Graduate Program Prioritization Criteria and Questions/Elements

1. History, Development and Expectations of the Program

a. Provide, to the best of your ability, a brief description of the program’s history including the evolution of the program over the years. Describe specific changes that have been made to the program curriculum, changes to student demographics and the impact of these changes on the program, and efforts to recruit students to the program. If this is a new program, describe efforts to build the program and the progress of these efforts to date. (550 words)

History
The MS in Recreation and Leisure Studies began in 1974 housed in the Division of Health, Physical Education and Recreation. During the 1990’s the RLS Department became one of five departments in the School of Health and Human Services.

The program mission continues to be twofold;

- To serve the recreation and leisure service profession by preparing practitioners to provide effective public service in community and therapeutic settings by offering effective programs, facilities and experiences that fulfill the needs of communities, families and individuals.

- Increase the public appreciation of the social significance of recreation and leisure in the enhancement of quality of life.

Initially the program offered specialization options in three areas: recreation administration, therapeutic recreation, and college teaching. In 2004, college teaching was eliminated. A new specialization in non-profit management was introduced. Faculty resources were identified, courses were developed, and an advisory committee of local leaders of non-profit organizations was established. Subsequently, the department was asked to put plans on hold. The department continues to offer the recreation administration and therapeutic recreation concentrations.

Development
Changes over the past ten years have allowed the program to remain professionally relevant as offers a meaningful and effective experience for
students who complete the program. These changes include curricular modifications, new faculty appointments and increased efforts to effectively market the program.

Curricular Changes
The program is offered so that full-time students complete the thirty-six credit program in three semesters. Part-time students (two courses per semester) complete the program in two and one half years, including summers. Approximately ninety percent of students complete the program on a part-time basis. Working professionals are the main demographic.

Classes are offered Tuesday nights on a two-year rotating basis. The department maximizes efficiencies by offering three courses per semester, effectively eliminating course cancellations (only 1 in the past 10 years). Full-time faculty teach core courses. The predictability and dependability of this structure is well-received by current and former students.

Curricular changes keep the therapeutic concentration in alignment with the certification standards of the National Council for Therapeutic Recreation Certification (NCTRC). The administration concentration is currently revising courses to meet contemporary demands of recreation administrators.

Recruitment
Marketing efforts include graduate school open house events, communication with professional trade organizations, and the department website. Current efforts to increase outreach include greater contact with the alumni base, development of a marketing strategy based on current social media opportunities, and continual communication with professional organizations and affiliations.

Faculty members are involved with student and professional organizations on the state, national and international level raising awareness of the opportunities provided by the program.

Expectations
Expectations for the program are very high including anticipated growth over the next five years. The value placed on positive recreational choices as they contribute to the quality of life has never been more appreciated in society. The current RLS masters degree is the only program, public or private, offered within the State of Connecticut.

The development of a new MS degree in Sport and Entertainment Management is currently under review by the BOR. It will be offered
exclusively online and marketed beyond the traditional markets for SCSU programs. This new major will attract students from our undergraduate student body, students within the state and a gradual inclusion of non-resident students.

Is there anything else you would like us to know? (Issues you might choose to discuss could include visibility of the program, relationships the program has external to the university, changes in the economic support for the program, staffing, etc.) (150 words)

The Recreation and Leisure Studies program occupies a prominent position in the state due to the uniqueness of its content. As the only M.S. degree program offered in the state (public or private), there is a high level of visibility within the recreation profession and within the New England region. Many recreation professionals who hold senior level or supervisory/management positions in municipalities, non-profit agencies, hospitals and other settings across the state are graduates of our program. Many of these same people serve as members of our Advisory Board. Because participation in a practicum or internship experience is required within the program, the department has formed many formal relationships with various municipal recreation departments, nonprofit agencies, hospitals, residential facilities and skilled nursing facilities throughout the state.

2. External Demand for the Program

a. Using the data provided, review and explain the relationship between the program and external factors that impact the:
   
   i. number of applicants and percentage of applicants accepted

   ii. 5-year enrollment trends (450 words)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Applications</th>
<th>Accepted</th>
<th>Acceptance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>MS-REC</td>
<td>22</td>
<td>17</td>
<td>77%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>MS-REC</td>
<td>21</td>
<td>15</td>
<td>71%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>MS-REC</td>
<td>33</td>
<td>30</td>
<td>91%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>MS-REC</td>
<td>31</td>
<td>26</td>
<td>84%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>MS-REC</td>
<td>24</td>
<td>18</td>
<td>75%</td>
</tr>
</tbody>
</table>
### Enrollments

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '10</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '11</th>
<th>Spr '12</th>
<th>Fall '12</th>
<th>Spr '13</th>
<th>Fall Avg</th>
<th>Spring Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>31</td>
<td>27</td>
<td>27</td>
<td>25</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>14</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>31</td>
<td>26</td>
<td>29</td>
<td>28</td>
<td>37</td>
<td>49</td>
<td>45</td>
<td>45</td>
<td>39</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>Full-Time</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Part-Time</td>
<td>25</td>
<td>27</td>
<td>21</td>
<td>23</td>
<td>21</td>
<td>27</td>
<td>35</td>
<td>30</td>
<td>34</td>
<td>29</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

### National Data

1. National data indicates a 92% increase in Bachelor’s degrees awarded in parks, recreation, leisure and fitness studies between 1999 - 2009. (Retrieved from The Department Chair. Wileyonlinelibrary.com vol.22 #4. 2012)

As identified above, the total number of applications to the program increased by approximately 30% for the academic years 2010/2011 and 2011/2012, as compared to the previous two academic years. This increase can be attributed primarily to fact that the program coordinator made a concerted effort to market and recruit undergraduate RLS majors at SCSU. In fact in academic years 2010/11 and 2011/12, 20% of newly admitted students were graduates of our undergraduate program. In other years graduates of our undergraduate program represent approximately 5% of the total number of new students admitted.

The percentage of students accepted to the program ranged from a low of 71% to a high of 91%. The relatively high rate of acceptance is directly related to what historically has been the first point of entry to our program, which is either an email or phone inquiry from prospective students. In all of our limited marketing efforts, we encourage potential candidates to make contact with the program coordinator via email or phone. This initial interaction helps potential students to gain a clear understanding of the purpose, structure, requirements, and expectations of the program. As such, we more readily interact with candidates who meet graduate school and department requirements, follow through and submit and complete their applications, and are eager to begin their studies.

Of those students accepted, internal department data indicates 50% of students accepted specialize in recreation administration, while 50% choose therapeutic recreation. This has remained consistent over the five year span.

2. As mentioned in 1a the program is designed primarily for part-time working individuals who are either entering the program for the purpose of career advancement, or who are looking to change careers. As such, the ratio of part-time students to full-time students has a range of 87% part-time to 13%, full-time to a low of 66% to 33%. For those students who are considered full-time, the program coordinator, in consultation with the student, is able to
use additional recreation courses as well as courses from other departments to achieve a full course load. For example, IDS-516 Grant-writing is a course frequently recommended to students.

The percentage of students enrolled in the program over the five year span by gender by average is roughly 60% female, and 40% male. Within the two areas of specialization, 75% of students in the therapeutic recreation specialization were female, while most males 75% elected to specialize in recreation administration.

b. Which employers, institutions and/or communities benefit from this program? Describe how the program meets the needs of the state (e.g., economic, cultural, civic, etc.)? (150 words)

Our program prepares graduate students who advance to or assume leadership roles in municipal, nonprofit, and commercial settings that are involved with the development and delivery of recreation and leisure related programs, experiences and services that serve the needs of and enhance the quality of life for all community members and program participants. Quality programs developed and directed by qualified individuals (our students) serve community and societal needs by promoting healthy and active lifestyles, enhancing youth development, and act as an engine for economic growth.

Graduates of our therapeutic recreation specialization practice in hospital, residential, long term care, and community-based settings. As reported in the Bureau of Labor Statistics 2010-2020 Job Outlook, employment for recreation therapists is expected to grow faster than average due to an increase in our elderly population and an expansion of federally funded services for persons with disabilities.

c. Is there anything else you would like us to know? (Issues you might choose to discuss could include competition from local, regional, and other institutions.) (100 words)

There is no competition from either public or private universities within the state. Regionally the only public universities that offer a comparable program are the University of New Hampshire, and the University of Southern Maine. Our closest competitor is Springfield College, a private college located in Western Massachusetts.

3. Internal Demand for the Program

a. Using the data provided, please describe how courses in your program serve students in other programs. What percent of
students in your courses come from other programs? Please provide enrollment data for graduate courses offered by your department that are required for other graduate programs. (Some of your discussion in this section may be repetitive, but is important in understanding the internal demand for the program.) (100 words)

Graduate Recreation and Leisure Studies courses are not required by any other department or program. Data from the table in 6a indicates that 93% of billable hours are generated from our majors. Courses offered during the fall/spring terms are either core or specialization courses and only Recreation and Leisure Studies majors take these courses. Elective courses offered by the department during summer and winter sessions are courses that attract students from other departments, and attribute for the 7% of non-major billable hours.

b. How is enrollment for your graduate program influenced by enrollment in your undergraduate program? Is there potential for a formal pathway between the two programs? (100 words)

With the recent addition of two new undergraduate concentrations, the department has realized a sharp increase in overall undergraduate major count. It is believed that this increase coupled with a greater emphasis placed on recruiting our own students into the graduate program were the driving forces attributing to the increase in applications in fiscal years 2010/11 and 2011/12.

With the addition of the Sport and Entertainment Management program this fall, the department will have three programs that correlate with the undergraduate concentrations, thus setting up the possibility for creating three 4+1 pathways.

c. How reliant are you on non-program students taking your courses? (100 words)

Our M.S. program is not reliant on enrollment by non-program students in our classes. Data derived from department annual reports indicates that, over the past five years, core courses have averaged 23 student majors, and specialization courses have averaged 16 student majors.

d. Does the program produce services needed by other parts of the campus (e.g. clinics, testing services)? (100 words)
Our students are frequently employed by the Office of Student Affairs providing program planning and supervision in the recreation department on campus helping to support the university's efforts in creating a positive and healthy living and learning environment.

e. Is there anything else you would like us to know? (100 words)

Due to the retirement of a full-time tenured faculty member and the growth of our undergraduate program, department faculty did not feel as though we could continue or sustain the number of admissions to the program that were realized in academic years 2010/11 and 2011/12. With the agreement of the school dean, it was determined to reduce the percent/number of students accepted into the program for the academic year 2012/13. The end result was fewer applications and fewer students accepted into the program which, on an annual basis, is within what was determined to be the capacity for the program.

4. Quality of Program Inputs and Processes

a. Please provide a narrative of how the qualifications and assignments of your full and part-time faculty align with and support the program. Please include a discussion of the challenges and successes the department faces in providing qualified faculty to meet the needs of the program. In those programs where it is appropriate, please discuss the integration of adjuncts into the program’s curriculum. (450 words)

At present, the Department of Recreation and Leisure Studies has four full-time tenured or tenure track members, and a fifth member who is a one year appointment, filling the open line created by a recent retirement. The department is currently in the search process to fill this position. In addition, and associated with the expected fall 2014 launch of the online M.S. degree program in Sport and Entertainment Management, we have been afforded an additional position currently under search.

Faculty members have both educational and industry related experience and expertise in the two areas of specialization. All four full-time faculty are members of the graduate faculty and each teaches one of the four core courses offered in the program. In addition, each faculty member teaches a minimum of one specialization course that relates to their particular area of expertise.

All faculty actively participate in our student's culminating experiences serving as either primary or secondary advisors for the special project or
thesis. Full-time faculty members also serve as advisors for student practicum and internship experiences.

The department makes use of long standing part-time faculty who are experienced and have expertise in various components of the curriculum. They are considered leaders within each of the areas of specialization. For example, one adjunct is currently the Board President of the Connecticut Recreation and Parks Association, and another is the past Board President of the National Council for Therapeutic Recreation Certification. The inclusion of adjunct faculty is a strength of the program as it allows for the introduction of curricular elements taken directly from professional settings. The interactions between the students and these practicing professionals often leads to further affiliations beyond the classroom having significant benefit for the professional advancement of the students.

f. Briefly describe the merits and logic of your curriculum. (250 words)

The program is well positioned within the recreation profession to provide students with both theoretical and practical growth opportunities. The curriculum addresses the national standards for both recreation administration and therapeutic recreation making the program relevant to the desired audience. The program understands that it serves primarily working professionals and is designed to be accessible for those non-traditional students that constitute the majority of our enrollment. There is room for strategic growth in both concentrations.

g. How dynamic is your program? Please identify and describe what procedures are in place to provide continued, regular evaluation and review (include formal and informal activities). Describe the impact of the review on the program and curriculum (e.g., FAAR data may be used as evidence, as well as other documentation of changes to the curriculum). (300 words)

A department specific strategic plan was developed several years ago to align department activities with the university's mission and strategic initiatives. This plan serves to guide and strengthen our current program and to facilitate the development of new programs (i.e. M.S. in Sport and Entertainment Management).

The department also employs a program evaluation system/process that is used to continuously evaluate and assess our programs strengths and weaknesses. Aligned with program goals and expected student learning
outcomes, it includes varying indirect and direct measures of assessment/evaluation. The following comprise the program evaluation system:

Indirect measures used to collect data
- Faculty and students annually participation in the analysis of program strengths and weaknesses
- Yearly faculty and advisory board review of goals and objectives, and progress towards strategic planning initiatives
- Annual review by faculty of student formal and informal course evaluations
- Graduate program survey and review of results every two years
- Review and discussion of the contents of the department annual report

Direct measures used to collect data:
- Pre and post assessments results
- Internship site supervisor evaluations
- Capstone experience quality
- National practice exam scores
- Results of course embedded assignments.
- Pass rate on NCTRC exam
- Course embedded assignments

The annual review of data/reports generated from the evaluation process leads to the development of action plans that include items that have both a direct and indirect impact the program and curriculum. Recent action items have included:
- Development of a new M.S. degree program
- New course developed for the therapeutic recreation specialization
- Change in the delivery of the therapeutic recreation curriculum to a hybrid model
- Revision of student assignments in core courses to better align with course content and expected outcomes
- Development of a 3-credit special project course

h. Is there anything else you would like us to know? (Issues you might discuss could include the quality of your incoming students, or a comparison of your curriculum, courses, assessments, experiences to similar programs. How does your program better serve students than similar programs offered elsewhere?) (200 words)
The average GPA of incoming students for the 5 year span was 3.2. This is in stark contrast to years previous when the minimum GPA to enter graduate school was 2.5, and the department GPA for newly admitted students was 2.7. When the graduate school moved the minimum GPA requirement from 2.5 to 3.0, many within the department felt as though that change would be detrimental to the department in terms of overall number of students. The opposite has occurred.

As noted previously, ours is the only program offered in the state, and one of only a few offered within New England. Our program and curriculum compares in terms of courses offered, program options/specializations, and expected outcomes to that of our nearest competitor Springfield College, as well as our peer institution/program SUNY-Cortland.

5. Quality of Program Outcomes

a. How does your program use assessment data to ensure quality of student outcomes? Describe the quality of your program outcomes. (e.g., G.P.A., Student Opinion Surveys, course evaluations, alumni surveys, professional assessment/evaluation, other assessments, participation in groups or organizations that focus on pedagogy or andragogy. Insert a table listing your program outcomes. Note that the table does not count in the word limit). (900 words)

(i.) Overall GPA for enrolled students

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Fall '10</th>
<th>Spr '10</th>
<th>Fall '11</th>
<th>Spr '11</th>
<th>Fall '12</th>
<th>Spr '12</th>
<th>Fall '13</th>
<th>Spr '13</th>
<th>Fall Avg</th>
<th>Spring Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>29</td>
<td>31</td>
<td>26</td>
<td>29</td>
<td>28</td>
<td>37</td>
<td>49</td>
<td>45</td>
<td>45</td>
<td>39</td>
<td>35</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.69</td>
<td>3.76</td>
<td>3.74</td>
<td>3.69</td>
<td>3.62</td>
<td>3.51</td>
<td>3.56</td>
<td>3.73</td>
<td>3.77</td>
<td>3.66</td>
<td>3.68</td>
<td>3.67</td>
<td>3.67</td>
</tr>
</tbody>
</table>

(ii.) Student Opinion Survey Results
### Course Information Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of instruction have helped me understand the subject matter.</td>
<td>99%</td>
<td>94%</td>
<td>92%</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Reading the assigned material has helped me understand this subject.</td>
<td>95%</td>
<td>85%</td>
<td>85%</td>
<td>84%</td>
<td>88%</td>
</tr>
<tr>
<td>Exams and out-of-class assignments have helped me understand the subject matter.</td>
<td>98%</td>
<td>91%</td>
<td>87%</td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td>Number of exams &amp; other graded assignments has been sufficient to evaluate my progress.</td>
<td>99%</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My experiences in this class make me want to learn more about this subject.</td>
<td>95%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the quality of instruction in this course as high.</td>
<td>100%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the overall quality of this course as high.</td>
<td>98%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helped me meet the learning goals.</td>
<td></td>
<td>92%</td>
<td>83%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>This course evaluated how well I met those learning goals.</td>
<td></td>
<td>88%</td>
<td>76%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>My experience in this course helped me appreciate this subject.</td>
<td></td>
<td>95%</td>
<td>79%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>The instructor provided regular feedback on my performance in this course.</td>
<td></td>
<td>92%</td>
<td>79%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>The instructor had high standards for student achievement.</td>
<td></td>
<td>92%</td>
<td>86%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>The instructor encouraged me to take responsibility for my own learning.</td>
<td></td>
<td>98%</td>
<td>87%</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

iii.) The general goals of the master’s degree program are as follows:

1. To prepare graduate students for advanced professional roles in park and recreation leadership, management, teaching, and research.
2. To contribute to the growing understanding of parks, recreation, and leisure through research, 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 graduate students with opportunities for experiential learning, enabling them to embrace their professional preparedness.
5. To provide a body of knowledge that heightens graduate student’s awareness of the complex issues facing individuals with disabilities in their pursuit of recreation and leisure in a free society.

Outcomes expected for graduates:
The set of standards provides the general student learning outcomes for the graduate program. These outcomes have been adapted from the Council on
Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) standards and set the foundation for parks, recreation, tourism and related professional curricula in the following three areas: 1). Foundations of the profession, 2). Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups, and 3). Management and administration of services.

1. Students will demonstrate knowledge of, a) the nature and scope of the recreation profession, b) techniques and processes used by professional workers in these industries and, c) the foundation of the profession in history, science and philosophy
2. Students will demonstrate knowledge of operations and strategic management/administration in recreational services
3. Students will demonstrate knowledge of and ability to, a) apply research and evaluation methods and practices and, b) utilize the results of research and evaluation to improve practice/services
4. Students will demonstrate through a practicum experience the potential to succeed as professionals at a supervisory or higher level in recreational services
5. Students will demonstrate through the ability to design, implement and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity

In addition, standards have been identified that address expected outcomes specific to the recreation administration and therapeutic recreation specializations.

Recreation Administration Specific Learning Outcomes
1. Students will demonstrate knowledge and application of planning and development of recreational services
2. Students will demonstrate knowledge and application of legal issues related to risk, safety, and security in recreational services
3. Students will demonstrate knowledge and application of recreational facility design and management

Therapeutic Recreation Specific Learning Outcomes
1. Students will demonstrate the ability to assess, plan, implement, document, and evaluate individualized therapeutic recreation services that facilitate targeted outcomes
2. Students will demonstrate the ability to assess the needs of groups of individuals, conceptualize, develop, and implement comprehensive therapeutic recreation programs, and evaluate program effectiveness
3. Students will demonstrate knowledge and practice of various interventions and facilitation techniques used in the delivery of therapeutic recreation services
4. Students will demonstrate knowledge of various management, marketing, and accounting principles and practices associated with the delivery of therapeutic recreation services
5. Students will demonstrate through a culminating experience, the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, an stimulate innovation

External program accreditation for the discipline is awarded through the Council on Accreditation of Parks, Recreation, Tourism and Related Disciplines. Although we currently are not externally accredited, recent (2013) changes to the accreditation standards now makes it more practical for us to apply. Our system and processes for assessing program/student outcomes puts us in a favorable position to eventual become externally accredited. Recent data used to assess student outcomes reveals positive results.

**Overall GPA** of enrolled students (table i.) indicates that students are consistently meeting expectations and responding positively to the rigor of the program. **Student Opinion Survey** (table ii.) results for all items are generally over 80% for agree and strongly agree. It is noted that in academic year 2011/2012 average scores relating to 3 survey statements dipped below 80% agree and strongly agree and can be associated with an issue in one particular course that was addressed and corrected. The results of the **Program Survey** administered by the Office of Assessment and Planning indicated significant increases in student responses to items relating to all 5 of the core student learning outcomes presented.

Last spring 2013 our program experienced a successful review conducted by members of the Academic Standards Committee of the Graduate Council as part of the **5-year program review** process. The assessment report produced and submitted by the committee was positive on all fronts.

The results of the last administered **Student/Faculty Survey** indicated that 95% of students who completed the survey agreed or strongly agreed with all items that related to courses and program.

b. **Is there anything else you would like us to know?** (Issues you may choose to discuss could include preparing your students for employment or further scholarly pursuits. Where possible provide data driven examples, e.g., number of students who pass the licensing exam). (300 words)
The demonstrable effectiveness of the program can be measured by the fact that many of our students are either obtaining employment, or have realized career advancement upon completion of our program. Below are examples of some of the varied positions and agencies and facilities where our most recent graduates have been hired or who have received promotions/advancement:

Certified Therapeutic Recreation Specialist - Hospital for Special Care Director of Parks and Recreation – Town of Griswold Rehabilitation Therapist - Greater Bridgeport Mental Health Center Certified Therapeutic Recreation Specialist - Veterans Affairs Hospital of San Diego, California Recreation Coordinator - Bristol Parks and Recreation Senior Rehabilitation Therapist – St. Vincent’s Behavioral Health CEO, Program Development Director – Animal Assisted Therapy, Inc.

In addition, self-reports from students graduating from the therapeutic recreation specialization indicate that 90% of those who took the national certification exam successfully passed and hold the nationally certification credential. Two recent graduates elected to pursue careers in higher education and were accepted into doctoral programs.

6) **Size, scope and productivity of the program**

   a. **How many credit hours does the program generate? (table generated by OMIR)**

<table>
<thead>
<tr>
<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic Credits</td>
<td>342</td>
<td>297</td>
<td>414</td>
<td>501</td>
<td>483</td>
</tr>
<tr>
<td>Major Credits</td>
<td>324</td>
<td>252</td>
<td>363</td>
<td>501</td>
<td>471</td>
</tr>
<tr>
<td>Total Students</td>
<td>114</td>
<td>97</td>
<td>136</td>
<td>167</td>
<td>161</td>
</tr>
</tbody>
</table>

   b. **What degrees or certificates are awarded? (This is a simple list of degrees and will list only one degree or certificate unless you are one of the programs approved to report your data in combination)(in table form with item c)**

   Masters of Science in Recreation and Leisure Studies

c. **How many degrees or certificates have been awarded (five year data)?**
d. Using the data provided, present and discuss the record of the graduate faculty in research/creative activity. (200 words)

With a small department faculty there has been adequate productivity in terms of research and creative activity. Included in and in addition to data from FAAR, over the five year span, faculty have produced 18 publications, delivered 29 presentations, been the recipients of 3 grants, and have participated in over 15 professional conferences. Two faculty members serve as reviewers for professional journals in their respective areas of expertise. One member of the faculty most recently published a book chapter, and has negotiated with a publisher to produce a book. In addition faculty members are well represented on the state, national and international level in leadership positions in their areas of expertise.

**Publications**

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Book, Chapter in Scholarly Book-New</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Book, Chapter in Textbook-New</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Conference Proceeding</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Journal Article, Academic Journal</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Newsletter</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional Presentations**

<table>
<thead>
<tr>
<th>Presentation Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Professional Conference Participation**

<table>
<thead>
<tr>
<th>Role</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendee</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**Contracts, Grants and Sponsored Research**

<table>
<thead>
<tr>
<th>Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**e. What types of student or student/faculty research or creative activity have been developed and or produced (e.g., include theses, dissertations, special projects)? (100 words)**

The culminating experience for most of our graduate students is the special project. Over the 5-year time span graduate students have successfully completed over thirty special projects. The outcomes or deliverables associated with the projects include new program models, new program curriculum, program manuals, risk assessments, and new facility designs. In addition, 3 students completed thesis. An example of a completed thesis is *Recreation professional’s perspectives on parent and coach challenges in community-based youth sports programs*. Five students completed research projects via the independent study, and three students delivered a presentation at a professional conference.

**f. In your narrative discuss how all these data impact or have impacted the size, scope or productivity of your program. (200 words)**

For the most part, the academic credits generated via the increase in admissions and course enrollments have increased over the course of the 5-year report period. Likewise, last year produced a high number of students who successfully completed the program and received their degrees.

If productivity is measured by credits generated, number of students serviced, and the amount and extent of both faculty and student creative work, then the combined overall productivity of the four department faculty would most likely be deemed high.

Something that we have encountered over the past two years is a backlog with students completing special projects. Typically, students register for special project and are assigned a faculty member for advisement. In most cases, it takes students more than one semester to successfully complete a project. Faculty continue to work with students into and at times through the following semester without receiving additional credits in addition to the other for credit work assigned for that particular semester. This problem is
only heightened by the fact that all four current faculty members have a balance in overload credits. We hope that with the addition of two new faculty members, some of the overload issues will subside.

**g. Is there anything else you would like us to know (this might include a discussion of equipment purchased solely for the purposes of the graduate program). (100 words)**

No equipment needs identified at this time.

### 7) Revenue and other resources generated by the program

**a. What are the sources and how much revenue does the program generate through student enrollments?**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Student Tuition and Fees</th>
<th>Other Revenue Sources</th>
<th>Grand Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>241,083</td>
<td>44,621</td>
<td>285,704</td>
</tr>
<tr>
<td>2011</td>
<td>304,430</td>
<td>63,830</td>
<td>368,260</td>
</tr>
<tr>
<td>2012</td>
<td>416,650</td>
<td>114,436</td>
<td>531,086</td>
</tr>
</tbody>
</table>

**b. What are the sources and how much additional revenue does the program generate through fees such as laboratory or special user fees? (50 words)**

There is no additional revenue from laboratory fees or special user fees.

**c. What are the sources and how much revenue does the program generate by services (e.g., external or to other programs)? (50 words)**

No additional revenue is generated by “other” services.

**d. In the narrative on this section discuss how the revenues and other resources impact the size, scope and productivity of your program? (100 words)**
The progressive increase in reported revenues from 2010 to 2012 correlates directly to the increased number of students accepted into the program during the academic years 2010/11 and 2011/12. Course rotation and schedules were devised several years ago in an attempt to effectively maximize efficiency and productivity, while maintaining a high degree of effectiveness.

e. Is there anything else you need us to know? (You may wish to discuss grant activity, gifts to the University, etc.) (100 words)

8) Costs and other expenses

a. What are the total costs of the program? (table)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Employee Compensation</th>
<th>Operating Expenses</th>
<th>Allocated Overhead and Indirect Costs</th>
<th>Grand Total Costs</th>
<th>Net Income / (Loss) Per BCH</th>
<th>Ratio of Costs to Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>(125,087)</td>
<td>(1,022)</td>
<td>(114,406)</td>
<td>(240,515)</td>
<td>77.92</td>
<td>0.86 : 1.00</td>
</tr>
<tr>
<td>2011</td>
<td>(144,386)</td>
<td>(1,800)</td>
<td>(134,289)</td>
<td>(280,475)</td>
<td>125.14</td>
<td>0.79 : 1.00</td>
</tr>
<tr>
<td>2012</td>
<td>(171,177)</td>
<td>(1,376)</td>
<td>(174,330)</td>
<td>(346,883)</td>
<td>201.79</td>
<td>0.67 : 1.00</td>
</tr>
</tbody>
</table>

c. What investment in new resources does the program require? (200 words)

The major resources the program needs are additional marketing dollars, the development of additional revenue sources to support professional conference attendance for students and to capitalize on the opportunities presented in criteria 10.

d. What demonstrable efficiencies exist in the way the program is operated (e.g., summer courses; cross-listed courses, etc.)? (100 words)

The program has always been structured and delivered in such a way as to maximize efficiencies while maintaining a high level of effectiveness. A review in Banner of courses offered over the 5-year report period indicates that a total of 13 core courses were offered with an average of 23 students enrolled per course (capacity 25). For specialization courses, 19 courses were offered with an average of 16 students enrolled per course (capacity 20).
9) **Impact, justification, and overall essentiality of the program**

a. **How does this program connect to the University’s mission statement and/or the Graduate School’s mission statement? (100 words)**

The mission of the Recreation and Leisure Studies Department is consistent with the University’s mission to provide exemplary graduate and undergraduate education in professional disciplines. The department seeks to ensure student success, remain affordable and sustainable, facilitate innovation and economic growth and provide an equitable experience for all students.

b. **How does this program respond to societal needs that the institution values? (e.g., producing a critical thinking, educated citizenry; improving the state’s workforce; meeting health care needs of the community, etc.)? (100 words)**

The MS program, by preparing well-trained professionals, contributes to the quality of life for the residents of the state and others who benefit from the work of the graduates beyond our borders. The positive use of leisure, supported by recreational professionals, contributes greatly to the realization of the institutional values of an educated citizenry, creates growth in the leisure sector of the economy and reinforces the need for healthy activity choices during one’s free time. The benefits of therapeutic recreational training allows for those of varying levels of ability to achieve social, intellectual and physical goals.

c. **To what extent does this program help the institution differentiate itself from similar programs at peer institutions? (100 words)**

The MS program is the only public or private graduate program offered in Connecticut. The Universities of New Hampshire and Southern Maine are the only other public universities in New England that offer a comparable program. Despite the lack of proximate programs, the MS program seeks to distinguish itself through excellent teaching and committed dedication to the goals of the university and our students.
The program has experienced a challenging level of enrollment over the past five years. There continues to be a strong level of satisfaction expressed by the students and a high level of affiliation/identification with the SCSU.

d. Is there anything else you would like us to know? (100 words)
The program has consistently emphasized the continued refinement of a practical curriculum designed to support professional development. It has been observed that a number of similar programs throughout the country have been reduced or eliminated due to a lack of focus on career based training. This program will continue to provide professional training that is relevant to new and mid-career professionals seeking to increase their knowledge of the best practices in recreational administration and service provision.

10) Opportunity analysis of the program

a. Describe the external opportunities for strengthening your program. (300 words)
The existing program will benefit from a closer relationship with the professional organization in the state; the Connecticut Recreation and Parks Association. Professionals in the field may collaborate with graduate students to complete data driven studies relative to the needs of their communities. Additional professional relationships in the areas of non-profit management, exemplified by organizations like the Boys & Girls Clubs, The YMCA and Jewish Community Centers would be mutually beneficial.

Likewise, the commercial recreation sector offers additional opportunities for collaboration, internship experiences and professional development yet to be fully realized. Municipalities have been mandated to provide recreational experiences for citizens of all abilities, potentially creating opportunities for therapeutic recreation specialists to find employment in additional settings.

Additional opportunities to both expand and increase program offerings are possible via continued progress towards achieving the strategic initiatives identified as part of the department’s strategic plan, and include the following:

- Continued exploration of designing an M.S. in Tourism Management in partnership with representatives from the CCSU B.S. Tourism
program. At present, there is no advanced degree program in the CONN-SCU system offered in this area of study.

- In partnership with SWK and in collaboration with other departments within SHHS and the MBA program, continue with the development of certificate and/or degree programs in Non-Profit Administration and Healthcare Administration. Supporting this initiative is a 2008 report by the Connecticut Association of Non-Profit (CAN) indicated that Non-Profits employ 11% of Connecticut’s workforce and generated over $8.7 billion in wages in 2008.

- Consider apply to the New England Board of Higher Education (NEBHE) tuition reduction program so that we can attract potential students from Massachusetts, Rhode Island and Vermont. Our undergraduate is approved under this program.

- Aligned with new certification standards, develop specialty certificate program in therapeutic recreation

b. Describe the internal opportunities for strengthening your program. (300 words)

The greatest internal opportunity to strengthen our program would be through the development of 4 + 1 programs. As mentioned in criteria 3b, the opportunity exists to create such programs. Our undergraduate program presently offers to students four areas of concentration: community recreation/youth development, therapeutic recreation, sport management, and tourism management. Our current graduate program specializations – recreation administration and therapeutic recreation, along with the addition of the M.S. in Sport and Entertainment, align with our undergraduate concentrations and would allow us to create 3 potential pathways for students who want to continue their studies and achieve the master’s degree.

Additional areas that faculty have identified that provide opportunities to both expand and gain efficiencies include:

- Aligned with our undergraduate concentration in youth development, renew efforts to work with the Sociology Department to create a specialization or M.S. Program in Youth Development.
• With new external accreditation standards placing a greater emphasis on management/administration competencies, consider working with the MBA program to allow our students to take appropriate MBA courses as part of their thirty-six credit planned program.

• As a department within the SHHS, there are opportunities to professional discipline-specific certificate programs.