I. MISSION STATEMENT
The mission of the Recreation and Tourism Management program at Georgia Southern University is to promote academic excellence and enhance student success in three distinct emphasis areas: Outdoor Recreation, Therapeutic Recreation, and Tourism and Community Leisure Services. This mission is accomplished through classroom instruction, stringent academic expectations, and real-world application of gained knowledge. The Recreation program has a long tradition of providing experiential and service-learning that is in touch with the needs of a diverse industry. The mission supports and is consistent with the University’s strategic initiatives to promote academic excellence and student success.

II. STUDENT LEARNING OUTCOMES
The following student learning outcomes are designed in alignment with the unit’s accrediting body, the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). These outcomes are addressed to undergraduate students completing their junior or senior years the Recreation and Tourism Management Programs.

SLO 1: Application of Knowledge
- Students graduating from the program will demonstrate the ability to apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues.

SLO 2: Design and Facilitate Experiences
- Students graduating from the program will demonstrate the ability to design and facilitate experiences for diverse clientele, settings, cultures, and contexts. Such experiences will clearly reflect application of knowledge from relevant facts of contemporary professional practice, science, and philosophy.

SLO 3: Evaluate Services and Experiences
- Students graduating from the program will demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.

SLO 4: Recognize Facts of Management
- Students graduating from the program will apply basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations.
SLO 5: Application of Management Concepts

- Students graduating from the program will apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting

III. MEASURES

M1: RECR 3236 Design Projects (Used to assess: SLO’s 1 & 5)
Each student must create an original recreational design on drafting paper no larger than 24" by 36". The design can be of any type of recreation space or facility; however, it cannot be a replica of an existing resource. Ink and colored pencils are required. The design should incorporate all facets of planning as well as features regarding weather, safety, ingress and egress, active and passive areas. Measure instructions are outlined in Appendix A.

M2: RECR 4430 Risk Management Unit Application Questions (Used to assess: SLO 1)
At the conclusion of the risk management unit, students complete an exam that includes two related short answer questions designed to measure SLO 1. The first of the paired questions requires students to recall the professionally accepted practices and techniques utilized in mitigating negligence liability lawsuits. The second question requires students to distinguish, classify and interpret four methods of risk treatment and provide an example or scenario. Measure instructions are outlined in Appendix B.

M3: RECR 4435 Decision Making Project (Used to assess: SLO’s 1, 4, & 5)
The class is divided into groups that represent various types of park and recreation boards. The assignment is to use the 8-step decision making process to efficiently, effectively, and equitably manage stakeholder relationships. A range of problem solving techniques is used to define the problem, identify and weight decision-making criteria, generate potential alternatives, and arrive at a final recommendation. A brief implementation and evaluation plan is also provided. Each group has 20 minutes to present their results to the class. All members of the group will receive the same grade. However, those that do not contribute to the group effort will lose points. In addition, each student submits an individual reflection paper at the conclusion of the decision-making process. Measure instructions are outlined in Appendix C.

M4: RECR 2530 Service Learning Project (Used to assess: SLO’s 2 & 3)
Students design a service learning project where they apply theories and philosophies in leadership and programming. They partner with the city of Statesboro to facilitate the planning and implementation of 2 major community events. Students create a program where they implement creative projects for children and adolescent, and evaluate participant experiences. Measure instructions are outlined in Appendix D.

M5: RECR 4430 Budget Exercise (Used to assess: SLO 5)
Using excel, students prepare a Cost Data Table for a proposed Watercolor Painting Class to be offered in the community. They also prepare a Watercolor Painting Class Cost-Volume-Profit Table. Each student submits one excel workbook with two worksheets emailed to Folio course site by specified due date/time. Measure instructions are outlined in Appendix E.
B) Data collection and Integrity

The data collection process for all measures consisted of administration and evaluation of each measure by the single faculty member responsible for the courses in which the measure was applied. During the cycle period, each of the four faculty members in the program administered and evaluated at least one measure. Representative sampling was not conducted; rather a census approach was utilized. Each of the measures provided a rigorous measure of the associated SLO’s because the measures are course capstone, high stakes events (projects or exams). That factor likewise provided more than adequate “motivational conditions” for the students to prepare for and perform the measures. The data reflects students who are either Recreation majors or minors.

M1: RECR 3236 Design Projects (Used to assess: SLO 1&5)
Each student must create an original recreational design on drafting paper no larger than 24” by 36”. The Design project is evaluated on Originality, Creativity, Form and Function, Organization, and Team or Individual effort, as well as incorporating all facets of planning. Course faculty evaluates all student projects for the semester. The evaluation tool is outlined in Appendix A.

M 2: RECR 4430 Risk Management Unit Application Questions (Used to assess: SLO 1)
The student’s written answers to two related questions are provided in an exam format (students could use the reverse of the sheet for additional space). Students are required to provide:
1) Correct identification of techniques utilized to prevent negligence liability lawsuits.
2) Identification and explanation of the four industry standard risk treatments with examples of situation to which each might apply.
Criteria for measure are outlined in Appendix B.

M 3: RECR 4435 Decision Making Project (Used to assess: SLO 1, 4, &5)
Student are assigned to form work groups. Each group has 20 minutes to present their project results to the class. All members of the group will receive the same grade. Those that do not contribute to the group effort will lose points. Presentations are evaluated on the basis of content (70%) and delivery (30%). Criteria for evaluation are outlined in Appendix C.

M 4: RECR 2530 Service Learning Project (Used to assess: SLO 2&3)
Course faculty evaluates each student based on a rubric. Checkpoint assignments are submitted throughout the semester where students submit rough drafts of their projects. The final grade is derived at the completion of the project using the rubric. Criteria for evaluation are outlined in Appendix D.

M 5: RECR 4430 Budget Exercise (Used to assess: SLO 5)
Each student submits one excel workbook with two worksheets to the course instructor via email in the Folio course site by specified due date/time. Course faculty evaluates the exercise based on Format and completion of assigned criteria. Criteria for evaluation are outlined in Appendix E.
IV. TARGETS

Prior to the 2012-2013 assessment cycle, program faculty established an “acceptable” achievement target as 100% of students attaining at least 70% performance levels on all measures. This was based on the program requirement for Recreation majors to achieve a 70% to pass each course in order to qualify for the degree and the idea that students would be able to attain that goal. Additionally, a “target” achievement level of 70% of the students reaching the score of 90% was established to reflect the approximate number of majors in each course (i.e., courses typically contain approximately 30% non-majors who traditionally perform at lower levels than majors). Faculty strive for the majors to achieve at the 90% level and above.

Findings of the 2011/2012 and 2012/2013 assessment cycles (Appendix F) indicated that those targets were not realistic. This was noted in the “Interpretation of Results” section in the 2012/2013 cycle report and the evaluation and resetting of achievement targets called for in the action plan of that report.

During the 2013/2014 cycle, achievement targets (for all measures) were reset as follows.

M 1: RECR 3236 Design projects(Used to assess: SLO 1&5)
Acceptable: 75% of students will score 70% or higher on the design project.
Target: 25% of students will score at least 90% on the measure.

M 2: RECR 4430 Risk Management Unit Application Questions(Used to assess: SLO 1)
Acceptable: 75% of students will score 70% or higher on these questions.
Target:25% of students will score at least 90% on the measure.

M 3: RECR 4435 Decision Making Project(Used to assess: SLO 1, 4, 5)
Acceptable: 75% of students will score 70% or higher on the decision making project.
Target:25% of students will score at least 90% on the measure.

M 4: RECR 2530 Service Learning Project(Used to assess: SLO 2, 3)
Acceptable: 75% of students will score 70% or higher on the service learning project.
Target:25% of students will score at least 90% on the measure.

M 5: RECR 4430 Budget Exercise (Used to assess: SLO 5)
Acceptable: 75% of students will score 70% or higher on the budget exercise.
Target:25% of students will score at least 90% on the measure.
V. FINDINGS
A) Presentation of results

The following table summarizes findings from all measures described above for the 2013-2014 cycle:

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Associated COAPRT Outcomes</th>
<th>Achievement Targets</th>
<th>Findings</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: RECR 3236 Design Project</td>
<td>SLO 1: Application of Knowledge</td>
<td>Acceptable: 75% ≥ 70%</td>
<td>Fall 2013 (N=54) 96.0% ≥ 70% 4.0% &lt; 70% 6.0% ≥ 90%</td>
<td>Part. Met</td>
</tr>
<tr>
<td></td>
<td>SLO 5: Application of Management Concepts</td>
<td>Target: 25% ≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M2: RECR 4430 Risk Management Application Questions</td>
<td>SLO 1: Application of Knowledge</td>
<td>Acceptable: 75% ≥ 70%</td>
<td>Fall 2013 (N=55) 69.1% ≥ 70% 30.9% &lt; 70% 36.4% ≥ 90%</td>
<td>Part. Met</td>
</tr>
<tr>
<td></td>
<td>Target: 25% ≥ 90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M3: RECR 4435 Decision Making Project</td>
<td>SLO 1: Application of Knowledge</td>
<td>Acceptable: 75% ≥ 70%</td>
<td>Spring 2014 (N=30) 100% ≥ 70% 0% &lt; 70% 10% ≥ 90%</td>
<td>Part. Met</td>
</tr>
<tr>
<td></td>
<td>SLO 4: Recognize Facts of Management</td>
<td>Target: 25% ≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO 5: Application of Management Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M4: RECR 2530 Service Learning Project</td>
<td>SLO 2: Design &amp; Facilitate Experiences</td>
<td>Acceptable: 75% ≥ 70%</td>
<td>Fall 2013 (N=53) 100% ≥ 70% 0% &lt; 70% 68.0% ≥ 90%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>SLO 3: Evaluate Services and Experiences</td>
<td>Target: 25% ≥ 90%</td>
<td>Spring 2014 (N=42) 90.0% ≥ 70% 10.0% &lt; 70% 48.0% ≥ 90%</td>
<td>Met</td>
</tr>
<tr>
<td>M5: RECR 4430 Budget Exercise</td>
<td>SLO 5: Application of Management Concepts</td>
<td>Acceptable: 75% ≥ 70%</td>
<td>Fall 2013 (N=56) 98.3% ≥ 70% 1.7% &lt; 70% 40.3% ≥ 90%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Target: 25% ≥ 90%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B) Interpretation of Results

During academic year 2013-2014, students attained the “acceptable” target (75% of students attaining ≥70% scores) for almost all SLO’s as evaluated by each of the five measures. The exception is the case of where SLO 1 was evaluated with M2. In that case, 69.1% of students attained ≥ 70% scores on the risk management application questions. However, 36.4% of students attained the “target” of scoring ≥ 90% on the learning outcome.

The data indicate that a majority of students within the Recreation program are demonstrating learning of selected Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) established learning outcomes. Recreation students at Georgia Southern University demonstrate the ability to apply relevant knowledge on which to base decisions (SLO 1); they demonstrate the ability to design, facilitate, and evaluate experiences (SLO 2 & 3); they can recognize and apply facts, concepts, and principles of management (SLO 4 & 5).

Data from the 2012-2013 cycle indicated that 41% of the students had difficulty attaining the “acceptable” target for SLO 5 via Measure 5, the Budget Exercise. Refinements made (during the 2013-2014 cycle) to the delivery method (implementation of computer lab sessions and students working in teams) and extended one-on-one instruction sessions with students have resulted in greatly enhanced student performance with 98.3% of the students attaining a score of 70% or more.

Overall, the data indicate that the reset achievement targets are more reflective of the ability of program students to meet expectations.
VI. ACTION PLAN

Outcomes of 2013-2014 Action Plan

1. **Evaluation and “resetting” achievement targets for all student learning outcomes.**
   As discussed in Section IV Targets, program faculty reviewed the findings of the past two assessment cycles (Appendix F) in effort to determine the effectiveness of the “Acceptable” target (100% of students earn ≥ 70%) and the “Target” target (70% of students earn ≥ 90%). As a result, the “Acceptable” target was reset to 75% of students earn ≥ 70%. This is not to suggest that program faculty find it “acceptable” that 25% of students enrolled in Recreation courses earn less than 70%. Rather, it is based on data (Appendix F) revealing that the 100%≥70% target was met for only three SLO’s across two assessment cycles. Further, faculty experience with current students suggests that anticipating 100% of students will earn a 70% score is unrealistic and courts a self-fulfilling prophecy. Likewise the rationale for resetting the 70%≥90% “target” to 25% of students earn ≥ 90%. As seen in Appendix F, the former target was met only twice across a two year period.

   Data from the 2013-2014 assessment cycle reveal that the reset “Acceptable” target was met for all five SLO’s and that the “Target” target was met for SLO’s 1, 2, 3, and 4.

2. **Evaluation of Measure 5 Budget Exercise.**
   Data from the 2012-2013 cycle indicated that 41% of the students had difficulty attaining the “acceptable” target for SLO 5 via Measure 5, the Budget Exercise. Refinements made (during the 2013-2014 cycle) to the delivery method (implementation of Excel focused computer lab sessions and students working in teams), extended one-on-one instruction sessions with students and intermediate checks of student progress during the exercise have resulted in greatly enhanced student performance with 98.3% of the students attaining a score of 70% or more.

Planned Actions for 2014-2015

The biggest challenge confronting the program is the dramatic increase in the number of students enrolling in courses in which measures have been developed to measure COAPRT derived (and required) SLO’s. For example, as can be seen in Appendix F, enrollment in core courses ran at approximately 30 to 35 students in RECR 3236, RECR 4430, and RECR 4435 for the 2011-2012 and 2012-2013 cycles. Prior to 2011-2012, when COAPRT required SLO’s were adopted, enrollment ran at 25 to 30 students in upper division courses. During the 2013-2014 cycle, enrollment in RECR 3236, RECR 4430 and RECR 4435 jumped to 55 to 60 students; that same level will occur in the 2014-2015 cycle.
A hallmark of the Recreation curriculum is the utilization of applied learning methods, exercises, and projects to ensure that students are adequately prepared to enter the professional work force. Program faculty have noted that such learning methods, and the corollary high level individualized faculty involvement with students, are simply not practical in classes with more than thirty students.

Hence, the following actions will be explored during the 2014-2015 cycle:

1. **Identify and implement course enrollment management strategies (such as offering multiple course sections, requesting additional faculty, etc.) in order to maintain course, assessment measure, and SLO integrity.** If enrollment continues at current levels or increases, then existing assessment measures and related SLO’s will have to be adapted or replaced. Given the applied nature of M1, M3, M4, and M5 in attaining all SLO’s. Student learning will be negatively impacted if such revisions are required. Such revisions will render SLO’s more difficult to attain at higher “Depth of Knowledge” levels (i.e., Strategic Thinking and Extended Thinking levels).

   a. Anticipated impact on student learning: Will greatly enhance student learning in that controlled class sizes will enable more individualized delivery of content, less reliance on student work teams, and ability to require higher “Depth of Knowledge Level” approaches for attaining SLO’s.

   b. Anticipated SLO attainment enhanced: Primarily SLO’s 1, 4, and 5 as measured in upper division courses (M1, M2, M3, and M5).

2. **Monitor student performance in attaining SLO 1 via Measure 2 “Risk Management Application Questions.”** Data indicated that 30.9% of students earned less than 70% on this measure. Question design and frequency of content overview in the RECR 4430 where M2 is applied will be reviewed and adjustments developed in effort to attain the “Acceptable” target.

3. **RECR 3236 course faculty (in consultation with other program faculty) will be responsible for review of currently employed rubric for the Design Project and attempt to develop clear definition of expectation for each scoring level on the 1-10 scales for use beginning in Fall 2014.**

4. **Explore the feasibility of assigning at least two faculty members to score (rate) assessment measures in effort to heighten data integrity.** Likely will require discussion with department chair and college dean regarding how this can be accomplished in context of projected faculty workloads.
Appendix A

Design Projects: Grading Scale RECR 3236

1. **Originality**
   
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   
   Comments:

2. **Creativity**
   
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   
   Comments:

3. **Form and Function**
   
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   
   Comments:

4. **Organization**
   
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   
   Comments:

5. **Team or Individual effort**
   
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   
   Comments

Total score for project

____________________________
Appendix B
RECR 4430
Financial & Legal Dimensions of Recreation

Exam 2
50 points

Name: ______________________________________________________

Modules 1.4b Standards of Practice, 1.5 Participatory Forms, 1.6 Risk Management
Part 1: Written Answer Questions

1. What, typically, is a corporate entity’s BEST defense against negligence liability lawsuits? (2 points)

2. Risk Treatments. List and explain the Four Basic Risk Treatments presented in your reading and discussed in class as being commonly used by many organizations. (8 points)

   1. __________________________________________________________
      Explain:

   2. __________________________________________________________
      Explain:

   3. __________________________________________________________
      Explain:

   4. __________________________________________________________
      Explain:

Use reverse of this sheet if more space is needed.
Appendix C

RECR 4435 – Managing Recreation Organizations – Group Project Assignment

The class has been divided into six groups that represent various types of park and recreation boards. Your job is to use the 8-step decision making process to efficiently, effectively, and equitably manage stakeholder relationships. A range of problem solving techniques should be used to define the problem, identify and weight decision-making criteria, generate potential alternatives, and arrive at a final recommendation. A brief implementation and evaluation plan should also be provided. Each group will have 20 minutes to present their results to the class. As will be the case in your professional careers, all members of the group will receive the same grade.

Each group will be responsible for preparing a 20 minute presentation that addresses the following discussion points:

1. Provide a brief description of the case. Define the problem and explain the process that was used by the group.
2. Identify 5-7 decision making criteria. Explain how each criterion relates to the problem and discuss the process that was used by the group.
3. Weight the criteria. Provide a justification for each weight and explain the process that was used by the group.
4. Identify 4-5 alternatives; explain the process that was used by the group.
5. Analyze the alternatives. Explain how each of the alternatives ranks according to each of the decision-making criteria that were identified in Step 2. Your analysis must account for the weights that were assigned in Step 3.
6. Select a preferred alternative and provide a justification for the audience. You do not have to select the alternative with the highest score. However, you must clearly justify why you selected the respective alternative.
7. Outline a plan that can be used to implement your preferred alternative. Include examples of relevant policies, rules, and procedures.
8. Explain how you will evaluate your preferred alternative.

Each member of the group must have a role in the presentation and should be prepared to answer questions about all eight steps of the process. In other words, it is not enough to focus solely on your part of the presentation.

You will be evaluated on the basis of content (70%) and delivery (30%). Content will be assessed based on the discussion points outlined above. Delivery pertains to the quality of the audio-visual materials, organization and flow of the presentation, and professionalism. The instructor reserves the right to deduct points from individual grades if there are notable disparities in the contributions of specific team members. Deductions will vary based on the circumstances but could result in a zero on the assignment.
Appendix D

Georgia Southern University

Department of HTFCS

RECR 2530: Leadership and Programming in Recreation

Spring 2014

Service Learning Project (200 points)

Purpose: The purpose of the out of class assignments is to provide students with real-life opportunities to practice topics and concepts discussed in class.

As a class we will be assisting in the planning, preparation, and leading of Celebration South, the downtown music and arts festival. Celebration South will occur on Saturday, April 17th from 10:00 AM to 6:30 PM. This assignment will involve development of a written program plan and successful implementation of that plan. Class time will be devoted to both preparation of the experience and processing the events after completing them.

Our first planning meeting for Celebration South will be January 28th during class time. Subsequent in-class meetings will occur on February 16th, 18th, and 23rd. Additionally, students will meet with Dr. Wolfe prior to the event. Students should also meet with their individual group as necessary throughout the semester.

Each student group will be required to submit a detailed written program plan following guidelines provided in class and the Social Activities Pattern discussed on page 351 of our text. All papers should follow syllabus guidelines and use headings provided on the grading sheet. The following headings should be used:

1. Background Material
   a. Task list
   b. Goals
   c. Participant description
   d. Meeting minutes

2. Details
   a. Location of program
   b. Promotion
   c. Equipment needs
   d. Budget
   e. Sponsorship plan

3. Program
   a. Detailed program description
   b. Group member roles during program
4. Follow-Up
   a. Thank you letter
   b. Evaluation
   c. 2-page personal critique (individual)

Assignment Deadlines & Notes

- February 2: Identify group for project (5 points)
  - Submit via email with contact information for all group members
- February 4: Ideas for activity (5 points)
  - Submit via email 3 TYPED suggestions
- February 9: Submit activity selection (5 points)
  - Submit via email
- February 16: Submit task list and goals (5 points)
  - Submit via email
- February 18: Submit equipment needs and budget (5 points)
  - Submit via email
- February 25 Meeting deadline #1 (5 points)
  - Meet with Dr. Wolfe BEFORE this date!
- March 2: Submit program rough draft (5 points)
  - Submit via email
- April 1: Meeting deadline #2 (5 points)
  - Meet with Dr. Wolfe BEFORE this date!
- April 17: Celebration South (50 points)
- April 27: Submit final report (110 points)
  - Hard copy to Dr. Wolfe

All scheduled meetings with Dr. Wolfe MUST include all group members.
1. **Cover Sheet (5 points)**
   a. Program Title
   b. Group Members
   c. Date

2. **Table of Contents (5 points)**

3. **Background Material (25 points)**
   a. **Task list**
      i. Relevant tasks
      ii. Deadlines
      iii. Person responsible
   b. **Goals**
      i. Bullet 3 goals
      ii. Paragraph description including rationale for goals
   c. **Participant description**
      i. Who is your program designed for?
      ii. How will you lead/interact with these particular attendees?
   d. **Meeting minutes**
      i. Date
      ii. Length of time
      iii. Content discussed
      iv. Group members in attendance

4. **Details (25 points)**
   a. **Location of program**
      i. Needs
      ii. Inclusion plan
   b. **Promotion**
      i. Methods for promoting your booth
      ii. All promotional materials (pictures are acceptable)
   c. **Equipment needs**
      i. Equipment list
      ii. Cost (estimated)
   d. **Budget**
      i. Expenses (use actual costs incurred for everything purchased or used)
      ii. Income (personal, donations, grant, etc.)
   e. **Sponsorship plan**
      i. Sponsors solicited
      ii. Response from sponsors
iii. Donated items

5. Program (20 points)
   a. Detailed program description
      i. Overview of booth and activities
      ii. Step-by-step directions
         1. Detailed instructions of what will occur at your booth
         2. Group member responsibilities
         3. Connection to the social action curve

6. Follow-Up (30 points)
   a. Thank you letter
      i. Send letter
      ii. Include a signed copy of the letter
   b. Evaluation
      i. Include copy of the evaluation
      ii. Include results of the evaluation
   c. 2-page personal critique (individual)
      i. Areas of success
         1. Personal
         2. Group
      ii. Areas of improvement
         1. Personal
         2. Group

7. Program Implementation and Leadership (50 points)
   a. Attendance at planning meetings
   b. Assistance during set-up
   c. Present during event
      i. Interaction with participants
      ii. Interaction with group members
   d. Assistance during clean-up
Appendix E
RECR 4430       Budget Prep Exercise Part 1
Financial and Legal Dimensions of Leisure Services  50 Points

Instructions
Budget Preparation Exercise, Part 1
(from Rossman text Exercise 19-1)

Note: The Rossman text Exercise 19-1 (page 335) has several errors (at item #7); those errors are corrected in this document. USE THESE INSTRUCTIONS and any additional instruction provided during lectures!!!

Exercise 19-1: Cost-Volume-Profit Analysis

Background:
Consider the following information about a proposed Watercolor Painting Class.

1. Fowler Community Arts Center has an arts and crafts room, which can be rented for $25 per hour. The room can accommodate 30 people.
2. The instructor to be hired makes $10 per contact hour and can teach 30 students. The instructor needs an aid to assist with any class exceeding 20 students. The aid makes $5 per hour.
3. Each participant will use an instructional book costing $5, painting tablet costing $6, and watercolor paint kits costing $11.
4. Each program operated in the arts division must absorb $100 in overhead expenses for administrative and supervisory wages, advertising and marketing of the arts programs, and office expenses for handling registration.
5. The arts supervisor estimates that she will spend eight hours of her time on this watercolor class for hiring, training, and supervising the staff. The arts supervisor makes $15 per hour.
6. The program will operate for 10 weeks, two nights per week, two hours per evening.
7. There will be 40 hours of instruction time (two hours per night X two NIGHTS per week X 10 weeks).

Instructions:
1. Using excel, prepare a Cost Data Table for this painting class.
   a. Consult textbook Table 19-1 and instructor provided materials for examples of how to construct this table.
      i. Your excel table should have major sections for “Fixed Costs” and “Variable Costs.”
         ii. Within the “Fixed Cost” section should be subsections for “Direct Fixed Costs,” “Indirect Fixed Costs,” and “Changing Fixed Costs.”
   2. Using excel, prepare a Watercolor Painting Class Cost-Volume-Profit Table
      a. Consult textbook Table 19-2 and instructor provided materials for examples of how to construct this table.
      b. Create an appropriate range of “Number of Participants” columns (from 5 to 30) that will provide cost that your supervisor will find useful in determining how large to permit this class to be.
      c. On the table you create (per the instructor’s example) type in answers to the following questions.
         i. What is the break-even point for this program with 10 participants?
         ii. The break-even point with 25 participants?
         iii. For my supervisor, the most useful aspect of this analysis will be to see columns for ____ and ____ number of participants.
Grade Sheet for Budget Preparation Exercise Part 1 (Rossman Exercise 19-1)

Submitted by Due Date and time: minus 10 points from total score if not done

One excel workbook with two worksheets emailed to the course web site by specified due date/time.

Required Format (10 points total):
1. Excel workbook created & worksheet tabs named for each Table. 3 points 0 points
2. Intelligently & correctly formatted, labeled, well presented. 5 points 0 points
3. Set to print with gridlines (from the Page Layout/Page Set Up/Sheet menu). 2 points 0 points
4. How are your excel skills? Comments:

Two tasks required for Part 1:

1. Prepare Cost Data Table (10 points total)
   1. Used Table 19-1 for format & content example. 2 points 0 points
   2. Correctly identified and classified costs? 3 points 0 points
   3. Placed cost items in the correct cells? 2 points 0 points
   4. Used Excel formulas for all summed cells/columns. 3 points 0 points

2. Prepare Cost-Volume-Profit Table (15 points total)
   1. Used Table 19-2 for format & content example. 5 points 0 points
   2. Placed correct dollar values in correct cells? 5 points 0 points
   3. Used Excel formulas for all summed cells/columns. 5 points 0 points

3. Answered the Break Even Questions (15 points total)
   1. Correctly answered Break Even Question for 10 Participants? 3 points 0 points
   2. Correctly answered Break Even Question for 25 Participants? 3 points 0 points
   3. Created “Number of Participants” columns that provide a “most useful” cost tipping point for the supervisor’s review? 9 points 4.5 Points 0 points

Total Points _____ out of 50 points
## Appendix F

### Targets and Findings, 2011/2012 and 2012/2013 Report Cycles

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Achievement Targets</th>
<th>F11-Spr 12 Findings</th>
<th>Status</th>
<th>F12-Spr 13 Findings</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: RECR 3236 Design Project</td>
<td>Acceptable: 100% ≥ 70% Target: 70% ≥ 90%</td>
<td>Fall 11 (N=33) 90% ≥ 70% 11% ≥ 90% 10% &lt; 70%</td>
<td>Part. Met</td>
<td>Fall 2012 (N=41) 88% ≥ 70% 12% ≥ 90% 12% &lt; 70%</td>
<td>Not Met</td>
</tr>
<tr>
<td>M2: RECR 4430 Case Study Review</td>
<td>Acceptable: 100% ≥ 70% Target: 70% ≥ 90%</td>
<td>Fall 11 (N=35) 100% ≥ 70% 94% ≥ 90% 0% &lt; 70%</td>
<td>Part. Met</td>
<td>Fall 2012 (N=28) 79% ≥ 70% 25% ≥ 90% 21% &lt; 70%</td>
<td>Not Met</td>
</tr>
<tr>
<td>M3: RECR 4435 Decision Making Project</td>
<td>Acceptable: 100% ≥ 70% Target: 70% ≥ 90%</td>
<td>Spr 2012 (N=37) 100% ≥ 70% 33% ≥ 90% 0% &lt; 70%</td>
<td>Met</td>
<td>Spr 2013 (N=34) 94% ≥ 70% 79% ≥ 90% 6% &lt; 70%</td>
<td>Part. Met</td>
</tr>
<tr>
<td>M4: RECR 2530 Service Learning Project</td>
<td>Acceptable: 100% ≥ 70% Target: 70% ≥ 90%</td>
<td>Fall 2011 (N=60) 94% ≥ 70% 23% ≥ 90% 6% &lt; 70% Spr 2012 (N=46) 66% ≥ 70% 34% ≥ 90% 14% &lt; 70%</td>
<td>Part. Met</td>
<td>Fall 2012 (N=57) 98% ≥ 70% 46% ≥ 90% 2% &lt; 70% Spr 2013 (N=43) 100% ≥ 70% 26% ≥ 90% 0% &lt; 70%</td>
<td>Part. Met</td>
</tr>
<tr>
<td>M5: RECR 4430 Budget Exercise</td>
<td>Acceptable: 100% ≥ 70% Target: 70% ≥ 90%</td>
<td>Fall 11 (N=35) 85% ≥ 70% 51% ≥ 90% 15% &lt; 70%</td>
<td>Not Met</td>
<td>Fall 2012 (N=27) 59% ≥ 70% 22% ≥ 90% 41% &lt; 70%</td>
<td>Not Met</td>
</tr>
</tbody>
</table>