



Old Dominion University

Parks, Recreation, and Tourism Studies B.S.

2020-2021

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Mission Statement

The mission of the institution says: “Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The mission of The Darden College of Education & Professional Studies (DCEPS) is a commitment to excellence in teaching, scholarly activities, and service. The College strives to meet the needs of the community while maintaining national and international prominence. It is dedicated to preparing distinguished professionals who become leaders in their fields. The College fulfills its mission through its undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, sports management, recreation, training, fashion, speech-language disorders, instructional and occupational technology, as well as through its many continuing education activities.

The mission of the Park, Recreation and Tourism Studies (PRTS) Program is well-aligned with those of the University and DCEPS. The PRTS Program mission is to facilitate the professional preparation of students interested in pursuing and/or continuing a career in the recreation and leisure service industry. Through quality instruction, applied research, and community engaged learning, the PRTS program stimulates the pursuit of knowledge and the development of professional competencies in park and recreation management, recreational therapy and tourism management, encouraging students to be leaders in the field. In addition to outstanding teaching and community engagement, the PRTS faculty are dedicated to making valuable contributions to the field of leisure through regional, national and international research.

1 **Goal** Meet Outcomes

One of the strategic goals of the department and the Darden College of Education and Professional Studies is to provide highly rigorous and effective programs based on empirically supported best practices for teaching and learning. This includes insuring that students have the knowledge, skills, and dispositions to serve as future leaders in their chosen fields. The PRTS program outcomes are designed to prepare students to serve as leaders in the park, recreation, recreational therapy, and tourism fields.

1.1 Outcomes

COAPRT 7.01.01 - Express and Apply Foundational Knowledge

Students will express and apply foundational knowledge in park, recreation, and tourism to deliver high quality services and programs. COAPRT Standard: Knowledge of the Scope of the Profession: 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. Students complete multiple assignments, an exam that covers foundational knowledge of leisure (values, history, philosophy and societal benefits), and a project to demonstrate these learning outcomes.

Action Plan

Ensure our curriculum reflects current standards and trends within the park, recreation and tourism industry to enable our students to be professionally prepared for the field.

Budget Source	Amount	Due	Status
	\$0.00	9/30/2020	In Progress

Action Item 1	Created	Due	Status
The PRTS program will develop updated 7.01 outcome measures aligned with recommendations received through the Spring 2021 COAPRT reaccreditation process.	10/13/2020	8/6/2021	Complete

Action Item 2	Created	Due	Status
Faculty plan to meet every summer to discuss assessment data and modify it for the following academic year. The PRTS program had a retreat in summer 2021 to review the assessment data and discuss the assessment measures for the new curriculum that was implemented in Fall 2020. Faculty determined that some of the outcome measures were not as effective at determining outcomes and modified some measures. Updated curriculum maps are attached to the report.	9/20/2021	6/30/2021	Complete

<p>Action Item 3</p> <p>PRTS was undergoing the COAPRT reaccreditation process in AY20-21. The self-study was submitted to COAPRT in December, 2020. The program had two visitors who conducted a virtual visit from Feb. 17-19, 2021. The program has issued a response to the visitor report.</p>	<p>Created</p> <p>9/20/2021</p>	<p>Due</p> <p>10/31/2021</p>	<p>Status</p> <p>In Progress</p>
<p>Action Item 4</p> <p>Beginning in Fall 2020, new courses (PRTS 209, PRTS 210S and PRTS 302) and associated outcome measures were implemented to reflect curriculum changes within the PRTS core curriculum. See attached curriculum map.</p>	<p>Created</p> <p>9/20/2021</p>	<p>Due</p> <p>5/14/2021</p>	<p>Status</p> <p>Complete</p>
<p>Action Item 5</p> <p>Based on discussions at the annual retreat, the instructor for PRTS 209 plans to increase the amount of foundational knowledge students are expected to demonstrate in the Site Visit Assignment. This is because students had a difficult time meeting the target for the Foundational Knowledge outcome on Exam 1 of the introductory class. A written assignment that takes time to prepare will hopefully allow them to more effectively demonstrate their newly-learned foundational knowledge than an exam in the first few weeks of class.</p>	<p>Created</p> <p>9/20/2021</p>	<p>Due</p> <p>12/10/2021</p>	<p>Status</p> <p>In Progress</p>
<p>Action Item 6</p> <p>The final internship report guidelines were revised for Fall 2021 based on feedback received during the accreditation process. The new guidelines allow students to reflect on how the PRTS curriculum prepared them for an internship. This information will provide us with more specific information about how we can make programmatic changes to better</p>	<p>Created</p> <p>9/20/2021</p>	<p>Due</p> <p>12/10/2021</p>	<p>Status</p> <p>In Progress</p>

prepare students for the field.

Action Item 7	Created	Due	Status
The program will complete core and concentration course description updates in the catalog using CourseLeaf to ensure they accurately reflect course content.	9/21/2021	12/1/2021	In Progress

1.1.1 Measures of Outcome

Philosophy Statement Assignment - PRTS 210S

PRTS 211: Students are to write their personal philosophy of leisure. The assignment assesses a student's understanding of recreation, leisure and play. Demonstrate ability to articulate in writing the importance of recreation and leisure in relation to quality of life. This is an introductory level assessment measure for this outcome. A score of 70% or higher indicates that the student has demonstrated the ability to articulate in writing the importance of recreation and leisure in relation to quality of life (both individually and societally). Rubric scores reflect a realistic and logical philosophy, written expression of personal opinions, and writing skills including grammar and spelling.

1.1.1.1 Target / Benchmark

Philosophy Statement Assignment - PRTS 210S Exceeded

TARGET / BENCHMARK 70% of students will score 70% or higher on the Philosophy Statement Assignment

RESULTS / FINDINGS 23/25 (92%) of students scored 70% or higher on the assignment.

INTERPRETATION AND USE OF RESULTS FA20: PRTS students performed exceptionally well on this assignment. The 1 student who did not meet the standard did not submit the assignment. Because this assignment was administered midway through the semester, students had a strong foundational knowledge of leisure concepts and themes from which to draw as they developed their personal leisure philosophies.

SU21: The one student who did not meet the benchmark for this assignment presented his personal leisure philosophy as an academic paper as opposed to a personal philosophy statement. He did not include his personal opinions but instead cited content from the lectures and textbook. The student was provided an opportunity to revise and resubmit his assignment for credit after receiving extensive

feedback, but he did not take advantage of this opportunity. Students will be encouraged to visit with the instructor during office hours to discuss the assignment outline and its format if they do not understand the concept of a personal leisure philosophy. The assignment outline is clear and detailed; however, an example is not provided as it is important to the instructor that students create their own philosophy as opposed to copying someone else's. In the future, a sample statement could be provided only to those students who struggle to grasp the concept.

1.1.2 Measures of Outcome

Policy & Procedure Assignment - PRTS 332

PRTS 332: Students will gain an understanding of program administration through the use of policy and procedures. The purpose of this assignment is to assess a student's ability to understand the difference between a policy and procedure and their use in the recreation industry. This assignment is an advanced level assessment measure for this outcome. A score of 70% or higher demonstrates the student's ability to understand the relationship between policy and procedures and program operation. The rubric includes scores for content of a policy statement written in clear and concise terms, detailed procedures supporting the policy statement, appropriate format and technical writing skills.

1.1.2.1 Target / Benchmark

Policy & Procedure Assignment in PRTS 332 Exceeded

TARGET /
BENCHMARK

70% of students will score 70% or higher on this assignment.

RESULTS /
FINDINGS

63/67 (94%) of students scored 70% or higher on this assignment.

INTERPRETATION
AND USE OF
RESULTS

SP21: The one student who did not score 70% or better did not follow the assignment's instructions. The assignment's scenario was an after school program. Students were to select a topic from an approved list and write a policy and procedure on that topic. For example; bathroom breaks, parent pick-up, outdoor playground. The student completed the assignment on a topic that was not part of the approved list and had nothing to do with an after school program.

SU21: All students who did not meet the standard received a zero because they did not turn it in. Student were provided with email reminders of the due date for the assignment.

Overall, students do well on this assignment and no changes are planned for the future.

1.2 Outcomes

COAPRT 7.02.01 - Design, Implement, and Evaluate Services

Students will design, implement, and evaluate services and programs in the field of park, recreation, and tourism. COAPRT Standard: Ability to Design, Implement, & Evaluate: 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.

1.2.1 Measures of Outcome

Program Plan Assignment in PRTS 212

PRTS 212: In small project teams, students create a 15-Step Programming Plan. Students use the textbook, class assignments, and lectures to support the Program Plan and its design. Each day of class is used to review steps of the programming process and program plan development. This plan is a "living" assignment, evolving with each day of class. This comprehensive assignment is due at the end of the semester; however, progress is monitored by the instructor through reviews of draft documents and in-person team meetings. This is an introductory assessment measure for this outcome. A 70% or higher on this assignment indicates that the students were able to properly design a program with attention to and competence in: program descriptions, identification of a target audience, a plan for conducting needs assessments and asset reviews, proper program formats, relevant program areas, necessary facilities/equipment/supplies, appropriate staffing, the establishment of goals and objectives, the development of policies/procedures/rules, a risk assessment, a marketing and promotion plan, a cost-analysis, program facilitation strategies, and a program evaluation. The rubric assesses the following areas: 1. Creativity; 2. Content (reflective of mastery of course concepts); 3. Grammar/Spelling; 4. Professionalism.

1.2.1.1 Target / Benchmark

Program Plan Assignment in PRTS 212 Exceeded

TARGET / BENCHMARK 70% of students will score 70% or higher on the program plan assignment

RESULTS / FINDINGS 23/25 (92%) scored 70% or higher on the assignment.

Two students did not achieve the standard, as their work on the project was minimal and they did not adequately demonstrate their mastery of the course concepts featured in this assignment.

This course was delivered virtually due to the COVID-19 pandemic. A complete project outline with grading requirements was provided to students at the beginning of the semester, and the project was reviewed during class time in full. Synchronous class time was dedicated for this project throughout the semester to allow project teams adequate time to collaborate and to receive support from the instructor.

Teams were also required to schedule a meeting with the instructor for more individual support with the project. The two students who did not meet the 70% or higher standard did not attend the team meeting with the instructor and often did not attend the team work sessions. In addition, as noted in a review of the team's Google Doc draft program plan, the two students not meeting the standard had minimal engagement with the project and contributed little to the project's content. However, the peer reviews for these team members remained positive and did not indicate a lack of involvement until the end of the project.

The instructor provided a written schedule for timely completion of various components of the semester-long assignment. The formative due dates for this assignment are recommended but not required. If necessary, the formative due dates could be mandated with points deducted for teams who do not meet the deadline. This would aim to ensure students be more proactive with the assignment.

In addition, the instructor could review individuals' contributions to the team more frequently as opposed to relying on somewhat inflated peer review scores offered throughout the semester. The instructor could communicate expectations to students who are somewhat disengaged sooner in hopes of motivating them to engage more in the project.

1.2.2

Measures of Outcome

Final Report in PRTS 482W

PRTS 482W: Students learn how to put together sections of a professional research report for an agency. This reflects entry-level knowledge of the typical sections found in any research report given to management. Students complete a research project for this assignment. They must identify a research or evaluation topic, write up a background section about that topic, design a questionnaire about that topic with both qualitative and quantitative question

formats, distribute that questionnaire to a population with knowledge of the topic, and write up a report based on their findings. This is a mastery level assessment measure for this outcome. The 70% or higher reflects basic knowledge of creating a research report for an agency. The rubric for the final report includes cover letter, title page, executive summary, table of contents, introduction, background, methods, results, and conclusion sections, APA style references and demonstrate competence in technical aspects of writing (grammar and style).

1.2.2.1 Target / Benchmark

Final Report **Exceeded**

TARGET / BENCHMARK 70% of students will pass with a 70% or higher score on the Final Report

RESULTS / FINDINGS 56/60 (93%) of students scored a 70% or higher on the Final Report

INTERPRETATION AND USE OF RESULTS FA21: The one student who did not meet the standard has an incomplete for the class and will submit the assignments in the spring. Most of the students were able to produce a complete final report with all of the required components and I think that is why all of them got over 70%. This assignment consists of revised assignments that the students have already received feedback on. Therefore, many of them improved upon their original work and produced a professional final product. Several of the students who earned lower scores did not make the necessary changes they were told they needed to make to improve their papers. In the reflection papers, several students commented that they struggled with the online learning environment and knew they were not doing their best work in the course. I think the examples of previous reports, detailed guidelines and rubrics helped most of the students to exceed the standard for this assignment. I also offered work sessions during class to allow students to complete work on their projects and meet with me individually if they had any questions. Several students took advantage of this and met with me in a breakout room to ask questions, receive feedback, and get clarification on parts of the project. Many students struggled with coming up with a topic for their project that would work because they are not evaluating specific programs and events, therefore I will be requiring them to turn in their topic as an assignment before the first major task, which is the introduction. I think this will ensure that everyone is on the right track and give everyone adequate time to find previous research on their topics that will also inform their surveys they

use to collect their data.

SP21: The two students who did not meet the standard were missing entire sections of the final report and lacked professionalism (one student used different fonts throughout the paper). This paper consists of sections that students have turned in previously, therefore they have received feedback on it already. They are expected to revise all of the sections and turn it into a final report. The students who did not meet the standard put little effort into revising previous versions of their paper and appeared to have slapped it together. Both reports were incomplete. Students are provided with examples of excellent final reports from previous students and they had obviously not consulted these examples to know what they needed to turn in. During COVID-19, this course has been synchronous and it has been very difficult to maintain student engagement. I offered ample opportunities for students to work on their reports during the class and I would meet with them individually to answer any questions and go over my feedback. I met with both of these students during those times and one seemed to struggle with writing in general and was unable to grasp how to properly summarize, analyze, cite and reference other sources. The other student did make some changes to her paper but they were not extensive enough, and her paper lacked professional formatting. Multiple students seemed to struggle with understanding how to paraphrase and use direct quotes from other sources in their reports. I plan to do an entire lecture on plagiarism and the difference between paraphrasing and plagiarizing. I think this will help clarify those concepts for students. The class will also be in-person in the fall, which I think will improve students' engagement considerably. We will also likely be able to go back to evaluating events instead of taking a research-based approach where they survey people they know about a topic of interest. This concrete approach to research and evaluation seemed to better resonate with students in previous years and they were better able to grasp evaluation concepts. This also better prepares them for the type of evaluation they will do once they become professionals in the field. I had to modify my approach to the course because of COVID, and while students still learned all of the necessary skills, some of the concepts were more abstract and I believe that is why they may have struggled more this past year.

SU21: (This was the first time this instructor had taught this course.) Overall, 9/10 student did exceptionally well with this assignment. However, it was the first time in

nearly 10 years of being taught in the summer. It was the first time being taught in the summer and online, and during a pandemic. The different Tasks (i.e., 1, 2, 3, etc.) are highly effective in assisting students to complete the Final Report in parts, rather than one comprehensive assignment. The one student who did not score at least 70% failed to attend class regularly due to sport club travel events. Even with the recorded lectures sent to him, meeting one on one, it was insufficient for him. If PRTS 482W is taught again in the summer (and online), I would be more aggressive with the due dates for the assignments. It is a great deal of information compressed into a shortened semester. For example, getting them prepared to launch a questionnaire, launching it, analyzing and writing it up created a scheduling challenge. If taught again in summer, I would have a few pre-determined samples for them to access (e.g., summer camp, special event, etc.).

1.3 Outcomes

Recreational Therapy concentration outcome 1A

Students will express and apply foundational knowledge of professional practice to deliver high quality Recreational Therapy services and programs. The two RT assignments used to measure students' ability to express and apply foundational knowledge of professional practice to deliver high quality RT services and programs are scaffolded. Foundational concepts of RT are presented in PRTS 261 and assessed at an introductory level. Students are expected to retain these concepts and apply them at a higher level in PRTS 410. The advanced level assessment measure requires students to demonstrate their comprehension of the foundational components of RT practice (as learned in PRTS 261 and reviewed in PRTS 410) and apply them to professional scenarios.

Action Plan

To report on outcomes from all three concentration areas. Previously, we only reported on the core PRTS curriculum. Many of the advanced and specialized skills our students are learning are in the concentrations and we want to highlight the things they are doing in those courses. Faculty in each concentration developed curriculum maps for each of the concentrations. They are attached to this report.

Budget Source	Amount	Due	Status
	\$0.00	9/30/2021	Complete
Action Item 1	Created	Due	Status

Concentration faculty work with adjuncts yearly to revise the curriculum maps as needed based on assessment results and any assignment or course content changes.	9/20/2021	8/31/2021	In Progress
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Action Item 2	Created	Due	Status
Concentration faculty will provide more community-engaged learning opportunities in the 21-22 academic year. We are hopeful, after a year of being online (and adapting some of our community-engagement opportunities to the online environment), that we will be able to send more students out into the field to get the hands-on learning that our program is known for!	9/21/2021	5/15/2022	In Progress

1.3.1 Measures of Outcome

Exam 1 - PRTS 261

The content of Exam 1 covers the basics of professional credentialing, organizations, legislation, components and processes for the recreational therapy field. A 70% or higher indicates students have an understanding of the components, processes, and professionalization of the recreational therapy field.

1.3.1.1 Target / Benchmark

Exam 1 - PRTS 261 Exceeded

TARGET / BENCHMARK 70% of students will score 70% or higher on Exam 1

RESULTS / FINDINGS 91% (30/33) scored 70% or higher

INTERPRETATION AND USE OF RESULTS 60% scored above an 80%, therefore the majority of students did exceptionally well on this assignment. Two of the three students who scored below a 70% had significant class attendance issues. The other student scored below a 70% on all the exams in the class. The instructor plans to stress the importance of class attendance and getting caught up on notes when class is missed, however no changes are planned to the actual exam because this is necessary content for RT students.

This was an introductory course where student interaction is naturally limited

because they do not know each other well. There was even less interaction due to the online learning environment as a result of COVID. With the class being offered in person for Fall 2021, the additional interaction with the instructor and classmates may help better cement these concepts prior to the exam.

1.3.2 Measures of Outcome

Recreational Therapy Elevator Pitches - PRTS 410

Students prepare and deliver a 60-second elevator pitch describing the field of TR and highlighting the value of RT practice to three distinct target audiences: Audience #1 – A high school student interested in learning more about the TR profession Audience #2 – Your healthcare facility’s new administrator who is unfamiliar with RT and your dept. Audience #3 – The parent of a child with a disability inquiring about RT services for the child A 70% or higher indicates that a student has a basic understanding of the therapeutic recreation field and can explain it to several different audiences.

1.3.2.1 Target / Benchmark

RT Elevator Pitch Assignment - PRTS 410 Exceeded

TARGET /
BENCHMARK

70% of students will score a 70% or higher on the RT Elevator Pitch Assignment

RESULTS /
FINDINGS

31/34 (91%) of students scored 70% or higher on the assignment.

INTERPRETATION
AND USE OF
RESULTS

Most students developed strong definitions and descriptions of recreational therapy practice which featured key foundational concepts discussed in class (e.g., leisure lifestyle, quality of life, well-being). They clearly articulated the goals of recreational therapy practice and the benefits to individuals with disabilities.

Some students did not adjust their verbiage and approach when explaining recreational therapy to different audiences. Their pitches were, at times, too academic and not as practical which would make it difficult for clients and other stakeholders to understand what recreational therapy is and why it is important. Students perform well on this assignment, so minimal changes will be made. During the explanation of the assignment in class, the instructor will focus more on the importance of adjusting the elevator pitches to meet the needs of each audience.

1.4

Outcomes

Park and Recreation Management Concentration outcome 3B

Students will demonstrate basic competencies in the strategic management and administration of park and recreation facilities, areas and services.

1.4.1

Measures of Outcome

Exam 1 - PRTS 433

Exam 1 consists of short-answer, open-ended questions that cover the history, design, planning (using logic models), administration, measurement outcomes (Youth Outcomes Battery), and evaluation of camps. Students are asked to apply this knowledge to the design of their own camp and the REACH youth program. This is an introductory level assessment measure for this outcome. A 70% or higher indicates the student has a basic understanding of camp history, design, logic-model planning, administration, the Youth Outcomes Battery, evaluation and the application of these concepts to different settings.

1.4.1.1

Target / Benchmark

Exam 1 - PRTS 433 **Exceeded**

TARGET /
BENCHMARK

70% of students will score 70% or higher on Exam 1

RESULTS /
FINDINGS

13/13 (100%) of students scored 70% or higher on Exam 1

INTERPRETATION
AND USE OF
RESULTS

By using open-ended questions on this exam, students were able to better articulate and ground their answers within their camp area of interest (e.g., outdoor, sports, etc.). Students' struggled with fully diagramming logic models on the exam. The instructor plans to provide excellent examples of logic models from previous students to help current students better understand the level of detail and information they should be providing. Additionally, students did assist with the REACH program (for youth with diabetes) online through Zoom, but in Spring 2022, hopefully they will be able to assist with it in-person, which will allow them more hands-on opportunities to apply the concepts they are learning in the class.

1.4.2

Measures of Outcome

Camp Plan Paper - PRTS 433

Individually, students create a camp. They use the textbook, class assignments, and lectures to support their Camp Plan. Their plan should be professional in style and appearance and include all components of a camp such as a mission and vision, risk management,

certifications, accreditation, finance, promotion, staff training, and evaluation. This is an advanced level assessment measure for this outcome. A 70% or higher indicates students have a basic understanding of all the major components needed to design and manage a camp.

1.4.2.1 Target / Benchmark

Camp Plan Paper - PRTS 433 Exceeded

TARGET / BENCHMARK 70% of students will score 70% or higher on the Camp Plan Assignment

RESULTS / FINDINGS 11/13 (84.6%) of students scored 70% or higher on the Camp Plan Assignment

INTERPRETATION AND USE OF RESULTS Students demonstrated strengths in designing creative camps to be held during a pandemic. They also effectively identified American Camp Association Accreditation Standards. For example: OM - OPERATIONAL MANAGEMENT Risk Prevention and Management OM.1 Risk Management: Camp must identify and analyze risk exposures, and take risk control measures. Some of the weaknesses students demonstrated included unrealistic budgets and a lack of professional training (i.e., Wilderness First Aid) for camp staff. The instructor plans to improve student learning outcomes by highlighting the areas where former students did not do well on the assignment and by showing them quality examples of former students. Students in this class faced technology challenges as a result of the course being online because of COVID-19. For example, some students lost internet connection during class. Students were not familiar with how to screen share via Zoom. In Spring 2022, this course is planned to be in-person. Students will likely benefit from, and achieve better learning outcomes through, in-person interaction with the instructor, classmates, and community engaged learning opportunities (REACH recreation program for youth with diabetes) which are usually offered in this course.

1.5 Outcomes

Tourism Management concentration outcome 2

Students will demonstrate basic competencies in attracting, planning, and executing meetings, conferences, festivals and special events.

1.5.1 Measures of Outcome

Conference Bid Proposal Assignment - PRTS 490

Students must individually prepare a conference proposal in response to a Request for Proposals for an association's annual conference. The student takes on the role of a hotel meeting planner and makes a case for the hotel as the site for the annual conference. The proposal must include reasons the destination is ideal for the conference, including transportation, restaurants, attractions, entertainment and pre- and post-conference activities. It must also include reasons the hotel is ideal for the conference, including number/quality of guestrooms, meeting rooms, suites, food/beverage and audio-visual equipment and services. This is an advanced level assessment measure for this outcome. A 70% or higher indicates that a student has a basic understanding of all the elements needed at a property and in a destination to attract a conference or meeting.

1.5.1.1 Target / Benchmark

Conference Bid Proposal Assignment Exceeded

TARGET / BENCHMARK	70% of students will score 70% or higher on the Conference Bid Proposal Assignment
RESULTS / FINDINGS	18/19 (95%) of students scored 70% or higher
INTERPRETATION AND USE OF RESULTS	Many of the students succeeded in finding hotel properties in appropriate destinations that met most of the criteria laid out in the RFP. Some of them even went the extra mile and included details about room rates and other pricing which was not specified in the assignment guidelines. Most students took on the role of the hotel conference planner and did a good job of selling the association on the hotel and destination in an appropriate manner. Some students struggled with spelling, grammar, and style with this assignment. Several students wrote the paper from the perspective of the association instead of the hotel. Some also struggled with properly citing and referencing materials in APA format. For the students who did well on the assignment, some were just missing a few details about things that were specified in the RFP but they did not include (i.e., complimentary hospitality suites). Some students could have been more detailed in their descriptions about aspects of the hotel that were key to the conference, such as food and beverage serving options. This was the first time the instructor had taught the class and done this assignment. In the future, she would be more specific about the pricing details and discounts that she expected students to lay out in their proposals. She would also

include more information in the guidelines about the level of detail she expects in their descriptions of the hotel space and destination aspects. She would also provide examples of student work, or actual event proposals, so they could see what her expectation is for the final product. This course was an asynchronous course and is back to being in-person as of Fall 2021. The Fall 2021 instructor of the course is the Director of the Virginia Beach Convention Center. Being able to interact in class with an experienced meeting professional, and with their classmates, may provide students with a better understanding of all of the elements of conference and meeting planning.

1.5.2 Measures of Outcome

Special Event Funding Application Assignment - PRTS 491

In small groups, students were asked to complete a "Special Event Funding Application" and present it to the city. The request for funding would allow them to host a special event and/or festival that would bring positive economic and social impacts to the city. The Special Event Funding Application assignment required students to draw from an entire semester of content. They were asked to not only create and plan an entire event/festival (which included staffing, sponsors, environmental responsibility, risk assessment, an evaluation plan, and a timeline), but also sell it with a presentation. In their "shark tank" style sales pitch, students were required to explain the positive social and economic impacts their event would create. This is an advanced level assessment measure for this outcome. A 70% or higher would indicate students have a basic understanding of all of the elements that go into planning an event and ensuring that it has a positive economic and social impact on the local community.

1.5.2.1 Target / Benchmark

Special Event Funding Application Assignment Exceeded

TARGET /
BENCHMARK

70% of students will score 70% or higher on the SEFA assignment.

RESULTS /
FINDINGS






14/15 (93%) of students scored 70% or higher on the SEFA assignment.

INTERPRETATION
AND USE OF
RESULTS

The one student who did not meet the target did not participate in the project and received a zero. Students did a nice job of choosing events that would generate positive impacts in the community and increase revenues for the municipality. Projects were well researched and utilized quality visual displays to sell their event concept. Students can improve on their overall passion when "selling" their event

concept. More energy and confidence would strengthen their pitch. In the future, the instructor plans to require more visual and video content in their presentations. The remote learning was a challenge to small-group work, but I would like to make the project presentations more immersive visually. Additionally, students could have done more detailed explanations of how they arrived at specific economic impact projections. The instructor covered economic impact in the coursework and specifically tools for gathering data, how to present it, who to present it to, etc., however, the students didn't pick up on how critical this portion of the assignment would be in the municipality's decision making. He commented that he would continue to emphasize the topic in the coursework and expand on it, possibly doing an in-class assignment where students are actually computing and calculating the impact mathematically by utilizing tax formulas (sales, meals, admissions, etc.), parking data, on-site customer surveys, etc. COVID presented some challenges with this course, as working in small groups was certainly difficult in an online synchronous course format. Most of the students utilized phone calls, texts, emails, Zoom and facetime to interact and divide the work load. It resulted in a lack of cohesion when all of the portions of the project come together for final presentations. The instructor plans to make this an individual assignment in the future (because it is a 400 level class in which students should be expected to demonstrate a higher skill level). This course is planned to be in-person for Spring 2022, which will allow for better engagement for all students in the class.

Project Attachments (6)

Attachments	File Size
 Park, Recreation and Tourism Studies B.S. - Assessment Report Feedback .docx	33KB
 Park, Recreation and Tourism Studies B.S. Assessment Report 2019-2020.pdf	203KB
 PRM Curriculum Map 20-21.xlsx	93KB
 PRTS Curriculum Map.xlsx	37KB
 RT Curriculum Map.xlsx	29KB

Attachments

File Size

 TM curriculum map 20-21.xlsx

11KB