**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s):  Recreation & Tourism Management A.A. degree-in process-for Fall of 2016 |
| Certificate(s):  Recreation Management Certificate-complete |
| Contact Information for lead on Self-Study:  Name: Cheryl M. Boron, M.S.  Campus: SPC  Phone: 520-494-5353  Email: Cheryl.boron@centralaz.edu |

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| **Program Description, Vision and Outcomes** |
| What is the description of the program as stated in the current CAC catalog:  **New Description for Fall of 2016:**  **A.A:** This A.A. Degree prepares students for professional positions of **employment** in Parks,  Recreation and Tourism Management program areas.  This program also prepares students for **transfer** into Parks, Recreation and Tourism upper level degree programs.  Preparation in areas such as **program delivery positions** in the diverse public, nonprofit and private organizations in Parks, Recreation and Tourism.  The recreation related professions represent a diverse field focusing on the role of leisure in youth and adult development, or parks/open space to community quality of life, or leisure, sports and natural resource tourism to economic and community development, and providing human services in meeting community needs.  **Same Description as before:**  **Certificate:** This certificate prepares students for employment in recreation and tourism management and program delivery positions in diverse public, nonprofit, and private organizations such as municipal and county parks and recreation departments, state and national resource agencies, YMCAs, Boys and Girls Clubs of America, and other nonprofit agencies, clinical rehabilitation centers, hospitals, visitor and convention bureaus, senior centers, resorts and spas, destination management companies and other components of the tourism/commercial recreation industry. |
| Does your program have any other written mission or vision statements which do not appear in the catalog? If yes, please write them below and indicate where they appear.  No. We are currently revising the program description (see above revised for A.A. degree) for fall of 2016 to match the current goals of the A.A. degree |
| Describe how the program’s description, mission and/or vision aligns with the College’s Mission: Central Arizona College engages our diverse communities in quality learning experiences for lifelong success by providing accessible, educational, economic, cultural, and personal growth opportunities. The description touches all of these areas for our lifelong learners as you can see in the course competencies below. There is also ‘field experience’ assignments in both REC101, REC250 and REC108. |
| What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:  ***Certificate:*** 1. (Analysis Level) Identify and compare the conceptual foundations of play, recreation and leisure.  2. (Analysis Level) Explain and compare the significance of play, recreation and leisure in contemporary society and the relationship these concepts have with historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical and environmental perspectives.  3. (Comprehension Level) Explain and discuss the significance of play, recreation and leisure throughout the lifespan to include the developmental, preventive and therapeutic role of these concepts.  4. (Analysis Level) Analyze and compare the interrelationship between leisure behavior and the natural environment, as well as how the natural environment facilitates the achievement of a state of leisure.  5. (Evaluation Level) Determine and assess the relationship of environmental ethics to leisure behavior, including environmental protection and preservation in park or recreation facility development and program provision.  6. (Comprehension Level) Explain and discuss the following as they relate to recreation, park resources, and leisure services: history and development of the profession, professional organizations, as well as current issues and trends in the profession.  7. (Analysis Level) Relate ethical principles and professionalism to professional codes of ethics and standards of conduct and examine how these areas are critical in defining leisure services as a profession.  8. (Analysis Level) Distinguish between the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources and leisure to include an understanding of the public, private, profit and not-for-profit delivery systems that address the leisure needs of the public, examining how they work together and their importance.  9. (Synthesis Level) Model and explain the ability to use various leadership techniques to enhance individual, group and community experiences.  10. (Comprehension Level) Explain and discuss the fundamental principles and procedures of financial and human management.  12. (Analysis Level) Explain and discuss the principles and practices of safety, emergency and risk management and relate them to recreation, park resources and leisure services.  **A.A. degree:**   |  | | --- | | **Program Measurable Student Learning Outcomes** | | 1. (Synthesis Level) Develop and communicate the conceptual foundations of play, recreation, and leisure.  2. (Analysis Level) Examine and appraise the significance of play, recreation and leisure in contemporary society and the relationship these concepts have with historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.  3. (Comprehension Level) Explain the significance of play, recreation and leisure throughout the lifespan to include the developmental, preventive and therapeutic role of these concepts.  4. (Analysis Level) Research and analyze the interrelationship between leisure behavior and the natural environment, as well as how the natural environment facilitates the achievement of a state of leisure.  5. (Evaluation Level) Determine and critique the relationship of environmental ethics to leisure behavior, including environmental protection and preservation in park or recreation facility development and program provision.  6. (Application Level) Examine and relate ethical principles and professionalism to professional codes of ethics and standards of conduct and how these areas are critical in defining leisure services as a profession.  7. (Analysis Level) Differentiate between the roles, interrelationships and use of diverse delivery systems addressing recreation, park resources, and leisure to include an understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.  8. (Analysis Level) Examine and explain the importance of leisure service delivery systems for diverse populations.  9. (Analysis Level) Analyze and explain the roles, interrelationships, and use of diverse leisure delivery systems in promoting community and economic development.  10. (Analysis Level) Distinguish between and explain the variety of programs and services offered to enhance individual, group and community quality of life.  11. (Evaluation Level) Demonstrate the ability to implement the following principles and procedures related to program/event planning for individual, group, and community quality of life: assessment of needs; development of outcome-oriented goals and objectives; selection and coordination of programs, events, resources; marketing of programs and events; preparation, operation, and maintenance of venues; implementation of programs and events; as well as evaluation of programs and events.  12. (Synthesis Level) Demonstrate the ability to integrate various leadership techniques to enhance individual, group, and community experiences. | |
| Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Yes, I consult with ASU professionals and NAU professionals in this degree field to match trends and course competencies for those classes that will transfer into their diverse Parks & Recreation Program degrees. The trends in the Recreation field have prompted the changes in the classes that need to be offered. |

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| **Program Enrollment and Graduation Trends** |
| Summarize the program enrollment data for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | A.A. | 0 | 0 | 0 | 0 | 0 | | Certificate | 2 | 0 | 0 | 1 | 0 | |
| Discuss and explain the factors influencing the enrollment trends: I was hired in Fall of 2010 for program review and development of the classes for the certificate and degrees. The certificate was complete with all the classes to be offered in 2012 and the A.A. will be completed in Fall of 2016. All courses are being submitted at this time for the degree program. Changes have been made in course offerings to align with the field trends (according the ASU and NAU consultants I met with regarding their program developments) and their advice to prepare our students on the ground level of this degree. I am working with Chuck to make the changes in the A.A. degree classes to create a comprehensive degree to reflect what ASU and NAU have advised. |
| How has the program typically recruited students and marketed the program: There has been no recruitment to this point however my classes all fill now that the students have found the offerings. We offer REC101: every semester and it fills to the max! I may work on a brochure similar to SCC’s in fall of 2016. |
| Summarize the program graduation rate trends for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | A.A. n/a |  |  |  |  |  | | Certificate above |  |  |  |  |  | |
| Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?  One on one contact with the students in my classes…..no data on graduation rate trends because the program is in developmental stages. |

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| **Program Curriculum:**  *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary.* |
| Using information gained from your curriculum comparisons, discuss the strengths and weaknesses of the current program curriculum for each degree or certificate.  In comparing the SCC’s degree, our program is different in that is does not include all of the out of doors activities. The certificate is adequate now. The A.A. degree will be launched in Fall of 2016. |
| Discuss how the program gets feedback on its program and curriculum from external sources, suchas advisory boards, employers, articulation task forces, accreditors, etc.  Working with the ATF team every year has been great giving me insights in to other CC progams and what they offer! I have been to ASU to meet with Lynne Cody, Recreation Director for advice and talked to Pam Foti, NAU for class curriculum development. |
| Indicate any external accreditations which the program has. Are there any available accreditations which the program does not have, but maybenefit from seeking?  Once they transfer into a B.S. program they can pursue the accreditations they desire. |
| Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.  Meeting with ATF, ASU & NAU professionals that have studied this area so I get their advice on the trends in our field. For instance we added a class called Convention and Meeting Management (HRM145) to our degree program because they have indicated it is highly attended at their level. We also added HRM252-Managing Hospitality Human Resources to enhance the program offerings to meet the trends in this field. Our program offerings are of wider perspective so that the students can get a taste of which area they would like to major in at the University level. |
| For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer  ASU & NAU: We work closely in ATF meetings to identify what they will take as transfer classes as well as electives into their diverse and multifaceted degree programs in the area of Parks and Recreation and Tourism. |
| Indicate any articulation agreements in place for degree graduates.  Students can transfer the following to NAU/ASU depending on the degree requirements: HRM100 & 145; REC101; REC250 |

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| **Program Specific Resources:**  *In this section please focus on program specific resource. You may but do not have to discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| Discuss the adequacy of the financial and budgetary resources available to the program over the past 5 years:  None available |
| Discuss the adequacy of the human resources available to the program over the past 5 years:  I do not know |
| Discuss the adequacy of the technological resources available to the program over the past 5 years:  All classes have been put **online** due to the advice from NAU and ASU in 2011 as per the trends in students’ needs. |
| Discuss the adequacy of the physical (building space, classrooms, labs, etc) resources available to the program over the past 5 years:  NA use online venue |
| Discuss the adequacy of the academic support resources available to the program and its students over the past 5 years:  N/A |
| Discuss the adequacy of the student support resources available to the program and its students over the past 5 years:  N/A |

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| **Program Effectiveness** |
| Describe how you measure the success of degree and certificate program graduates in achieving the degree and/or certificate program student learning outcomes. What data have you collected that indicates the level of student success of these outcomes? And According to the data, how well have students achieved these outcomes during the past 5 years?  I use closing statements for personal feedback and success in each class. Using that feedback it is good. The few that have earned the Certificates have great feedback on how these classes have better prepared them in their jobs. |
| If you have data which indicates the degree to which students in the program are achieving the college’s Common Student Learning Outcomes please share and explain the data.  No data available at this time |
| How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.  No data available   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | |  |  |  |  |  |  | |  |  |  |  |  |  |   *No data yet….in progress and developing at this point* |
| If a degree is intended for transfer, or has transfer articulation agreements in place, indicate how the degree program supports students with continuing their education at CAC or other institutions.  Yes, the A.A. does, see comments above. |
| Describe the level of success (via completion rates, GPA, etc.) the program’s prior students have achieved at transfer institutions.  No data |
| If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:  No data |
| If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Licensure/Certification | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | No data yet |  |  |  |  |  | |  |  |  |  |  |  | |

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| **Program Continuous Quality Improvement** |
| Discuss how the program has used learning outcome assessment results to improve instruction and/or student learning over the past 5 years:  I design all classes to meet the learning outcomes that are listed for each class. I also use NAU and ASU course outlines and comparable assignments to enhance the assignments to meet these goals. |
| Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:  I don’t know |
| Describe other ways the program has engaged in continuous quality improvement:  Collaboration with other colleges and universities has been key to the development of these program areas! |

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| **Program Alignment with Institutional Goals:**  *Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.* |
| Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents-the certificate trains students to continue in their recreation positions in the community  Improve student retention, persistence, completion and job placement-feedback is key in this area.  Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff-online classes rely on email feedback. I give each class feedback and reminder emails every Monday for their weekly assignments.  Enhance our physical and technological infrastructure to support changes in the learning and work environment—the students use CAC Blackboard for their classes  Expand partnerships with Universities to provide advanced degrees to Pinal County residents-many residents of all ages have taken these classes to enhance their lifestyle |