Four Passport Activities focused on the different aspects of 7.01. Students averaged 86% on the assignment. RPT 600: Each SLO pretest assessment resulted in a "no/limited" proficiency with all but one student (received an "incomplete" in the class) demonstrating a moderate-high level of proficiency when assessing the above SLOs related to written, verbal/nonverbal, and visual as well as "explain the importance of the recreation, parks, and tourism profession.**

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.02. Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

**Program Learning Outcome (PLO): Plan, implement, and evaluate programs for diverse populations in varied settings. Associated Student Learning Outcomes (SLO) are embedded in RPT 400 (Programming RPT Experiences) and include:**

**Engineer/Plan**

**• Perform a needs assessment and generate an asset map**

**• Develop a program budget Engage/Implement**

**• Create a marketing and risk management plan**

**• Engineer a 1-day experience as part of a larger program Evaluate**

**• Differentiate evaluation methods**

**• Collect and analyze data, and report results and recommendations**

Describe the method by which the learning outcome for Standard 7.02 was assessed:

**All students take a pretest within two weeks of the semester and a posttest within the last two weeks of the semester. The pretest/posttest questions are the exact wording of the SLOs with the exception of the 2nd SLO under "Engage/Implment" (i.e., Engineer a 1-day experience as part of a larger program).**

**In addition, all students are required to submit a Program Plan with the following elements: Program Plan Outline Cover page = marketing flyer (what, when, where, who, why, contact information)**

**I. Engineering**

**1. Assessment and Analysis (research and examine each of the following areas)**

**1.1. Condition (current issue, problem, or program gap, AND potential program solution)**

**1.2. Community (social indicators, asset mapping, needs assessment, demographics, psychographics)**

**1.3. Company (philosophy, values, mission, SWOT analysis)**

**1.4. Collaborators (potential partners, supporters, vendors)**

**1.5. Competitors (threats – real or perceived, direct/indirect, services/programs/activities)**

**2. Program (based on above assessment & analysis, provide program details)**

**2.1. What (description - educational & wellness components; differentiation, “WOW” factor)**

**2.2. When (date, time, length of event)**

**2.3. Where (setting, location, venue, space, capacity, directions)**

**2.4. Who (target population description and characteristics, number served)**

**2.5. Why (purpose, justification, significance, benefits, outcomes/goals, and 2 objectives)**

**3. Budget and Resources (calculate expenditures & revenue in spreadsheet and identify needed resources)**

**3.1. People (participants & personnel – past/existing, contact lists, organizations, volunteers, hired staff)**

**3.2. Place (reservations, partnerships, lease, pop-up, deposits, fees)**

**3.3. Program (equipment, supplies, materials)**

**3.4. Promotion (existing info; social, print, broadcast media; other tools and techniques)**

**3.5. Provision (alternative funding: in-kind, sponsorships, gifts, grants, volunteers, scrounging)**

**4. Timeline (Gantt/flow chart, table, or visual with narrative for overall timeline and day-of schedule)**

**II. Engagement**

**1. Pricing**

**1.1. Practices (research and identify pricing trends, strategies, and best practices)**

**1.2. Persuasion (implement and justify 1 differential and 1 psychological pricing strategy)**

**1.3. Payment (calculate and justify costs and initial pricing)**

**2. Communication (detail marketing mix, justify strategies/type, and create sample message)**

**2.1. Pre (marketing/message before program)**

**2.2. Point (marketing/message during program participation)**

**2.3. Post (marketing/message after program)**

**3. Risk Management (provide details to identify, assess, respond, control, monitor, communicate risks)**

**3.1. People (registration, numbers, behavior, ability, participation, emotional, and physical safety)**

**3.2. Place (safety, capacity, environmental impact, physical environment)**

**3.3. Program (set-up, clean-up, activities, equipment, supplies, materials)**

**4. Staging (detailed run-through of program, create pre-program checklist, and develop contingency plan)**

**4.1. People (participants & personnel – staffing, inventory, equipment and supplies, registration)**

**4.2. Place (problems & potential – anticipate and minimize problems, establish contingencies)**

**4.3. Program (props & pace – access, accessibility, and timing of set-up, activities, transitions, clean-up)**

**III. Evaluation**

**A. Population (justify and describe internal and external respondents - sample)**

**B. Method (type: focus group, interview, survey, questionnaire, analysis, observation) • Justification (provide rationale for data collection method) • Format (time required, # of questions, needed data, materials, and/or equipment) • Sample (attach sample questions or instrument)**

**C. Procedure (detail each step involved in data collection – the who, what, when, where, and how)**

**D. Analysis (explain what and how you will analyze and report results, and provide sample table/chart/graph)   [insert proposed program title here] ENGINEERING The purpose of this report is to provide the necessary information for the engineering, engagement, and evaluation of [insert proposed program title here]. The first section, engineering, will justify the need for the proposed program by assessing, analyzing, and detailing areas critical to the engineering process. This section will be divided into four areas: (1) assessment and analysis, (2) program, (3) budget and resources, and (4) timeline. (~3500 words ENGINEERING section) 1.0 Assessment and Analysis The assessment and analysis area will be divided into the five Cs (condition, community, company, collaborators, and competitors), which will provide an overview of [insert problem, gap, and/or issue here] including a brief history, current status, and a rationale for [insert proposed program title here] as a potential solution. (~1500 words for 1.0 – Assessment and Analysis) 1.1 Condition Identify and explain the current issue, problem, program gap . . . condition. Begin by capturing reader’s attention with a statistic, fact, quote, and/or research. Include literature explaining the background as well as possible cause(s). Think about the political, economical, social, technological, legal, and/or environmental context in which the condition exists, and how it may affect the delivery of your proposed program. Conclude with a discussion and rationale for your proposed program as a potential solution, and how the program will be different/unique in terms of effectiveness and/or efficiency. You are required to use a minimum of five (5) references to support your findings and assertions. (~500 words; 1 single-spaced page) 1.2 Community Provide a community profile based on social indicator research, a community needs assessment, an asset map (individual, community, and institution levels), demographics, and psychographics. Discuss methodology and findings (i.e., need or gap in service). Be sure to provide support through references. (~250 words; ½ single-spaced page) 1.3 Company Conduct an analysis of the company/agency/organization responsible for organizing and implementing the proposed program. A match should exist between the philosophy, values, vision, mission, and goals. Program goals should exist, and “company” strengths and weaknesses need to be addressed. Does the agency have the interest, capacity, and resources for program implementation? (~250 words; ½ single-spaced page) 1.4 Collaborators Describe partners, vendors, and other individual and group networks that will provide assistance with your program. Include specifics (e.g., contact information, contribution type) and any requests or requirements to obtain commitment (e.g., logo in marketing material; deadline for written requests). (~250 words; ½ single-spaced page) 1.5 Competitors Describe existing factors that might compete directly or indirectly with proposed program. The “competition” might be existing programs/services, real or perceived threats (e.g., weather, road closures, and/or other activity that impedes or diverts participation. (~250 words; ½ single-spaced page) 2.0 Program The program area of engineering will provide details related to the what (“wow”), when, where, who, and why of [insert proposed program title here]. (~1000 words for 2.0 – Program) 2.1 What Describe program activities and/or services . . . what should participants expect? The description does not have to include materials, supplies, equipment, cost, location, or other areas covered elsewhere in the document. Be sure to address how the program will be educational and address 6 of the 7 wellness components (e.g., physical, social). In addition, explain how your activity and/or service will be unique . . . describe the “WOW” factor. Differentiate from existing/competing programs. (~200 words)   2.2 When Identify the date, time, length of activity and/or service, and provide any related details using a step-by-step process (e.g., set up, registration, activities, breaks, closing, clean up). (~200 words) 2.3 Where Describe the program setting, location, facility, and/or environment including adjacent area. Detail the physical environment, capacity, and other information related to “where.” (~200 words) 2.4 Who Use your response from 1.2 to describe participant characteristics (e.g., demographics, psychographics) of the general and target populations. Identify how many participants will be served (e.g., daily, weekly, annually). (~200 words) 2.5 Why Why are you proposing the program? Summarize your response from 1.1, address the program purpose by providing a justification, its significance, intended benefits, and an overall program outcome with two SMART objectives. (~200 words) 3.0 Budget and Resources The purpose of the budget and resources area is to provide details related to the budget and resources required to engineer and engage [insert proposed program title here]. Expenditures, revenues, and resources will be presented in a summary table with a subsequent narrative for the following elements: people (participants and personnel), place, program, promotion, and provision. (~1000 words for 2.0 – Budget and Resources; 2 single-spaced pages; the full budget spreadsheet is required to: (a) have a minimum of two formulas, (b) not exceed one page, and (c) placed as an appendix) 3.1 People Explain how and where you will identify and target your participants (e.g., ask university development office for contact list of alumni; obtain attendance sheets from past participants at community organization) and personnel (past volunteers, hired staff, existing employees). Provide a table, bullet list, or organizational chart with a brief description of each position (e.g., responsibilities, hours/week, who they are accountable to, paid or volunteer). (~200 words) 3.2 Place Explain the steps involved with securing a setting, venue, and/or facility for your program. You are not describing the actual location, but the resources involved in obtaining the location and the cost estimates for using a venue (e.g., insurance, utilities, parking, rental or reservation fees, cleaning, deposits). (~200 words) 3.3 Program Identify and list supplies, materials, and/or equipment needed for program. Include quantity, cost estimates and other considerations (e.g., shipping/transportation, rental fee, deposit, spare parts). (~200 words) 3.4 Promotion Detail the resources needed for promoting your proposed program (e.g., incentives, social media, printing). Include any existing information that can be used as well as other communication tools and techniques. (~200 words) 3.5 Provision Describe potential sources of funding (e.g., fees, in-kind, sponsorships, gifts, grants, volunteers, scrounging). (~200 words) 4.0 Timeline Create a program timeline – a Gantt/flow chart, table, or similar visual representation of the necessary steps in the development of the program (e.g., program approval, venue selection, contacting vendors, distribution of marketing materials, preprogram walk through). (Timeline is limited to 1 single-spaced page)   ENGAGEMENT The engagement section will provide the details needed to implement [insert proposed program title here]. This section will be divided into four areas: (1) pricing, (2) communication, (3) risk management, and (4) staging. (~3000 words ENGAGEMENT section) 1.0 Pricing The first area under engagement will provide details related to establishing a pricing strategy. Specifically, pricing practices and trends, persuasion incentives (promotional pricing), and a payment plan (i.e., budget objectives, methods, and justification) will be presented in the context of setting initial pricing. (~750 words for 1.0 – Pricing) 1.1 Practices Research and describe current applicable pricing trends, strategies, and best practices. (~250 words) 1.2 Persuasion Select and provide a rationale for one differential and one psychological pricing strategy. (~250 words) 1.3 Payment Based on**

**3.0 - Budget and Resources, calculate and justify initial costs based on competition, demand, and other factors. (~250 words) 2.0 Communication The communication area will provide an overall marketing strategy including identification and justification as well as the creation of a sample message (e.g., public service announcement, press release, YouTube, website, promotional item, or other advertising tool) for the pre (before), point (during), and post (after) program elements. (~750 words for 2.0 – Communication) 2.1 Pre Detail the marketing and communication that will take place before the program. (~250 words) 2.2 Point Detail the marketing and communication that will take place during the program. (~250 words) 2.3 Post Detail the marketing and communication that will take place after the program. (~250 words) 3.0 Risk Management The third area, risk management, will discuss how risk will be monitored and managed within three areas: (a) people, (b) program, and (c) place. (~750 words for 3.0 – Risk Management) 3.1 People In the context of risk, provide details related to registration, numbers, behavior, ability, participation, emotional and physical safety, and other elements associated with people attending the event whether they are participating or not. (~250 words) 3.2 Place Provide risk monitoring and management strategies for the physical safety, capacity, environmental impact, and other associated venue/setting/facility elements. (~250 words) 3.3 Program Describe the risk monitoring and management of the set-up, clean-up, activities, equipment, supplies, materials, and associated program elements. (~250 words) 4.0 Staging The fourth area of engagement will discuss a detailed staging schedule, pre-program checklist, and contingency plans based on a systematic program walk through in three areas: (a) people, (b) program, and (c) place. (~750 words for 4.0 – Staging) 4.1 People (participants & personnel) Detail how participants will enter, participate, and exit the activity/program/event. In addition, explain staffing including arrival, departure, program responsibilities, reporting mechanisms. Ask “what if” to anticipate potential participant and/or personnel issues (e.g., long participant lines, volunteers who are no-shows). (~250 words) 4.2 Place (problems & potential) Establish a mechanism for checking access and accessibility of venue/setting/facility. Ask “what if” to anticipate potential problems (e.g., sprinklers, weather, delivery delays), and identify a contingency plan including potential solutions and creative substitutions (e.g., alternative location, back-up power, air circulation, heater). (~250 words) 4.3 Program (props & pace) Describe how inventory, equipment, supplies, personnel, communication, and other associated items will be ready to go (e.g., working properly, sufficient number) before the start of the program. In addition, address how the program will be organized in terms of pace (e.g., flow, timing, transitions, energy levels). Think about timing of registration, set-up, transitions, and clean-up. Ask “what if” to anticipate potential issues and solutions (e.g., equipment damage, boredom). (~250 words) EVALUATION The evaluation section will provide a justification and details needed to evaluate [insert proposed program title here]. This section will be divided into four areas: (1) population, (2) method, (3) procedure, and (4) analysis. (~1000 words for EVALUATION section) 1.0 Population Identify and justify the population that will be used to evaluate the program. The population may include participants, nonparticipants, staff, volunteers, administration, vendors, contractors, suppliers, program-specific critics, or other measurement variables (e.g., amount of popcorn consumed, raffle tickets sold, electricity used). (~250 words) 2.0 Method Identify and justify the method (e.g., focus group, interview, survey, questionnaire, comparative analysis, observation) that will be used to collect data. Describe the format (e.g., time required, # of questions, needed data, materials, and/or equipment) needed to reliably collect data, and attach sample questions and/or instrument. (~250 words) 3.0 Procedure Detail the step-by-step operation (i.e., who, what, when, where, how) for collecting program evaluation data. Be sure to include the procedure for implementing a draft and/or pilot study (e.g., check for question readability, timing for completing a survey). (~250 words) 4.0 Analysis Explain how the evaluation data will be analyzed (i.e., descriptive statistics) and reported/presented (charts, graphs, percentages, comparisons, benchmarks, national averages). In addition, provide a table, chart, and/or graph with mock data. (~250 words)**

Please indicate whether this outcome measure is Direct or Indirect.

**Direct**

State your program’s standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.

**Pre/post assessment with a signature assignment (Program Plan). We expect 90% of students to receive a grade between 70-100% with an average of 83%.**

Result of the assessment of the learning outcome for Standard 7.02:

**The Signature Assignment (Program Plan) resulted in**

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

**Management/Administration (PLO): Explain organizational structure and apply financial and human capital principles and practices from an operational and strategic management perspective.**

**Finance**

**• Analyze the revenue sources of a for profit, nonprofit, and public RPT organization**

**• Differentiate between capital and operating budgets**

**• Develop and revise an operating budget for a RPT organization Human Capital**

**• Evaluate the supervisory role at different levels in a RPT organization**

**• Explain recruitment and retention practices and processes**

**• Analyze appropriate ways of motivating and disciplining employees**

**Organizational Structure**

**• Identify elements of organizational structure**

**• Explain the importance of and differentiate between vision, mission, and values**

**• Explain the elements of a strategic plan**

Describe the method by which the learning outcome for Standard 7.03 was assessed:

**The rubric for this assignment has four categories: situation analysis (30%) completed SWOT and PEST analyses; SMART (30%) develop a set of 2- to 5-year goals that are SMART; program (30%) Description of intended program activities and strategies for implementation with an explanation for how they relate to the situational analyses and SMART goals.**

Please indicate whether this outcome measure is Direct or Indirect.

**Direct**

State your program’s standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.

**Students complete a Strategic Plan assignment in RPT 500 (Organization and Administration of RPT) following a proficiency-based rubric**

Result of the assessment of the learning outcome for Standard 7.03:

**Over 90% of students achieved more than 80% on this assignment. One observation is that students struggled with the differentiating between internal (strengths/weaknesses) and external (opportunities/threats). A better lesson plan will be used next time the course is taught.**

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.04. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organizations.

**The overall goal of this course is for students to appreciate the importance of an internship in one’s preparation for a career, and to acquire the competence needed to enter the recreation, parks, and tourism (RPT) profession. As a result of completing this professionally supervised internship of no less than 400 hours spread over at least 10 weeks, the student will be able to:**

**• Integrate theory and practice by applying concepts, principles, and best practices.**

**• Demonstrate professionalism through intrapersonal and interpersonal communication.**

**• Plan, organize, implement, and evaluate a project approved and supervised by the organization.**

**• Demonstrate proficiency with utilizing a variety of technology and computer software programs.**

**• Exhibit knowledge and basic competency in marketing, budgeting, and facility operations.**

**• Identify and examine issues of justice, diversity, equity, and inclusion within internship organizations and the RPT profession.**

**• Reflect on internship importance and the connection between personal and professional development.**

Describe the method by which the learning outcome for Standard 7.04 was assessed:

**A midterm performance evaluation was completed by the intern supervisor at approximately 200 hours, and a final performance evaluation was completed at approximately 400 hours. A meeting between the intern, intern supervisor, and faculty advisor was scheduled approximately one week after each evaluation and the faculty advisor facilitated a discussion and reflective exercises related to the performance evaluation. During the final meeting, the same discussion and reflective exercises were completed with the addition of comparing the midterm and final evaluations.**

**Below are the competencies: Competency Midterm Final (1-5) Strengths and Areas for Improvement**

**INFORMATION TECHNOLOGY Proficiency with email and specific software (e.g., reservation, word processing, marketing, database). Ability to efficiently and effectively collect, analyze, and report data.**

**COMMUNICATION Ability to actively listen, give and receive criticism, ask questions when appropriate, and provide concise, coherent, and complete written and verbal information.**

**INTERPERSONAL SKILLS Ability to resolve conflict, show empathy, advocate for others, be assertive, work collaboratively, respectful, accountable, and acknowledge differing beliefs.**

**INTRAPERSONAL SKILLS Willingness to learn, ability to advocate for oneself, manage emotions, be self-aware, self-motivated, optimistic, confident, reliable, reflective, and resourceful.**

**OVERALL SCORE Using the 1-5 rating scale above, please provide an overall rating/score representing the average of all six (6) identified competencies.**

Please indicate whether this outcome measure is Direct or Indirect.

**Direct**

State your program’s standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.

**Students and their internship supervisors complete parallel final internships evaluations. The response options for each topic have a 5-point scale from poor (1) to outstanding (5). The categories include intern competence in six categories: organization and industry, operations, information technology, communication, interpersonal skills, and intrapersonal skills. All students should receive scores between 2-5 with an average of 3 or better. Rating (1) Poor Not representative of an entry-level employee; no improvement observed; unprofessional behavior; and internship needs immediate attention. (2) Below Average Representative of an employee needing improvement; progress is developing slowly; and changes need to be addressed and implemented. (3) Average Representative of a typical, entry-level employee; improvement is progressing as expected; and little to no issues are documented/observed. (4) Above Average Strong and representative of entry-level employees (top 20%); demonstrates willingness to learn and commitment to improve performance. (5) Outstanding Exceptional of an entry-level employee (top 5%); is a role model for other employees; and improvement warrants promotion and additional responsibility.**

Result of the assessment of the learning outcome for Standard 7.04:

**100% of students scored an average of 3.6 with a range between 3.0-4.5**

**Section 5: Narrative Report - Accountability and Informing the Public**

An important aspect of accreditation is accountability. It is expected that the program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05).

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05.

[**https://rpt.sfsu.edu/about**](https://rpt.sfsu.edu/about)

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06).

Please provide a link to the program's website demonstrating compliance with Standard 3.06.

[**https://rpt.sfsu.edu/about**](https://rpt.sfsu.edu/about)

It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07).

Please provide a link to the program's website demonstrating compliance with Standard 3.07.

[**https://rpt.sfsu.edu/about**](https://rpt.sfsu.edu/about)

**Section 6: Program Changes**

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

**San Francisco State University is experiencing low enrollment and budget cuts. These factors will require departments to increase enrollment in existing classes. This will be difficult as we have 62 majors with 20 graduating this spring 2025. In addressing these issues, our Department was proactive and moved from a 52-unit BS degree to a 39-unit BA degree. In addition, we will be merging RPT 340 (Conference, Event Planning and Management) with RPT 400 (Programming RPT Experiences) as there is redundancy and the BA degree only requires one of the two courses. Other curricular changes will be to change the 6 units of electives to required core courses as the number of majors is not robust enough to have two courses with approximately 40 students in each class. We currently have four tenured, full professors, but one may move to the Hospitality and Tourism Management (HTM) department; one is currently serving as the University Academic Chair (1.0 assigned time), and one faculty will be retiring at the end of the 2025-2026 academic year. This may result in only two tenured faculty in the department.**

The responses are self-reported and the responsibility for the accuracy of the content is on behalf of the program.

**True**

Additional Forms

**Title**

**Submission Date**

**State**

No form submitted

Request Forms

**Title**

**Submission Date**

**State**

No form submitted