**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 9.*

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| **Program Under Review** |
| Degree(s):Recreation and Tourism Management A.A. Degree |
| Certificate(s): Recreation Management Certificate |
| Contact Information for lead on Self-Study: Name: Cheryl M. Boron, M.S. Sports Science and M.S. Leisure StudiesCampus: SPC-N119Phone: X5353Email: Cheryl.boron@centralaz.edu |

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| **I. Program Description, Vision and Outcomes** |
| 1. What is the description of the program as stated in the current CAC catalog:

**Degree:** This AA Degree prepares students for professional positions of employment in Parks, Recreation and Tourism Management program areas. The recreation related professions represent a diverse field focusing on: the role of leisure in youth and adult development; parks/open space to community quality of life; leisure, sports and natural resource tourism to economic and community development; and providing human services in meeting community needs. Students will be ready for program delivery positions in diverse public, nonprofit and private organizations of Parks, Recreation and Tourism. This program also prepares students for transfer into Parks, Recreation and Tourism upper level degree programs.**Certificate:** This Certificate prepares students for employment in recreation and tourism management and for program delivery positions in diverse public, nonprofit, and private organization such as municipal and county parks and recreation department. Other positions may be in state and national resource agencies, YMCAs, Boys and Girls Clubs of America, and other nonprofit agencies. Employment may also be found with 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. |
| 1. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.

Described in I. above. |
| 1. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:

**CAC Vision and Mission Statements:****Vision:**Central Arizona’s premier choice in education and career excellence.Offers the students experiences to increase their knowledge and experience in the recreation field.Choice-creates a wide scope to explore the extensive program areas of recreationCareer excellence-all online classes follow the course competencies and emulate some upper degree classes**Mission:**Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.*Teaching. Reaching. Understanding. Empowering. Learning.*All of the above are attained by our students in this program. They are engaged in field work in 3 of the classes. They complete a career exploration in REC101.  |

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| **II. Program Enrollment and Graduation Trends** |
| 1. Summarize the program enrollment data for the past 5 years in the chart below:

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| Degree/Certificate | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| Degree | 3 | 1 | 1 | 1 | 1 |
| Certificate | 5 | 4 | 3 | 0 | 1 |

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| 1. Discuss and explain the **factors influencing the enrollment** trends:

I was hired in Fall 2010 to build this program, re-evaluate it. I have met with ATF, ASU and NAU professionals for direction. So the program has been growing since 2010. CAC advisors have been putting students in these classes.\*\*Under new advisement and Division chair Amanda Potts: going forward with: Mulit- faceted collaboration within the college and the community as well. Improved Academic Advisors support. There are currently many more students who are almost at completion of their certificates and degree programs or are transferring into higher education programs. The surveys that were instituted into the Recreation classes this fall semester will reveal this more accurately. All of the REC101 introduction classes that are offered in the Fall, Spring and Summer fill up to maximum students for the past two years.  |
| 1. How has the program typically recruited students and marketed the program:

Fall of 2018: Marketing started with a new program director who is motivated to created brochures, advisors etc.Fall of 2019: Under the Professional Programs area we now have an Instructional Specialist to help with marketing and meetings. |
| 1. Summarize the program graduation **rate trends** for the past5 years in the chart below:

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| --- | --- | --- | --- | --- | --- |
| Degree/Certificate | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| Degree | 3 | 1 | 1 | 1 | 1 |
| Certificate | 5 | 4 | 3 | 2 | 1 |

\*\*These numbers should more than double this year and next due to increased enrollment in the program and students identifying Recreation as their major. |
| 1. 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.

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| --- | --- | --- | --- | --- | --- |
| Degree/Certificate | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
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Don’t have this dataNow that we have the surveys incorporated into the Recreation classes we will be able to track this data |
| 1. Discuss and explain the graduation **trends.** What efforts has the program made to help students achieve completion?

Student contact and Engagement Increased Availability to the students with online classes and pathwaysWorking with the CAC Advisors to help the students better understand and progress with this degree or certificateMarketing improvements and outreach into communities |
| 1. Provide a summary of this section. Indicate **trends** observed in the **data,** identify areas of strengths, and areas for improvement.

The data was increasing slowly but has moved much faster in the past two years with exposure, working with CAC advisors and now with the new department and direction and advertising it should continue to grow. The classes are full which indicates an interest in this field. The guided pathways will also help students to move faster through the program.  I am working with an extremely motivated and supportive division chair so I only see success for students in this program.  |

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| **III. 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. Use the charts to answer the following questions.*  |
| 1. Certificate(s): After reviewing the **Curriculum Comparison Chart** of the other institutions for the certificate(s), is insight given into courses that could be added, combined or deleted?

It is evident that we are the only Recreation degree program with the emphasis on Recreation Management as well as Tourism in Arizona. Other programs have different emphasis. We are listed as one of the top programs in Arizona at the Community College level. Having the courses online provides students all over the state to complete this program |
| 1. Degree (s): After reviewing the Curriculum Comparison Chart of the other institutions for the degree(s), is insight given into courses that could be added, combined or deleted?

The HRM courses I have added in the past 2 years have enhanced the degree and certificate. Using the HRM and Business leadership classes has improved the overall education of this diverse field. |
| 1. When the Curriculum Review for each degree and certificate comes due, are there any course descriptions, articulation, additions, revisions or deletions anticipated?

***Fall of 2018 & continued 2019 Revisions*** under advisement from Derek Shank and Jenny Lee Voyce: We made the following improvements to the programs areas as well as the curriculum:1. Updated all of the classes and degree and certificates in regard to Learning outcomes to reflect PLO’s.2. Changed and decreased the required credit hours for both degree and certificate program. 3. Removed classes that are not relevant to requirements.4. Added HRM145 to the certificate core. Huge for the industry, trends are towards Convention and Meeting management5. Goal: more efficient for student and better alignment with goals of the certificate and degree program.6. Added COM206 as an additional oral communication option.7. Changed REC101 to a Social and Behavioral requirement instead of a core requirement for degree program8. These changes were to create a more efficient pathway for a student in these programs.9. Changed Program Descriptions for both degree and certificate program.10. Added BUS 190-Principle f Mgmt. and Leadership to better prepare our students11. Created Guided Pathways this fall of 201912. REC101 is full to capacity every semester offered: Fall, Spring, Summer13. Chose to keep the CIS 120 as a valued competency for the students in this recreation management degree |

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| **IV. Program Outcomes and Assessment** |
| 1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES:

**Recreation & Tourism Management AA Degree**1. (Synthesis Level) Develop and communicate the conceptual foundations of play, recreation, and leisure. (CSLO 2) 2. (Evaluation 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. (CSLO 2) 3. (Comprehension Level) Explain the significance of play, recreation, and leisure throughout the lifespan to include the developmental, preventive, and therapeutic roles of these concepts. (CSLO 1,2,4) 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.(CSLO 1,2,4) 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. (CSLO 1,2) 6. (Analysis 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. (CSLO 1,2) 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. (CSLO 1,2) 8. (Analysis Level) Examine and explain the importance of leisure service delivery systems for diverse populations. (CSLO 1,2,4) 9. (Analysis Level) Analyze and explain the roles, interrelationships, and use of diverse leisure delivery systems in promoting community and economic development. (CSLO 1, 2, 4) 10. (Analysis Level) Distinguish between and explain the variety of programs and services offered to enhance individual, group, and community quality of life. (CSLO 1, 2, 4) 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. (CSLO 1, 2, 3, 4) 12. (Synthesis Level) Demonstrate the ability to integrate various leadership techniques to enhance individual, group, and community experiences. (CSLO 1,2,4)**Recreation Management Certificate**1. (Analysis Level) Identify and compare the conceptual foundations of play, recreation, and leisure. (CSLO 2) 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. (CSLO 2) 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. (CSLO 1,2,4) 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. (CSLO 1,2,4) 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. (CSLO 1,2,4) 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. (CSLO 2) 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. (CSLO 1,2,4) 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. (CSLO 1,2) 9. (Synthesis Level) Model and explain the ability to use various leadership techniques to enhance individual, group, and community experiences. (CSLO 1, 2) 10. (Comprehension Level) Explain and discuss the fundamental principles and procedures of financial and human management. (CSLO 2, 4) 11. (Analysis Level) Examine, explain and discuss the principles and practices of safety, emergency, and risk management and relate them to recreation, park resources, and leisure services. (CSLO 1,2) |
| 1. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?

N/A occur at upper division depending on the field they choose |
| 3.  **Assessment report for Programs with PLOs**If student achievement for one or more of Program Learning Outcomes (PLOs) during the last academic year were assessed, list the PLOs, each PLOs alignment with a CLSO, the assessment method (e.g. external exam for certification or licensure, internship, portfolio, capstone course assessment), and any improvements enacted in response to the results.

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| **PLO** | **CSLO** | **Assessment Method** | **Assessment Results** | **Will there be any****Improvements made to the curriculum based on the assessment results?**  |
| **9,10,11,12** |  | **Practicum 108 added** | **120 contact hours in field experience**  |  **I value feedback and improvement** |
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| **9,10,11,12** |  | **RE250 Leadership** | **Observation report & leadership experience** | **yes** |
| **4,6,11** |  | **REC101** | **Career exploration** | **yes** |
| **1,2,3,4,5,6** |  | **REC101** | **Learning activities weekly** | **Yes, I value student feedback** |
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| 1. 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.

NEW Recreational Developments in progress:1. Casa Grande Community **Recreation Center** on Trekkel, open and completed, currently working with the manager to place practicum students
2. **Atessa Motorsports Park**

Membership track on 2500 acresRacing festivals, car and motorcycle shows, corporate **events** and farmers marketsConstruction slated to begin in 20181. **Dreamport Villages** project

At the junction of I-8 and I-10World class entertainment **amusement park** on 1500 acres*Includes:*Extreme sports, Rock climbing, A water park with wakeboarding, A wildlife park-animal exhibit,Restaurants, Amusement park\*Anticipated that four million visitors |
| 1. For degree programs, identify any specific **in-state baccalaureate** programs into which this program is particularly suited for transfer.

On Brochure:GCU-B.S. in Hospitality ManagementASU-B.S. in Parks & Recreation Management AND B.S. in Tourism Development & Management (Hotel/Resort) AND B.S. Parks & Recreation management (Therapeutic Recreation) AND B.S. Community Sports managementNAU-B.S in Parks & Recreation Management AND Park Ranger Training Program AND Online Certificate in Parks and Recreation Management

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| The degrees listed here include all university degrees associated with this **ATF discipline**. Updated**: September of 2019 from ATF-(**notice the diversity of field degrees): |
|   **ASU** Nonprofit Leadership & Management (BS)   **ASU** Parks & Recreation Management (BS)   **ASU** Parks & Recreation Management (Therapeutic Recreation) (BS)   **ASU** Tourism Development & Management (BS)   **ASU** Tourism Development and Management (Resort and Hotel Leadership) (BS)   **ASU** Tourism Development and Management (Sustainable Tourism) (BS)   **ASU Downtown** Nonprofit and Leadership Management (American Indian Studies) (BS)   **ASU Downtown** Recreation Therapy (BS)   **ASU Downtown** Tourism Development and Management (Meetings and Events) (BS)   **ASU Lake Havasu** BS Tourism & Recreation Management (BS)   **NAU** Parks & Recreation Management (BS)  |

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| 1. Indicate if there are any articulation agreements in place for degree graduates.

Yes with all of the above. The transfer of credits varies with each program; students identify area of emphasis with B.S. advisors or discover their pathway as they are advised. There is a lot of variance and diversity depending on the emphasis. REC101, COM263, REC250, BUS190, PEH101, REC208 transfer; REC203, HRM classes are evaluated by each institution in the transfer credit process. |
| 1. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.

ATF meetings with NAU/ASUAgency feedback from REC108 120 hour practicum experiences and REC250 leadership field work experiencesTalk to GCU,NAU,ASU Recreation professionalsAdvisory Board: created Fall of 2019, meeting on Sept. 17th at San Tan.Adding community recreation advisors this Fall. Ex. New Recreation Center Manager is on our newly formed Advisory Board. |

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| **V. 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.* |
| 1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (ie: learning center, library) and student support (ie: advising) available to the program over the past 5 years:

Adding the HRM classes has enhanced this degree.All classes are offered Online….per recommendations from ASU and NAU professionals in this field. |
| 1. What future goals does the program have? Will extra resources and funding be required to achieve it?

The overall goal is to prepare students to either work in the community in the recreation field or explore all of the various and diverse areas they can go into if they transfer to a higher degree program and area of emphasis. Exposure and exploration in this degree program has shown to be the key to their choice of program areas of emphasis. |

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| **VI. Program Effectiveness for Graduates** |
| 1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?

Employers: Supervisor field experience evaluations and student evaluations of their practicum experience.Surveys: in each recreation class to gather information on why they are studying in this area and what their aspirations are. We also gather contact information for tracking their progress and future endeavors. |
| 1. 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:

The Practicum has helps students to choose the field to experience recreational pursuits.The certificate educates them to work in entry position jobs for possible promotion or continuance into the degree program.Quotes from students:Michelle Gullixson: earned her AA degree in Recreation & Tourism Management in Spring of 2018. She gave us a quote to use on our brochures: “I never thought that I could use my passion for fitness and outdoor activities as a career that is why I am so excited about Recreation & Tourism program at CAC. CAC has opened the doors to allow me to get paid for doing what I love, while also making the life of others better through recreation and fitness. “She is currently on our Advisory Board.Another student used her learning experiences to create a “roller derby” team in Casa Grande. |
| 1. 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.

N/A Acquired at next degree level

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| --- | --- | --- | --- | --- | --- |
| Licensure/Certification | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
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N/A Acquired at next degree level |

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| **VII. Program Continuous Quality Improvement** |
| 1. Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:

Student Success: Completion of Certificated and Degrees, tracking students, advisory board input, increased enrollmentWorkforce: Student Apprenticeships: Practicum emulates NAU practicum , 120 hours per semester requiredCommunity: Community Partnerships: Advisory board members, surveys , feedback from practicum experiences from employers, creating contacts with new Recreation facility managers |
| 1. Describe other ways the program has engaged in **continuous quality** improvement:

Continuous curriculum improvements; Meetings with ATF professionals for articulation and relevance to other CC programs.***Meeting the current \*\*Trends in Recreation:*** Business and Corporate Travel (GCU has a great degree based in business); Meetings and Conventions, (HRM 145=Convention and Meeting ManagementResorts and Hotels, Sports Tourism, State and National Parks, The Air Transportation sector, The Gaming and Casino sectors, Extreme Sports and Outdoor Adventures**What is being built here?**New Community Recreation Center (completed on Trekell-working with the manager for practicum placements)Grande Sports World (current)Attesa-Motorsports complex.Dreamport Villages-1500 acre entertainment, resort and commercial development include water sports; wild life animal exhibit; amusement park and extreme sports park |

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| **VIII. Program Alignment with Institutional Strategic Goals:** |
| 1. Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.***CAC Strategic Goals:*** **Student Success***Ensure student success through retention, persistence, completion, and transfer*1. Student care and tracking program
2. Invite new recreation student welcomes
3. Regulated correspondence each semester of CAC program experience?
4. How did it go first semester survey?
5. Advisor’s luncheon/meeting, given notebooks with degree pathways chart (Fall 2018 & 2019)

**Access***Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities*1. Recreation and certificate brochures have been created
2. Community contact list is being created

**Workforce***Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region** REC108 practicum-field work experience in their recreational area of choice
* REC250-active leadership requirement in the field
* REC101-Career exploration assignment

**Community***Ensure Pinal County residents have access to lifelong learning and cultural enrichment*1. Students working in recreation facilities
2. Contacts emerging: in newly built REC. center with new facilities recreation managers in Pinal County

**Environment***Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*.-absolutely! **Stewardship***Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community-working under Professional Programs department for accountability***Infrastructure***Ensure a physical and technological infrastructure that support changes in learning and working environment* |

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| **IX. Evaluation of Program Strengths, Viability and Areas for Improvement:** |
| 1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and possible Action Plan Ideas.

**Strengths:** The quality of instructional delivery which is based on ASU/NAU professional advisory board.Substance and varied classes to prepare of exploration of the recreation field.This program is unique in the diverse classes it offers and overlaps into other fieldsThe program is built on having researched the needs of the community, what is feasible for our students and how it can articulate to higher education pursuits.Online degree program with field work experiences. **Improvements:** New Professional Programs Division Chair is very engaged in this program and goal oriented for student successAdvisory Board Committee formation and luncheons with Professional Programs CAC yearly Academic Advisors luncheon with updated information in Professional Programs Community partner connections/partners/contacts increased/recreational venues being builtAdvertisement to potential students through our Instructional Specialist Elisa with brochures and flyers and meetingsPlugged into Guided Pathways for studentsFurther Articulation and contacts and ATF meetings with:***GCU-***B.S. in Hospitality Management***ASU-***Parks & Recreation Management, Tourism Development & Management (Hotel/Resort) Parks & Recreation Management (Therapeutic Recreation) Community Sports Management***NAU-***Parks & Recreation Management Program, B.S.Park Ranger Training ProgramOnline Certificate in Parks and Recreation management |