

# **RPT Undergraduate Academic Assessment Plan 2012-2013**

Recreation, Parks &  
Tourism

Health and Human  
Performance

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## Recreation, Parks and Tourism – Bachelor’s Degree

# College of Health & Human Performance Undergraduate Academic Assessment Plan

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### Introduction

The University of Florida College of Health and Human Performance has focused on improving an array of societal problems and challenges since its creation in 1946. The Tourism, Recreation and Sport Management Department, one of three departments in the college, has been the leading academic program in the state of Florida. It has a long and distinguished history of outstanding contributions to parks, recreation, sport, and tourism planning and management. The Department offers two separate degrees in Recreation, Parks and Tourism and one in Sport Management. Graduates will have obtained competencies and skills sufficient to take the Certified Park and Recreation Professional (CPRP) examination or the Certified Park and Recreation Executive (CPRE) granted to individuals employed in recreation, park resources and leisure services who meets high standards, if desired.

### Mission Statement

The undergraduate Recreation, Parks and Tourism program at the University of Florida is comprehensive and prepares students to develop, manage and deliver leisure services to a variety of populations in diverse settings around the world, and to become decision makers in private and public organizations while providing a firm foundation from which students may pursue graduate studies. A broad general education is emphasized and complemented with a core of professional courses. Through class practica, projects, internship opportunities, and field experiences, students learn leadership, management, programming, marketing and evaluation, entrepreneurship, legal aspects of tourism, parks and recreation management, and communication skills. Additionally, students have the opportunity to work and train in a variety of professional recreation and tourism management settings.

The mission of the undergraduate Recreation, Parks and Tourism 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. In support of both the institutional and departmental mission, the undergraduate Recreation, Parks and Tourism program departmental mission is “to create and promote new knowledge and understandings

about building a better world as we help people to live full, active lives, promote healthy communities, and improve the quality of life of all ages and cultures.” One semester before graduation, students are placed in a 13-week senior internship where they learn from experienced tourism, parks and recreation professionals who are internationally and nationally recognized in their specializations, and who provides excellent models of practice, quality service delivery and leadership. Many students are offered employment at the end of their internship simply because of the exemplary educational preparation and ability to transfer knowledge gained in a practical manner.

## Student Learning Outcomes (SLOs)

<http://catalog.ufl.edu/ugrad/current/health/alc/recreation-parks-and-tourism.aspx>

### Content

1. *Comprehend major concepts, principles and theories associated with recreation, parks and tourism.*
2. *Explain the management functions of planning, organizing, leading and controlling the use of resources to accomplish performance goals in recreation, parks and tourism.*
3. *Understand the economic, sociological, psychological, political, legal and environmental issues that influence the delivery of recreation, parks and tourism services to resident and tourists.*
4. *Apply information technology and statistical techniques in assessment, planning, delivery and evaluation of recreation, parks and tourism programs.*
5. *Apply programming and marketing strategies to the development of recreation, parks and tourism services.*
6. *Understand the psychological, sociological and physiological significance of leisure, play and recreation from a historical and cultural perspective for a variety of populations, settings and services.*
7. *Develop expertise of the principles of safety, emergency and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff.*

### Critical Thinking

8. *Comprehend and apply diverse sources of information and data integrated with theoretical frameworks, models and trends to issues related to leadership, management and delivery of recreation, park and tourism services.*

### Communication

9. *Communicate to consumer publics and professional cohorts through written text, oral messages and multimedia presentations.*

## Curriculum Map

**Curriculum Map for:** Recreation, Parks & Tourism **College:** Health Human Performance

Introduced

Reinorced

Assessed

Courses SLOs	Course1 LEI 44800	Course2 LEI 4570	Course3 LEI 4880	Course4 LEI 4540	Course5 LEI 4940	Internship Supervisor's Assessment of Critical Skills
<b>Content Knowledge</b>						
#1		I R A - (Course Grade)	R	I R		
#2		R	I R	R A (Course Grade)		
#3	I R		R	R	R	A (Supervisor's Internship Evaluation)
#4	R	R	R A (Course Grade)	R	R	
#5		R.	R	R	R	A (Supervisor's Internship Evaluation)
#6	R	R	R	R	R	
#7	R A (Course Grade)			I R		
<b>Critical Thinking</b>						
#8	R	R	R	R	A (Score on Final Internship Evaluation)	A (Supervisor's Internship Evaluation Question #5)
Communication						
#9		R	R		A (Score on Final Internship Evaluation)	A (Supervisor's Internship Evaluation Question #5)

**\*Some SLOs are introduced during students' sophomore year. For example, #6 is covered in LEI 3400, which will be added as an Assessment Course during the 2012/13 academic year.**

**\*\* 2010- Spring 2012 we used overall course data (course grades), but will focus on specific class projects as assessments in various classes for the academic year 2012-2013.**

## Assessment Cycle

The following chart illustrates the years during which each of the Recreation, Parks and Tourism Management SLOs will be assessed during a three-year Assessment Cycle. All student learning outcomes will be measured at least once during the three-year cycle. Two to three SLOs will be assessed each year using course grades and specific course projects grades (beginning in 2012/13) in designated courses.

For example, as noted in the chart below, SLOs #7, #8 and #9 were assessed in 2010-2011. SLO #1, 2 & 7 will be assessed in 2012-2013. #1 will be assessed again in 2015-2016. SLOs #3, #4 and #9 were assessed in 2011-2012; #4 will be assessed again in 2015-2016; and #9 will be assessed again in 2013-2014.

### Assessment Cycle Chart

Assessment Cycle for:

Program – Recreation, Parks and Tourism

Health and Human Performance

Analysis and Interpretation:

May -June

Improvement Actions:

Completed by October 1

Dissemination:

Completed by November

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1				X			X
#2			X	X			
#3			X			X	
#4			X				X
#5					X		
#6						X	X
#7	X			X			
<b>Critical Thinking</b>							
#8	X					X	
<b>Communication</b>							
#9	X	X			X		

## Methods and Procedures

1. The Department Assessment Committee collects data throughout the academic year in preparation for the annual evaluation of SLOs. The Committee meets each May at the end of the academic year to analyze and assess the data.

2. The Assessment Committee receives the following data:
  - a. Student grades in specific core courses (LEI 4800, LEI 4570, LEI 4880, LEI 4540, LEI 4940). The final year in which the committee reviewed course grade data was for the 2010-11 assessment as the practice has been ceased. **An example of the course project and grading rubric has been included at the end of this report per your request.**
  - b. LEI 4940 Internship data are collected from site supervisors as a form of indirect assessment. The supervisors provide data on specific questions targeting specific learning outcomes. Responses are recorded on a 4-point Likert scale, with 4 denoting the most positive response. Open ended data are also collected, which further substantiate the degree of mastery and application of a number of critical skills vital to successful delivery of leisure services. The Assessment Committee receives this data in aggregate each year from a representative sample of students.
3. The Assessment Committee summarizes their findings and provides actionable improvement recommendations that are disseminated to the appropriate stakeholders each fall semester. The faculty and coordinators further analyze the results and recommendations and implement changes to the curriculum through the normal curriculum development process in the department.

***Forthcoming Procedures:***

1. Beginning in the **2012-13 Assessment**, the Assessment Committee will in addition to assessments noted also assess a random sample of Course Projects /Assignments in each of noted courses.
2. The Course Projects will require students to apply concepts, theories and/or practices taught in the courses. For example, in LEI 4570, students will be required to create a sponsorship plan, pricing strategy and a program budget for a revenue producing event to generate \$25,000 in profit for SLO #1. In LEI 4510, students will address legal case studies (SLO # 7). In LEI 4880, a final paper will be required (SLO #4) and a final project in Lei 4540 SLO #2). Each project or assignment will be graded using a rubric designed by the professor.
3. LEI 3400 will be requested to be added to the SLO Curriculum Map. This course will be used to assess SLO #6.

## Assessment Oversight

The TRSM Assessment Committee is a standing committee with representative faculty in all program areas in the department.

Name	Department Affiliation	Email Address	Phone Number
Dr. Michael Sagas	Department Chair	msagas@hhp.ufl.edu	294-1640
Dr. Bertha Cato	Undergraduate Coordinator	bcato@hhp.ufl.edu	294-1648
Dr. Trevor Bopp	Sport Mgt. Program Coordinator	tbopp@hhp.ufl.edu	294-1663
Dr. Heather Gibson	Recreation, Park & Tourism Program Coordinator	hgibson@hhp.ufl.edu	294-1649
Dr. Doug DeMichele	Internship Coordinator	dougd@hhp.ufl.edu	294-1660



**LEI 4570 Revenue Resources Management  
Special Event Prospectus & Program Budget  
Due Date –  
153 Points**

Profound changes are occurring across the globe, and it is often difficult to understand and translate these changes on the local level. Communities throughout the world are in need of strategies and ideas to respond to such global changes. For example, consider the changing demographics of America: Baby Boomers are retiring at a rate of 10 million per year, with the more affluent moving to urban environments, which has created new demands for active living, leisure and cultural programs/events and amenities for seniors. Additionally, Generation X-ers are expected reach their peak earning years by 2012, and spend more than the average consumer on goods and services with their ravenous appetite for the “want it all good life”. And there are the 70 million Millennials born between 1977 and 2003, which are the most educated-minded generation yet and have never lived without technology. It has been noted (Segal and Licko, 2008) that as the Millennials become a larger portion of the workforce, they will seek vibrant, denser communities with modern and diverse social, multi-cultural, and technological amenities.

As a result, communities throughout the USA are realizing that they must create recreation, tourism, sport and cultural opportunities to attract and sustain the business of these co-harts. This is critical to strengthening a downtown’s vitality and achieving long term economic sustainability.

Your task, as a Team of 5, is to develop a prospectus for a revenue producing event to tap into the rising recreation and/or tourism that is happening in downtown America. As a Team you are to create a TRSM, stimulating, multi-dimensional leisure-cultural experience that will attract visitors with diverse cultures, languages, and lifestyles to an urban area of your choice. Your target market should represent one of the above co-harts and have economic impact on the community as it generates at least \$30,000 in profit. Recognizing that all agencies are concern about solvency, your event should have the potential for long term economic sustainability.

Recognizing this is a simulated exercise, you may assume what you like about the nature of your community and facility (size, components, etc.). **Your paper represents the formal plan to obtain permission to proceed to seek seed funding and acquire sponsors.** You will present your proposed program in class in front of a mock board.

You are to complete the following:

## **PART I: INTRODUCTION**

### **Description of Project and Target Market**

In one page provide a description of the nature of your event and the cities to host your event. Describe the nature of your agency and the event’s unique benefits and features. What are the event’s mark particularities; that is, how will you brand this event as something valuable and unique for your consumers? Briefly describe your facility or facilities.

Conduct a web and/or literature search of general and specific (according to your chosen city) characteristics of your target market(s). Include results in presentation and project (1-2 pages).

## **Part II: ECONOMIC IMPACT PROJECTIONS**

Describe the economic impact of your event for your community and your strategy to estimate supply and demand (1-2 pages). Graphically illustrate the impact of your event on new income, sales and tax revenues, etc. using Figure 7.10 on page 72 as a guide.

## **Part III: MARKETING PLAN**

In 1-2 pages, describe your marketing and promotional strategies, including a timeline. How will you brand the event to appeal to your target market's unique needs?

## **PART IV: SPONSORSHIP PROPOSAL (3-5 pages)**

List 3-4 sponsorship objectives that may be integrated to attract a primary sponsor and 1 or 2 additional sponsors. Describe the benefits each sponsor may expect to receive from this investment. Thereafter, develop an action strategy using Crompton and Hong and McDonald's strategies to generate at least \$25,000 to \$50,000 from the primary sponsor. You may decide upon the amount desired from the other sponsor(s). Your strategies should be very specific and realistic. It should specifically outline your efforts to go after the sponsors; for example, networking strategies and/or activities/event, meetings you will invite them to and so forth.

## **PART V: BUDGET REQUEST**

Prepare a **Program Budget** using the format discussed in class. You will be given 15% of your expenditure as seed funding. You are only required to figure out operational cost for items that fall into object classifications 1000-4000. All full-time personnel salary should include a 28% cost factor for fringe benefits. The cost of personnel, supplies, and materials should reflect current prices, be comprehensive and realistic. At the end of your budget, list your supply sources/vendors (name and addresses). All budgets should assume some cost for full-time staff's contribution to the program, recall examples from the Fee Budget. **Also include a 10% charge of expenditures for overhead cost; a 5% contingency fee, and a 10% mark up subsidization for your event.**

Identify your bottom line cost by showing the relationship of your expenditures, revenues, and profit. Also, show cost effectiveness by noting the cost per participant. **The 15% start-up fund contribution should not be included in your final calculation of your profit. Budgets should be prepared using Excel. Be sure to include a 1-2 page budget justifications**

## **PART VI – Tracking Sheet**

Develop an excel spreadsheet to track encumbrances, expenditures, and unencumbered balance.

## **IMPORTANT NOTES FOR INTEGRATION:**

1. Groups will consist of 5 members. Create titles and roles for group members.
2. Projects should be developed/typed to conform to APA Standards.
- 3. Each Team is required to submit the original AND one photocopy of their final project.**

4. In class group presentations will be 30-35 minutes. Projects must reflect course content, readings and lectures.

5. Sponsorship Proposals are to be delivered in a professional manner, including dress, handouts, Power Points and delivery.

6. All Team Members must be actively involved. Keep minutes of meetings and include them in the appendage of you paper. **You will have the option of evaluating Team Members. Let me know if the Team wishes to evaluate each other.**

7. All Team problems should be resolved as quickly as possible and not at the end of the project.

8. Each Team will randomly pay the role of a member of the Board. Failure to participate in this component will negatively affect your overall grade.

**Team Number:** \_\_\_\_\_

**Presentation Date** \_\_\_\_\_

**Members' Names**  
**Assigned**

**Telephone #/E-mail**

**Task(s)**

- 1.
- 2.
- 3.
- 4.
- 5.

Each Team will randomly play the role of a member of the Board of Directors; you are required to attend all presentations.

**LEI 4570 Revenue Resources Producing Project Evaluation Rubric (153 Points)**

**Group No.** \_\_\_\_\_ **Group Members:**

**Each project was evaluated using the following criteria and weighing:**

\_\_\_\_\_ **Introduction - Nature of agency, agency goals, and description of target market (maximum of 10 points)**

- \_\_\_\_ Description of Program (2)
- \_\_\_\_ Program Uniqueness and Benefits (3 pts.)
- \_\_\_\_ Description of Target Market(s)/Cohort(s) (5 pts.)

\_\_\_\_\_ **Revenue Plan (maximum of 10 points)**

- \_\_\_\_ Marketing and Communication Strategies (7 pts.)
- \_\_\_\_ Social Media or use of Technology (3 pts.)

\_\_\_\_\_ **Sponsorship Plan (maximum of 40 points)**

- \_\_\_\_ Sponsorship Objectives (6 pts)
- \_\_\_\_ Communication of Benefits to Sponsors (10)
- \_\_\_\_ Strategies to Secure Sponsors (10 pts.)
- \_\_\_\_ Impact Measurement of Sponsors' Benefits (10 pts.)
- \_\_\_\_ Rationale of Compatibility of Agency and Sponsors (4 pts.)

\_\_\_\_\_ **Budget (maximum of 53 points)**

- \_\_\_\_ Budget Summary & Profit Margins (5 pts.)
- \_\_\_\_ Inclusion of Required Expenditures (23 pts.)
- \_\_\_\_ Economic Impact Projections (10)
- \_\_\_\_ Budget Justifications (10 pts.)
- \_\_\_\_ Realistic Costs/Vendor Sources Notation (5 pts.)

\_\_\_\_\_ **Presentation (15 points)**

- \_\_\_\_ Professionalism/Evidence of Team Work (5 pts.)
- \_\_\_\_ Organization/Wise use of Time/Communication (4 pts)
- \_\_\_\_ Creativity and Quality of Power Point (3 pts)
- \_\_\_\_ Integration of Project Requirements and Course Concepts (3)

\_\_\_\_\_ **Others (15 points)**

- \_\_\_\_ Written Component (8 pts)
- \_\_\_\_ Adherence to Project's Requirements (5 pts)
- \_\_\_\_ Overall Packaging of Proposal (2)

\_\_\_\_\_ **Board's Recommendations (10 points)**

**TOTAL POINTS** \_\_\_\_\_ **Comments:**

Department of Tourism, Recreation and Sport Management  
University of Florida

**INTERNSHIP SUPERVISOR'S FINAL EVALUATION FORM**

Name of Supervisor: \_\_\_\_\_  
 Agency: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
 Student Intern: \_\_\_\_\_  
 Date Completed: \_\_\_\_\_

Please check the appropriate box. Feel free to add comments and/or provide specifics.

CRITERIA	Excellent	Good	Fair	Unsatisfactory
<b>1. Attendance</b>				
<i>Comment:</i>				
<b>2. Punctuality</b>				
<i>Comment:</i>				
<b>3. Dependability/reliability</b>				
<i>Comment:</i>				
<b>4. Cooperation with supervisor</b>				
<i>Comment:</i>				
<b>5. Cooperation with staff</b>				
<i>Comment:</i>				
<b>6. Taking Direction</b>				
<i>Comment:</i>				
<b>7. Asking for help appropriately</b>				
<i>Comment:</i>				
<b>8. Professional appearance</b>				
<i>Comment:</i>				
<b>9. Quality of independent work</b>				
<i>Comment:</i>				
<b>10. Quality of team work</b>				
<i>Comment:</i>				
<b>11. Acceptance of responsibility</b>				
<i>Comment:</i>				
<b>12. Organizational skills</b>				
<i>Comment:</i>				
<b>13. Time management skills</b>				
<i>Comment:</i>				
<b>14. Follow-through skills</b>				
<i>Comment:</i>				
<b>15. Imagination/creativity</b>				
<i>Comment:</i>				
<b>16. Enthusiasm/motivation</b>				
<i>Comment:</i>				
<b>17. Professional conduct/demeanor</b>				
<i>Comment:</i>				
<b>18. Trainee's potential as a professional</b>				
<i>Comment:</i>				

(OVER)

**1. How frequently did you observe the trainee?**

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**2. When and where did you meet and discuss this evaluation?**

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**3. How did the intern respond to your ratings and comments?**

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**4. What were the intern's major tasks during this period?**

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**5. What skills did the student demonstrate that show mastery of critical skills needed in the planning and delivery of program and events in your agency?**

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**6. In terms of specific skills, areas for improvement include:**

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**7. Other comments/reactions:**

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**Based upon my evaluation, this student is progressing to earn a:**  
**Satisfactory grade                      Unsatisfactory grade**  
(please circle your response)

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please mail this form to:** \_\_\_\_\_ **(UF Supervisor)**  
**Department of Tourism, Recreation and Sport Management**  
**University of Florida**  
**PO Box 118208**  
**Gainesville, FL**