

M.S. in Tourism and Recreation Management Academic Assessment Plan

College of Health and Human Performance
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Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Academic Assessment Plan for M.S. in Tourism and Recreation Management

College of Health and Human Performance

A. Mission

Through distinctive teaching, research, and outreach the Department of Tourism, Recreation and Sport Management seeks to improve the understanding of social, psychosocial, and environmental factors that lead individuals, families and industry to value and benefit from tourism, recreation, parks, and sport, and thereby improve quality of life. Further, the department aims to provide knowledge that helps communities and organizations develop and improve sustainable tourism, recreation, parks, and sport opportunities that benefit an increasingly diverse population.

The graduate Tourism and Recreation Management program at the University of Florida is comprehensive and seeks through its mission to prepare students to develop, manage and deliver leisure services to a variety of populations in diverse settings around the world, and to become effective decision makers in private and public organizations while providing a firm foundation from which students may pursue further graduate studies. Through classes, practica, projects, and field experiences, students learn leadership, management, future trends and issues, programming, strategic marketing and communication, evaluation, entrepreneurship, legal aspects of tourism, parks and recreation management, and international developments. Additionally, students have the opportunity to work and train in a variety of professional recreation, parks, event and tourism management settings.

The mission of the Tourism and Recreation Management program aligns directly with the College of Health and Human Performance mission relative to influencing and improving an array of societal problems and challenges. The mission of the program also aligns directly with the mission of the University of Florida as described in the Strategic Plan of the State Board of Governors: The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. The University of Florida nurtures young people from diverse backgrounds to address the needs of our societies, while sustaining community resources through its mission of service, research and teaching.

B. Program Goals

Program Goal	Assessment Method	Degree Delivery
The department will maintain and continue to improve the quality of the program.	Exit interview data evaluations from students and quality of incoming students.	Campus
Student advising will be improved and streamlined.	Exit interview evaluations for faculty advising score assessed.	Campus
Revise Tourism and Recreation Management MS curriculum and degree requirements to better reflect the changing needs of the profession.	Present recommended changes at faculty meeting for discussion and vote to implement.	Campus

Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Discuss and explain key concepts and theories relevant to recreation, parks and tourism.	A. Successful thesis defense presentation per department standards and guidelines. B. Successful written comprehensive final exam per department standards and guidelines.	Campus
Knowledge	Identify, describe, explain, and apply traditional and current research methods within recreation, parks and tourism.	A. Successful thesis defense presentation per department standards and guidelines. B. Successful written comprehensive final exam per department standards and guidelines.	Campus
Skills	Identify and apply skills to solve recreation, and tourism problems.	A. LEI 5188 Trends in Tourism and Recreation Management –Final Term Paper B. HLP 6535: Research methods- Term Project	Campus
Professional Behavior	Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and professional communication.	A. Successful presentation and defense of thesis research per department standards and guidelines. B. Successful presentation of professional paper per department standards and guidelines. C. Successful practicum per department standards and guidelines.	Campus

C. Research

The MS in Tourism and Recreation Management offers a thesis option, a non-thesis professional paper option, and a non-thesis internship option. The thesis option prepares students who want to study an issue in more depth and is recommended for those wishing to continue their studies as researchers in doctoral programs. The non-thesis options prepare students to use research skills in applied settings. In each of the options, students must take a research methods and a statistics course. In these two courses, students are expected to gain the skills and abilities to create research proposals, design studies, and collect and analyze data related to recreation, parks and tourism organizations. These courses only apply to the graduate degree if students earn a B grade or better.

Students are also expected to read and comprehend a great deal of primary research literature as most core and specialization courses assign multiple journal articles as part of the readings. Several core and specialization courses also require a research project that involves advanced inquiry and scientific communication skills.

Thesis option students often take an additional research design and/or statistical analysis course in addition to completing and successfully defending their thesis project. All thesis students work under the close supervision of their advisor to develop and successfully defend both a proposal and a completed thesis that must satisfy the standards of a committee of three faculty members (2 internal; 1 external). Some go on to publish their findings in professional journals that are peer-reviewed by outside experts.

D. Assessment Timeline

Program M.S. in Tourism and Recreation Management (includes students in the former Recreation, Parks and Tourism degree program) College of Health and Human Performance

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
#1	<i>Thesis Students:</i> Thesis defense	
	<i>Non-Thesis:</i> Written Comprehensive Exam	
#2	<i>Thesis Students:</i> Thesis defense	
	<i>Non-Thesis:</i> Written Comprehensive Exam	
Skills		
#3	LEI 5188 Trends in Tourism and Recreation Management –Final Term Paper	HLP 6535: Research Methods-Term Project
Professional Behavior		
#4	<i>Thesis Students:</i> Thesis defense	<i>Non-Thesis:</i> Professional Paper presentation
	<i>Non-Thesis:</i> Practicum Final Evaluations	

E. Assessment Cycle

Assessment Cycle for:

Program M.S. in Tourism and Recreation Management - College of Health and Human Performance

Analysis and Interpretation: May - June

Program Modifications: August 20

Dissemination: September 15

SLOs	Year	15-16	16-17	17-18	18-19	19-20	20-21
Content Knowledge							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
Skills							
#3		X	X	X	X	X	X
		X	X	X	X	X	X
Professional Behavior							
#4		X	X	X	X	X	X

Note: Data collection for these assessments began in the 2012-13 academic year. Data were not collected in prior years.

F. Measurement Tools

Successful thesis defenses. Thesis defenses are assessed as pass or fail. The student's performance is evaluated by their thesis committee.

Professional Papers. Successful presentation of the paper is measured by pass or fail. These are assessed by the student's committee.

Comprehensive exams are measured by pass, rewrite, needs more coursework and fail. The exams consist of a three day four hour exam (closed book) in three areas: 1) core, 2) specialization, and 3) research methods and statistics. Students with borderline written answers are required to do an oral exam administered by their committee. Pending the outcome of the oral exam, students will either be deemed to have passed or be given a chance to rewrite any areas perceived as weak. The exams are taken in the final semester of enrollment and assessed by the student's committee consisting of their advisor and one other faculty member. The **Final Term Paper (LEI 5188)** and **TERM PROJECT (HLP 6535)** are assessed and graded by the professor teaching the course. The **practicum final evaluations** as provided by both the student's site supervisor and well as the faculty supervisor for the final tangible project is assessed as a letter grade. In cases where there is a marginal performance, the site supervisor's assessment will be jointly reviewed by the student's graduate faculty committee and a joint decision made as to the

final grade. The grader(s) evaluates the site supervisor's appraisal and assesses strengths, weakness and professional behavior patterns of professional behavior of the interns.

The aggregated results of the measurement indices are reviewed annually by the graduate coordinator and the standing departmental graduate studies committee for assessment, discussion and recommendations for improvement (if needed).

See attached rubrics for example measurement tools that are used to assess the recreation, parks and tourism skills SLO (SLO #3).

LEI 5188--Guidelines for Writing the Final Paper

Format of the paper

1. Approx. 15 pages typed, double-spaced.
2. Include a cover page with a title, your name, and LEI 5188
3. Number the pages.
4. Reference materials APA style

Structure of the Paper

Use the following headings to structure the paper. Underline or bold each of the headings.

A. Introduction (Approx. 1 page)

Introduce the reader to the topic of your paper. Give some background on your issue. Basically set the scene. Towards the end of your introduction state the purpose of your paper. What will you address in your paper?

B. Review of Literature

Summarize the major points of 10 (minimum) articles from scholarly journals. Choose articles that relate to the purpose and questions that arise out of your issue. What you are doing now is looking at previous research to see if there are any similarities/ dissimilarities in the results, ideas, questions raised etc. Each article should be summarized in 1/2 - 3/4 of a page. Organize the articles so that they link together. They should form a coherent background to the study. Be careful not to paraphrase the original article. Use your own words to summarize the information from each of the articles.

C. Discussion

About four pages in length. Debates some of the issues/concerns that you have uncovered through your research. Refer back to the review of literature. How do the studies you have reviewed support or refute each other? Make suggestions for future studies. What would be the practical applications of your findings?

D. Conclusions

Bring closure to your paper. Summarize any major points.

E. References

Use APA citation style. Start on a new sheet of paper. Each reference should be single spaced with a double space between each citation.

E.g., Kelly, J. (1996). *Leisure*. Needham Heights, MA: Allyn & Bacon

Romsa, G. & Blenman, M. (1989). Vacation patterns of the elderly German. *Annals of Tourism Research*, 16, 154-163.

LEI 5188-Evaluation of Final Paper

Name: _____

Introduction

(10)

Review of Literature

(25)

Discussion

(25)

Conclusion

(10)

References

(5)

Overall Style

(5)

Final Grade _____ Total Points _____
(80)

HLP 6535: Research Methods- Term Project (presentation and paper): In groups of 3-4 people, students will develop and conduct a small-scale study as the outcome of the course. It will include statement of the problem, theoretical background/literature review, methodology, research instrument, collection of pilot data, and data analysis. The depth of statistical analysis (for quantitative studies) will depend on students' skills, but basic analyses such as descriptive statistics and frequencies should be reported. **Groups will meet with the instructor at least once during the semester (no later than October 22) to discuss the term project.** Each group will make presentation of the project to a panel of judges and fellow students at the end of the semester and submit the paper to the instructor. **Term Project Guidelines are posted on Canvas.**

Grading scale for Term Project paper assignment:

Point Range	Evaluation	
90-100	Excellent	Excellent, scholarly, and advanced college-level work. Original, creative ideas and delivery. Perfect grammar, careful formatting.
87-89	Good	Good college-level work that exceeds requirements. Creative, thought-provoking. Acceptable grammar. Some areas are noticeably weaker than others.
80-86		
77-79	Satisfactory	Average work. Assignment is not thought through and/or presentation is not cohesive. Improvement is needed on depth, originality of thought, structure, and presentation.
70-76		
67-69	Marginal	Below-average work. Substantial improvements are needed in the areas of content, reasoning, and delivery, as well as grammar and formatting.
60-66		
59 or lower	Failure	Assignment is not submitted or incomplete.

CLASS PRESENTATION:

RESEARCH PURPOSE, QUESTIONS/HYPOTHESES.
LITERATURE REVIEW: presentation includes information found in scientific publications.
METHOD: clear and logical explanation of the research design and methods used.
RESULTS: outcomes are clearly explained and their implications are discussed.
CREATIVITY AND INTERACTIVITY: generating interest from the audience.
OVERALL IMPRESSION: participation of all team members, time management (20-25 mins), quality of slides, professional delivery

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Kyriaki Kaplanidou	Graduate Coordinator TRSM Department	kiki@hhp.ufl.edu	294-1668
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