

**DEPARTMENT OF RECREATION AND LEISURE STUDIES**  
**ANNUAL REPORT**  
**2012-2013**

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## **SECTION A**

### **DEPARTMENT MISSION, VISION, GOALS**

### **Vision Statement**

The vision of the Department of Recreation and Leisure Studies is to be the preeminent Recreation & Leisure Studies Department in New England.

### **Mission Statement**

The Department sees its role as helping people understand and appreciate the social need for and the role recreation and leisure plays in enhancing the lives of people and communities through its development of highly skilled practitioners and leaders in the profession of recreation and leisure services.

The mission of the Recreation & Leisure Studies Department is to serve recreation and leisure service professionals by preparing practitioners to engage in effective practice and to serve society by addressing issues facing contemporary community and therapeutic recreation, parks, and non-profit organizations in meeting their commitments to people, families and communities.

### **Department Values and Principles**

The department is committed to and believes:

- In providing high quality professional leadership preparation, scholarship and service to society and recreation related professions through collaboration and interdisciplinary effort.
- In facilitating learning through state-of-the-art teaching strategies that integrate research, scholarship, best professional practices, and community service.
- In an integrated liberal arts foundation to prepare practitioners who demonstrate mastery of knowledge in the field; are able to communicate effectively; develop creative solutions

to problems; initiate, and are flexible to, changes in the field; and, are dedicated to continuing their professional development.

- Collaborative community partnerships assure relevance in our facilitation of learning, scholarship and research.
- Mutual respect between the Recreation & Leisure Studies Department, other School of Health & Human Services departments, community agencies and other University departments creates opportunities for improvement of scholarship within recreation practice.
- The principles of inclusion will result in outcomes that are enriching for families, the community and the Recreation & Leisure Studies Department.
- The government, non-profit organizations and private sectors each has strengths worthy of study, applied toward the improvement of practice.
- Practical, service-based learning is valuable to professional development and enhances the department's programs while assuring relevance in our teaching.

### **Department Goals**

1. To prepare students for professional roles within the broad field of park and recreation including leadership, management, teaching, and research.
2. To contribute to the growing understanding of parks, recreation, and leisure through professional involvement, and community service.
3. To educate students regarding the impact and forward momentum of the leisure profession upon society and its contribution to personal and individual lifestyles.

4. To provide students with opportunities for experiential learning, enabling them to embrace their professional preparedness.
5. To provide a body of knowledge that heightens student's awareness of the complex issues facing individuals with disabilities in their pursuit of recreation and leisure in a free society.

**SECTION B**  
**DEPARTMENT MANAGEMENT**

## **Full-Time Faculty**

Dr. James MacGregor, Department Chair; Associate Professor  
Ed.D., University of Hartford

Dr. Joseph Panza, Undergraduate Coordinator; Professor  
Ed.D., University of Pennsylvania

Dr. Jan Jones, Graduate Coordinator, Associate Professor  
Ph.D., University of Connecticut

Dr. Deborah Smith, Field Experience Coordinator, Associate Professor  
Ph.D., Indiana University

Dr. Lee deLisle, Associate Professor  
Ph.D. University of Connecticut

## **Part-Time Faculty**

Dr. Robert Cipriano, Professor Emeritus  
Ed.D., New York University, 1974

Mrs. Janet Connolly  
M.S. SUNY – Courtland  
Director of Adaptive Sports  
Hospital for Special Care

Ms. Jennifer Carroll-Fisher  
M.S. SCSU

Mr. Stephen Fredette, CTRS  
M.Ed. UCONN  
Supervisor of Recreation Therapy, Institute of Living-Hartford Hospital

Betsy Goff, Private Practice – Law  
Temple University School of Law, 1974, JD

Dr. Donna Lopiano  
Ph.D., University of Southern California  
President & Founder, Sports Management Resources

Mr. Joseph Milone  
M.S., Southern Connecticut State University



Park Ranger, New Haven Parks, Recreation, and Trees

Ms. Sloane Milstein  
MA, Temple University  
Mr. Edward Mockus  
M.Ed. Temple University  
Associate Athletic Director, Yale University

Ms. Joanne Sculli  
M.S., Yale University  
Executive Director, Solar Youth Inc.

Mr. Alex Palluzzi  
M.S., Southern Connecticut State University  
Director of Parks and Recreation, Branford, CT

Mr. Jim Shea, CTRS  
M.S., University of North Carolina  
Recreation Therapy Supervisor, Bridgeport Hospital

Mr. Robert Sheeley  
M.S., Southern Connecticut State University  
Assoc. Vice President for Capital Budgeting & Facilities Operations-SCSU

Mr. Martin Torresquintero  
M.S., Southern Connecticut State University  
Outdoor/Adventure Coordinator, New Haven Parks, Recreation and Trees

## **Department Staff**

Mrs. Gale Massimino, Secretary II

## **Graduate Assistants**

Ms. Carrie Stohler  
Ms. Carrie Fenn-Phillips

## **DEPARTMENT MANAGEMENT**

### **Full-time to Part-Time Faculty Teaching Ratio (core courses only):**

Number core courses/sections offered – 24

Percent full-time faculty teaching – 45%

Percent part-time faculty teaching – 55%

### **Enrollment**

	<b>Sp-10</b>	<b>F-10</b>	<b>Sp-11</b>	<b>F-11</b>	<b>Sp-12</b>	<b>F-12</b>	<b>Sp-13</b>
<b>Undergraduate</b>	<b>132</b>	<b>154</b>	<b>179</b>	<b>178</b>	<b>204</b>	<b>198</b>	<b>208</b>
<b>Graduate</b>	<b>29</b>	<b>28</b>	<b>37</b>	<b>49</b>	<b>45</b>	<b>45</b>	<b>39</b>
<b>Total # Students</b>	<b>161</b>	<b>182</b>	<b>216</b>	<b>243</b>	<b>249</b>	<b>243</b>	<b>247</b>

**Percent minority – declared majors: 22.9%**

### **Degrees Granted**

**Summer 2012, Fall 2012, Spring 2013**

<b>Degree</b>	<b>Concentration</b>	<b>Total</b>
<b>BS</b>	<b>Community Recreation Youth Development</b>	<b>13</b>
<b>BS</b>	<b>Therapeutic Recreation</b>	<b>14</b>
<b>BS</b>	<b>Travel and Tourism</b>	<b>2</b>
<b>BS</b>	<b>Sports Management</b>	<b>22</b>
<b>MS</b>	<b>Park and Recreation Management</b>	<b>8</b>

<b>MS</b>	<b>Therapeutic Recreation</b>	<b>6</b>
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**BS = 51**

**MS= 14**

#### **Average Class Size**

<b>Course Level</b>	<b>Average students per section</b>	<b>% Capacity*</b>
<b>Undergraduate</b>	<b>21.7</b>	<b>87%</b>
<b>Graduate</b>	<b>17.1</b>	<b>81%</b>

**\*% capacity takes into consideration course capacity range at 20-40.**

#### **Course Level Distribution**

<b>Course Level</b>	<b>Number Courses</b>
<b>Upper division, 300, 400 level</b>	<b>27</b>
<b>Lower division, 100, 200 level</b>	<b>23</b>
<b>Graduate, 500 level</b>	<b>8</b>

## SUMMER 2012

### \*Courses offered

<b>Course #</b>	<b># Students enrolled</b>	<b>% Capacity</b>	<b>Total credits</b>
<b>120-S70w</b>	<b>11</b>	<b>55%</b>	<b>33</b>
<b>120-S71w</b>	<b>14</b>	<b>70%</b>	<b>42</b>
<b>207</b>	<b>13</b>	<b>65%</b>	<b>39</b>
<b>533</b>	<b>11</b>	<b>55%</b>	<b>33</b>
<b>Total</b>	<b>49 mean avg. 12.75</b>	<b>61%</b>	<b>147</b>

### \*Internships, field placements, independent studies

<b>Course #</b>	<b># Students enrolled</b>	<b>Total credits</b>
<b>301</b>	<b>48</b>	<b>144</b>
<b>400</b>	<b>27</b>	<b>162</b>
<b>401</b>	<b>3</b>	<b>9</b>
<b>433</b>	<b>12</b>	<b>72</b>
<b>583</b>	<b>9</b>	<b>27</b>
<b>588</b>	<b>0</b>	<b>0</b>
<b>600/499/590</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>99</b>	<b>414</b>

**\*Total approx. income generated**

<b>Total credits x tuition (approx.)</b>	<b>275,676</b>
<b>Direct expense – teaching/lecturer</b>	<b>103,900</b>
<b>Indirect – faculty admin. time</b>	<b>15,300</b>
<b>Approx. Income Generated</b>	<b>\$156,476</b>

**DEPARTMENT VIABILITY / FAST FACTS**

- SCSU is the only degree granting institution of higher education in Connecticut offering the BS and MS in Recreation and Leisure Studies.
- Bachelor's degrees awarded in parks, recreation, leisure, and fitness studies have grown by 92% over the past 10 years. (The Chronical of Higher Education: Almanac of Higher Education 2011. August 21, 1011).
- Hunting, fishing, and outdoor recreation contribution estimated \$730 billion to the U.S. economy each year. And one in twenty U.S. jobs are in the recreation economy. (Ken Salazar, Secretary Department of Interior, 2011).
- The only sectors that added jobs in August were the educational and health services sector, which grew by 2,200, and leisure and hospitality, which added 900 jobs. (New Haven, Register. 9/16/2011).
- Recreation and Leisure Studies department is the only public or private university in the state that offers a program/curriculum that meets the requirements set forth by the National Council for Therapeutic Recreation Certification (NCTRC).
- New England Board of Higher Education (NEBHE) – one of only 2 Recreation and Leisure Studies Programs in New England.

- 38.4% of new jobs in 2012 were in leisure and hospitality sector jobs ([www.cultureandtourism.org](http://www.cultureandtourism.org))

## **Concentrations**

### **Community Recreation/Youth Developments**

- A study conducted in 2010 by the Connecticut Association of Non-Profits (CAN) found that 82% of non-profits, which include youth serving agencies, experienced an increase in demand for client services. Non-profits employ 11% of the state's workforce and generate more than \$8.7 billion in wages annually.
- Non-profits are critical partners with the state in the provision of health and human services, holding over 2,000 Purchase of Service contracts with approximately 1.4 billion annually. (CAN Report, 2010).
- Non-Profits are needed now more than ever to assist struggling Connecticut individuals and families as the State continues its economic recovery. (Ron Cretara, Executive Director, CAN, 2009).
- Countries with greater recreational opportunities [...] also had higher rates of physical activity, lower health care expenditures, and lower obesity rates. (NRPA).
- Non-profits made up 9% of all wages and salaries paid in the United States, as of 2009. (National Center for Charitable Statistics).
- The number of recreation and fitness workers should grow by 21.1% in the next several years, adding more than 120,000 new positions (The Bureau of Labor Statistics).

### **Travel Tourism**

- In Connecticut, tourism generates an estimated 11.5 billion in annual spending and employs some 110,000 people. (New Haven Register, 1-27-2011).
- Governor Malloy has increased the state bi-annual budget for tourism from 1 dollar to 1 million dollars.
- The travel and tourism industry employs over 64, 000 people in Connecticut and is one of the fastest growing industries in the world. (U.S. Travel Association, 2009).

- The tourism industry produces 100,00 jobs in Connecticut ([www.cultureandtourism.org](http://www.cultureandtourism.org))

### **Therapeutic Recreation**

- Employment for recreation therapists is expected to grow faster than average due to an increase in our elderly population and an expansion of federal funded services for persons with disabilities ([www.bls.gov](http://www.bls.gov))
- The therapeutic recreation program at Southern meets both national certification requirements, as well as the State of Connecticut Public Health Code for therapeutic recreation director.
- The therapeutic recreation program at Southern is the only such program offered within the CSU system or within any public or private institution in Connecticut.
- The job market for recreational therapists is expected to increase by 17% between 2008-2018, which is faster than average. (U.S. Bureau of Labor Statistics. – Occupational Handbook, 2010-2011).

### **Sports Management**

- Sports management was big business! In 2011 the estimated size of the sports industry in the United States is approximately 422 billion. (Sports Management).
- Employment for athletics, coaches, umpires, and related workers is expected to increase by 23 percent from 2008 to 2018, which is much faster than the average for all occupations. ([www.bls.gov](http://www.bls.gov)).

**\*Synergy with Community Colleges**

	<b>Recreation and Leisure</b>	<b>Community Recreation and Youth Development</b>	<b>Therapeutic Recreation</b>	<b>Sports Management</b>	<b>Travel and Tourism</b>
<b>Certificate</b>	Norwalk		Gateway Manchester Middlesex Northwestern		Gateway Manchester Three Rivers
<b>Associates</b>	Norwalk		Northwestern Manchester		Manchester Naugatuck Norwalk Three Rivers
<b>Bachelors</b>	SCSU	SCSU	SCSU	SCSU ECSU	SCSU CCSU
<b>Masters</b>	SCSU	SCSU	SCSU		



## **SECTION C**

### **COMMUNITY ENGAGEMENT/CREATIVE ACTIVITY**

### **Community Engagement**

- Plan and facilitate on-campus and in the community recreation, socialization, and transition experiences for students in the Hamden Transition Academy each Friday as part of REC 220 Learning Lab.
- Plan and facilitate on campus and in the community recreation, socialization, and transition experiences for 32 students who attend the New Haven Board of Education sponsored Transition Academy each Friday as part of REC 220 Learning Lab.
- REC 321 class produced recreation related events for Hamden Parks and Recreation –Fall Kids Fest, the Woodruff Family YMCA – Halloween Kids Fest, and the West Haven Community House. Each event had several hundred youth and families participate.
- REC 300 and 400 level summer internships provided over 36,480 hours of service to various municipal and non-profit agencies.

### **Creative Activity**

- Members of the department participated in the following activities:

### **Publications:**

Jones, J. Clemmons, D., and Al Arab, M. (2013). VolunTourism Development in Jordan: Academics as Stakeholders. *International Journal of Tourism, Culture, and Hospitality Research*. (submitted for review)

Jones, J. Clemmons, D., and Al Arab, M. (2012), “Voluntourism in Jordan: Challenges facing academic-ractitioner collaboration”, Paper presented at International Conference on Tourism (June 2012), Crete, Greece, available at <http://iatour.net.confernece-proceeding/> (full paper available online)

deLisle, L. (editor) Introduction to Sport Management. Sagamore Publications. Champaign IL. Projected publication – 2014.

MacGregor, J., Cipriano, R. (Summer, 2013). Dealing with a non-collegial faculty member. Academic Leader (approved for publication 2013).

### **Professional Presentations:**

Jones, J. (2012). *Voluntourism As an Option for Service Learning*. Connecticut Parks and Recreation Association (CRPA), Mohegan Sun Casino, Montville, Connecticut.

Jones, J. (2012). *Special Projects: A Practical Alternative to Thesis*. Connecticut Parks and Recreation Association (CRPA), Mohegan Sun Casino, Montville, Connecticut.

Jones, J. (May 2012). *Where the Ivory Tower Meets Boots-on-the-Ground: Navigating the challenges of academic practitioner collaboration in the Travel and Tourism Industry*. International Conference on Tourism, Crete, Greece.

Jones, J. (2012). *People Here Think that all Blondes are Russian Prostitutes: Challenges and observations from conducting research in a predominantly Muslim culture about the development of a predominantly female industry*. Women's Studies Conference, Southern CT State University, New Haven, CT.

Panza, J. (January 2012) Invited presentation, Leadership Training, Advocacy as Leadership, Southern Connecticut State University student leadership conference

deLisle, L. (2012) Transforming Rocantica: A case study of the role of festival culture in central Italy. World Leisure Organization. Rimini, Italy.

deLisle, L. (September 2012) *Arts management programs: The next generation*. Midwest Arts Conference. Grand Rapids, MI.

deLisle, L. (October 2012) *Practical research for busy practitioners*. National Recreation and Parks Association. Annual Congress. Anaheim, CA.

deLisle, L. (2012) *Transforming Rocantica: A case study of the role of festival culture in central Italy*. World Leisure Organization. Rimini, Italy.

Smith, D. (2013). Recreation as a social tool for youth development. Citywide Youth Coalition. New Haven, CT

### **Grants:**

Jones, Jan. CSU Research Grant. Destination Image: Analyzing Host Community Perceptions. In Kingston, Jamaica.

deLisle, Lee. CSU Curriculum Grant. Development of Health & Human Service LEP tier III course.

### **Other Creative Activities:**

Special Project Advisement - 13  
Thesis Advisement – 3

### **Curriculum Related Activities:**

New Courses Developed – 3  
REC 355 – Sports Ethics  
REC 356 – Sports Marketing and Sales  
REC 311 – Introduction to Child Life  
Program Revisions – 2

Sports Management  
CRYD  
Addition of a minor in Leadership Development

**Professional Conference Participation:**

- Connecticut Conference on Tourism, Hartford, CT
- NE-10 FAR Council, Springfield, MA, United States, (November 2012)
- Northeast 10 Annual Conference, Falmouth, MA, (June 8, 2012)
- Connecticut Recreation and Park Association State Conference, Uncasville, CT.
- National Recreation and Parks Association National Conference, (October 29, 2012).

**Service to the Department and University**

- Member, Faculty Senate
- Member, Graduate council
- Member, Academic Standards Committee
- Member, UCF
- Member, UWIC
- Member, Global Education Advisory Committee
- Member, Ad-Hoc Grad Admissions
- Member, Graduate Program Re-prioritization
- Member, Director of Admissions Search Committee
- Member, International Studies Task Force
- AAUP Council Representative

**SECTION D**

**PROGRAM EVALUATION**

## **COURSE EMBEDDED LEARNING OUTCOMES**

### **Global Indicators:**

Overall program success can be gauged in part by the success of students in achieving academic excellence, community engagement, and graduation rate.

- Number of student's on the dean's list each semester (must obtain an overall GPA of 3.0)
- Internship completion rate
- Number of students graduating with honors
- Graduation rate
- First Year Freshman / Transfer Students (external)

These indirect measures of success reflect learning that students have achieved across the recreation and leisure studies curriculum.

- **Dean's List**

<b>Semester</b>	<b>Number of Majors</b>	<b>Number of majors on Dean's list</b>	<b>% of total majors</b>
Fall 12	198	11	6%
Spring 13	208	14	7%

- **Internship Completion Rate**

<b>Academic Year</b>	<b># 400 Level Interns</b>	<b>Pass Rate</b>
2012/13	39	100%

- **Number of REC Students Graduating with Honors:**

<b>Academic Year</b>	<b># Graduates</b>	<b># Students with Honors</b>	<b>% Graduates with Honors</b>
2012/13	51	<b>4</b>	<b>8%</b>

- **Graduation Rate**

To date, not able to track this indicator

- **New majors – incoming freshman and external transfers students**

<b>Academic Year</b>	<b>New Freshman</b>	<b>Transfers</b>	<b>Total</b>
2011/12	8	3	11
2012/13	19	14	33

## **Student Learning Outcomes**

**1.0** Students will demonstrate entry-level knowledge of the scope of the profession that is the focus of the program, along with professional practices of that profession.

**2.0** Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the program prepares students.

**3.0** Students will demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession in decision making.

**4.0** Students will demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.

**5.0** Students will demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.

**6.0** Students will demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.

**7.0** Students will be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

**8.0** Students will demonstrate the ability to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

**9.0** Students will demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

**10.0** Students will demonstrate knowledge of key elements involved in the delivery of Therapeutic Recreation services

**11.0** Sports Management

**12.0** Travel and Tourism

**13.0** Youth Development

**\* Indicators of Success**

**Internal**

1. Course-embedded student Learning Outcomes
2. Perceived competence self-assessment
3. NCTRC practice exam results



4. CPRP practice exam results

**External**

1. Intern supervisor ratings/evaluations
2. NCTRC exam results
3. Intern supervisor survey

### Assessment Results – Academic Year 2011/12

<b>Learning outcome #</b>	<b>Indicator/criteria</b>	<b>measure</b>	<b>Data source</b>	<b>bench mark</b>	<b>results 10/11</b>	<b>results 11/12</b>	<b>results 12/13</b>
<b>1.0</b>	<b>Students will demonstrate entry-level Knowledge of the scope of the profession, along with professional practices of the profession</b>	<b>Percentage of students who receive a grade of 'C' or better in REC 100</b>	<b>Cumulative grade distribution for all sections of REC 100</b>	<b>100%</b>	<b>97.3</b>	<b>94.3</b>	<b>94.3</b>
<b>2.0</b>	<b>Students will demonstrate knowledge of the historical, scientific, and philosophical foundations of the profession</b>	<b>Percentage of students who receive a grade of 'C' or better in REC 100</b>	<b>Cumulative grade distribution for REC 100 (all sections)</b>	<b>100%</b>	<b>97.3</b>	<b>94.3</b>	<b>94.3</b>
<b>3.0</b>	<b>Students will demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the profession in decision-making</b>	<b>Percentage of students who receive a grade of 'C' or better in REC 480</b>	<b>Cumulative grade distribution for REC 480 (all sections)</b>	<b>100%</b>	<b>100.</b>	<b>98.2</b>	<b>97.8</b>
<b>4.0</b>	<b>Students will demonstrate the ability to design recreation and related experiences reflecting application of knowledge from relative facets of professional practice</b>	<b>Percentage of students who receive a grade of 'C' or better in REC 320</b>	<b>Cumulative grade distribution for REC320 (all sections)</b>	<b>100%</b>	<b>93.3</b>	<b>94.9</b>	<b>94.3</b>
<b>5.0</b>	<b>Students will demonstrate the ability to facilitate recreation experiences for diverse clientele, settings, cultures, and contexts</b>	<b>Percentage of students who receive a grade of 'C' or better in REC 220</b>	<b>Cumulative grade distribution for REC 220</b>	<b>100%</b>	<b>100.</b>	<b>100.</b>	<b>100.</b>

6.0	Students shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings	Mean average grade score for midterm exam	Research and Evaluation midterm exam	80			72.5
		Mean average score on grading rubric	Mini research proposal and presentation	70			70
7.0	Students will be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions	Percentage of students who receive a grade of 'C' or better in REC 420	Cumulative grade distribution for REC 420	100%	100	100	94.3
8.0	Students will demonstrate the ability to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions	Percentage of students who receive a grade of 'C' or better in REC 420	Cumulative grade distribution for REC 420	100%	100	100	94.3
		Mean average score on internship evaluation (1-5) for management skills	Field experience evaluation form completed by site supervisor	3.0	4.7	3.5	4.37
9.0	Students will demonstrate through a comp. internship exp. of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation	Mean average score on internship evaluation (1-5)	Field experience evaluation form completed by site supervisor	>3.0	4.3	3.5	4.49
		Mean average score on internship evaluation (1-5) for creative/original thought	Field experience evaluation form completed by site supervisor	>3.0	4.28	3.4	4.0

<b>10.0</b>	<b>Students will demonstrate knowledge of key elements involved in the delivery of Therapeutic Recreation services</b>	<b>Mean average score (1-5)</b>	<b>Student self-assessment of perceived level of competence</b> REC 231 REC 331 REC 391 REC 431	<b>3.0</b> <b>3.0</b> <b>3.0</b> <b>3.0</b>	<b>4.1</b> <b>3.9</b> <b>3.8</b> <b>4.0</b>	<b>4.0</b> <b>3.8</b> <b>4.4</b> <b>4.2</b>	<b>3.9</b> <b>3.9</b> <b>4.2</b> <b>4.3</b>
<b>10.1</b>	<b>Students will demonstrate the ability to understand and apply key elements involved in the delivery of Therapeutic Recreation services</b>	<b>Mean average score (1-5) on internship evaluation</b>      <b>Mean average score</b> <b>Mean average score</b>  <b>Mean average score</b>	<b>Mean average score for Assessment Plan and Development Implementation Documentation Evaluation Foundations</b>      <b>NCTRC practice exam</b> <b>NCTRC certification exam</b>  <b>NCTRC certification exam – First Time Candidates</b>	<b>3.0</b>      <b>60</b> <b>61.52</b>  <b>64.0</b>	<b>4.0</b>      <b>N/A</b> <b>51.43</b>  <b>53.74</b>	<b>3.4</b>      <b>67.4</b> <b>53.6</b>  <b>58.0</b>	<b>3.5</b>      <b>64.6</b> <b>---</b>  <b>---</b>
<b>11.0</b>	<b>Students will be able to demonstrate knowledge and understanding of elements involved in the provision of community recreation services</b>	<b>Mean average score (0 – 100) on CPRP practice exam</b>	<b>CPRP Practice Exam</b>	<b>65</b>	<b>N/A</b>	<b>N/A</b>	<b>34.2</b>
<b>12.0</b>	<b>Sports Management</b>						
<b>13.0</b>	<b>Travel and Tourism Management</b>						

## **Action Plan – 2011/12**

Based upon review of the evaluation results, the general areas requiring action will include:

1. SCSU TR student test scores on NCTRC exam
2. Improve TR student mean scores from intern supervisor evaluations in areas of documentation and evaluation
3. Evolution of Program Evaluation regarding student achievement of learning outcomes.

### **Specific steps will include:**

1. Add a fifth course to TR specific curriculum – allow for increased time/emphasis on documentation and evaluation.
2. Offer faculty facilitated study groups to those students expecting to take the NCTRC exam.
3. Offer to TR students one-time year NCTRC webinar on certification requirements
4. Implement a system approach to the evaluation of program indicates
5. Identify and add specific assignments/activities to evaluation/evidence of achievement of course embedded student learning outcomes.
6. Identify sports management, travel and tourism, and youth development specific learning outcome(s).

### **Results:**

1. Fifth course developed and approved by UCF. Scheduled to be offered Spring 13.
2. Not completed.
3. NCTRC Webinar re: certification requirements offered Spring 12.
4. Program Evaluation system continuing to evolve.
5. Source of evidence identified for course-embedded learning outcomes – all core courses.
6. Not completed.

### **Action Plan - 2012/13**

Based upon review of the evaluation results, the general areas requiring action will include:

1. Incorporate an external indicator/measure specific to students in the community recreation/youth development concentration.
2. Review and revise where indicated prerequisites for core courses.
3. Review add/delete cognate courses for community recreation/youth development, sports management, and travel and tourism concentrations.
4. Add new concentration specific courses if and where applicable.
5. Identify preferred 400 level internship sites for all concentrations.
6. Integrate REC 470 and REC 480 final assignment into a capstone experience.
7. Incorporate Sports Management and Travel/Tourism specific indicators.
8. Extend the use of the student portfolio beyond REC 320, restructure its use, add as an internal indicator of student success relating to expected outcomes.
9. Determine global program indicators of success

### **Results**

1. Use of CPRP practice exam as evidence of student achievement.
2. Difference between 320 & 420 competences, areas of emphasis reviewed.
3. Curriculum changes for CRYD, SM and TR approved by UCF – TT pending.
4. 470 & 480 Final Project combined (480 Literature Review, 470 Methods) for mini research proposal.
5. Data tracked for global indicators
6. Initial Sports Management Learning Outcomes identified to begin tracking in academic year 2013/14.

### **Action Plan - 2013/14**

1. Review and revise CPRP exam to correlate more directly with course content for core and CRYD courses
2. Begin to track achievement of identified sports management learning outcomes
3. Identify products from core courses to include in student portfolio
4. Full-time faculty member teaching core REC 100 course
5. Move away from final grades as a means to determine student achievement of learning outcomes and identify rubrics and products/artifacts for core courses – begin to track.
6. Include/Add the following two (2) Learning Outcomes to the core curriculum:

Demonstrate critical thinking skills, enabling students to comprehend and effectively analyze issues, make decisions, and form sound and well-based judgements. (Assess this in REC 120 and again in REC 470 using common rubric)

Demonstrate effective oral and written communication skills. (Assess this in REC 100, REC 320W, and REC 480W)

7. Identify a minimum of one (1) youth development related learning outcome.

**SECTION E**  
**FOUR-YEAR STRATEGIC PLAN**  
( Fall 2011- Spring 2015)



## Department Plan

(4 Year Strategic Plan – Fall 2011- Spring 2015)

### SCSU Goal and Strategic Initiative A - Strengthen undergraduate and graduate programs

**Department Goal: 1.0 - Revise current offerings and create new learning opportunities that are relevant to the needs of professionals in the broad field of recreation and leisure studies**

	Action Steps	Target Date for Completion	Completed	In-Process	No Action Cont.	DC
Revise TR curriculum to meet new NCTRC certification standards	<ul style="list-style-type: none"> <li>• Create new TR course-REC 441</li> <li>• Align current course competencies to NCTRC standards.</li> </ul>	Fall 2011	X			
		Spring 2012	X			
Revise cognate courses for sports management concentration	<ul style="list-style-type: none"> <li>• Review COM, HIS, SOC, MGT, EXS course offerings.</li> <li>• Determine cadre of courses to offer.</li> <li>• Email appropriate department chairs.</li> <li>• Complete and submit required UCF documents for revised program proposal.</li> </ul>	Fall 2011	X			
		Fall 2011	X			
		Spring 2012	X			
		Spring 2012	X			

Identify a plan to further develop the travel/tourism concentration	<ul style="list-style-type: none"> <li>• Explore delivery models from other universities/programs.</li> <li>• Investigate the feasibility of an interdisciplinary approach to the delivery of the concentration.</li> <li>• Expand list of advisory members, elicit input from advisory members.</li> <li>• Plan for Travel Tourism concentration.</li> </ul>	Spring 2012		X		
		Spring 2012		X		
		Fall 2013	X			
		Spring 2013		X		
Revise CRYD cognate courses to be community recreation or youth development specific	<ul style="list-style-type: none"> <li>• Review course offerings from other relevant departments</li> <li>• ID course for each area CR and YD</li> <li>• Complete and Submit UCF document for revised program proposal</li> </ul>	Spring 2012	X			
		Spring 2012	X			
		Spring 2012	X			
In partnership with the Office of Student Affairs, create a minor in Leadership Development	<ul style="list-style-type: none"> <li>• In consultation with rep from student affairs, determine categories of focus/competence</li> <li>• Review course offerings from other departments/determine fits</li> <li>• Present plan to VP Student Affairs</li> <li>• Complete and submit required UCF documents</li> </ul>	Fall 2012	X			
		Fall 2011	X			
		Fall 2011	X			
		Fall 2011	X			

Continue to investigate the feasibility of offering a graduate specialization in Youth Development – (in partnership with the sociology department)	<ul style="list-style-type: none"> <li>• Meet with new graduate coordinator for Sociology</li> <li>• Identify current course that are relevant for specialization</li> <li>• Formalize a plan for implementation</li> </ul>	Fall 2011/Spring 2012 Spring 2012 Fall 2012			X X X	
Revise 2 current courses and offer as LEP under tier II categories	<ul style="list-style-type: none"> <li>• REC 120, 381</li> <li>• Submit LEP paperwork to UCF committee</li> </ul>	Fall 2011/Spring 2012	X			
Investigate opportunities to form articulation agreements/partnerships with community colleges	<ul style="list-style-type: none"> <li>• Analysis of state community college certificate and degree programs</li> <li>• Identification of potential partnerships where synergy exists</li> <li>• Discuss with identified community college representatives to determine interests in partnership/articulation</li> </ul>	Fall 2011 Spring 2012 Fall 2012/Spring 2013	X X	X		
Investigate the feasibility of creating a specialty option in the graduate program in the area of Sports Management for students in the MBA program	<ul style="list-style-type: none"> <li>• Meet with Chair/Director of the MBA program</li> </ul>	Spring 2012	X			

Develop a certificate program for Child Life Therapy	<ul style="list-style-type: none"> <li>• Review standards I.D. by Child Life Council</li> <li>• Develop/submit new course proposal – Introduction to Child Life Therapy</li> <li>• Submit to UCF required paperwork for certificate</li> </ul>	Fall 2012	X			
		Fall 2012	X			
		Spring 2013		X		

**Department Goal: 2.0 - Achieve national accreditation for program**

Objective	Action Steps	Target Date for Completion	Completed	In- Process	No Action Cont.	DC
Develop a plan that expands the measurement of learning objectives and moves the department towards readiness for external review for accreditation	<ul style="list-style-type: none"> <li>• Increase the number and type of internal/external measures of student achievement of learning outcomes</li> </ul>	Fall 2011	X			
	<ul style="list-style-type: none"> <li>• Year 2 measure of student achievement of learning outcomes</li> </ul>	Fall 2012	X			
	<ul style="list-style-type: none"> <li>• Implement the use of e-portfolio as an internal measure of program success</li> </ul>	Spring 2013		X		
	<ul style="list-style-type: none"> <li>• Complete successful SCSU undergraduate program review</li> </ul>	Fall 2013		X		
	<ul style="list-style-type: none"> <li>• Year 3 measure of achievement of learning outcomes</li> </ul>			X		
	<ul style="list-style-type: none"> <li>• Complete and submit application for national accreditation to NRPA</li> </ul>	Summer 2013		X		
	<ul style="list-style-type: none"> <li>• Complete and submit NRPA self-assessment</li> </ul>	Fall 2013		X		
	<ul style="list-style-type: none"> <li>• NRPA accreditation site visit</li> </ul>	Spring 2014		X		

SCSU Goal and Strategic Initiative B- Integrate community engagement, campus activities, and student services into the academic life of students

Department Goal: 3.0 – Expand opportunities within the curriculum for student participation in community engagement activities

Objective	Action Steps	Target Date for Completion	Completed	In-Process	No Action	
					Cont.	DC
Formalize collaborative partnership with New Haven School System Transition Program	<ul style="list-style-type: none"> <li>Meet with representative from NH SED department to formalize a program proposal that includes a working budget</li> <li>Submit a proposal to SCSU grants office</li> <li>Evaluation of program strengths/weaknesses</li> </ul>	Fall 2011		X		
		Spring 2012		X		
		Summer 2012		X		
Continue working relationship with Hamden Transition Academy	<ul style="list-style-type: none"> <li>Organize a meeting with personnel from HTA to review program components</li> </ul>	Spring 2012	X			
Continue to cultivate partnerships with community-based non-profit youth serving agencies in the Greater New Haven area	<ul style="list-style-type: none"> <li>Attend monthly meetings of GNH consortium of youth serving agencies</li> <li>Identify opportunities for collaboration on events, programs, studies</li> </ul>	On-going	X			
		On-going	X			

Partner with the city of New Haven concerning proposed Youth Center at Armory Building	<ul style="list-style-type: none"> <li>• Attend planning meetings</li> <li>• Present programmatic ideas</li> <li>• Provide programming</li> </ul>	Fall 2012 Fall/12/Sp. 13 Fall/13/Sp. 14	X		X X	X X
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SCSU Goal and Strategic Initiative C – Foster an institutional climate of excellence in teaching, scholarship, and creative activity.

Department Goal: 4.0 – Increase the amount of creative activity produced by faculty and by faculty/students; and continue to strive for excellence in teaching

Objective	Action Steps	Target Date for Completion	Completed	In-Process	No Action Cont.	DC
Increase the amount of opportunities for faculty and faculty-students to engage in research and evaluation activities	<ul style="list-style-type: none"> <li>Investigate the possibility of increasing to number of independent projects</li> <li>Investigate the possibility in partnering with CRPA to provide opportunities for faculty-student presentations at annual conference</li> <li>Network with community partners for project/thesis opportunities – create a “project bank”</li> <li>Collaborate inside and outside of department and school on research initiatives</li> </ul>	Ongoing  Spring 2012  Fall 2012/Spring 2013  Ongoing	X  X	   X  X		
Implement a faculty to faculty peer review system	<ul style="list-style-type: none"> <li>Identify informal processes and procedures</li> <li>Initiate peer review</li> </ul>	Spring 2012  Fall 2012		X  X		



SCSU Goal and Strategic Initiative G – Increase funding from external sources to support the University's mission

Department Goal: 5.0 – Increase the amount of financial support from external sources to assist in department related initiatives through grant opportunities, collaborative arrangements, and continuing education offerings.

Objective	Action Steps	Target Date for Completion	Completed	In-Process	No Action Cont.	DC
Apply for grant funding for programs and initiatives relating to CR/YD concentration	<ul style="list-style-type: none"> <li>Investigate potential grant related funding sources</li> <li>Explore possibilities for collaborative programs/initiatives with community-based service agencies</li> <li>Submit grant application(s)</li> </ul>	Spring 2012/Fall 2012  Spring 2013  Spring 2013/Fall 2014			X  X  X	
Secure funding from external partners for collaborative initiatives/programs	<ul style="list-style-type: none"> <li>Continue to investigate opportunities for collaboration with external agencies regarding programming, events, etc.</li> </ul>	Ongoing		X		

SCSU Goal and strategic Initiative K – Prepare students and faculty for life and work in a global setting

Department Goal: 6.0 – Provide opportunities for students to gain a better understanding of issues/topics that relate to diversity and cultural differences through curriculum and experiential learning opportunities.

Objective	Action Steps	Target Date for Completion	Completed	In-Process	No Action Cont.	DC
Explore the feasibility of developing and offering an international course within the travel and tourism concentration	<ul style="list-style-type: none"> <li>• Meet with representative from Office of International Studies/Study Abroad</li> <li>• Determine the feasibility of developing and submitting course for approval</li> <li>• Submit course to UCF etc. for approval</li> <li>• Offer course</li> </ul>	Spring 2012   Spring 2013  Fall 2013  Summer 2014	X   X	   X  X		
Be leaders on campus in diversity education	<ul style="list-style-type: none"> <li>• Through REC 220 assignments, produce one diversity related campus-wide event per year</li> </ul>	Spring 2012, and ongoing	X			

Department Goal: 7.0 – Sustain the health of the department and profession by recruiting qualified students to the major

Objective	Action Steps	Target Date for Completion	Completed	In-Process	No Action Cont.	DC
Recruitment of qualified students	<ul style="list-style-type: none"> <li>Update department webpage and brochures annually</li> <li>Create a department Facebook page/account</li> <li>Seek out the development of articulation agreements with community colleges (goal#5)</li> <li>Develop a more comprehensive marketing plan (with Public Affairs, Admissions)</li> </ul>	<p>Every fall – ongoing</p> <p>Spring 2013/Fall 2013</p> <p>Ongoing per goal #5</p> <p>Spring 2013</p>	<p><b>X</b></p>	<p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p>		

## **SECTION F**

### **GRADUATE PROGRAM REPORT –2012/2013**