**Academic Program Review: Action Plan**

**Program Degree and/or Certificates: Recreation & Tourism Management Degree and Certificate**

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| In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | |
| Goal/Action 1:  **Develop a program specific mission and vision statement**  To provide an intellectual and positive learning environment that prepares students with the knowledge and leadership skills necessary to produce competent and vibrant recreational leadership professionals.  The Recreational programs prepare students for a career that places them in the expanding and diverse recreational field or equips them to transfer into a higher degree program of study.  The preparation within the Recreation degree program and certificate includes field work experience in various settings within the program classwork.  **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 recreation  Career 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 by offering a wide variety of learning venues and domains to learn*  *-Reaching more students by having online classes to all campuses in recreation leadership*  *-Understanding what is learned and applying it to experiential learning opportunities in the community*  *-Empowering the students to gain confidence in their skills and knowledge in the recreation field*  *-Learning in a variety of different approaches and various styles of learning within each class*  All of the above are attained by our students in this program. They are engaged in field work in 3 of the degree program classes. They explore and research a career path and discovery journey in REC101.  **Alignment between CAC and REC vision and mission statement:**   * Describes that learning will take place in online classes and field work opportunities * Develop classes for personal growth of students through assignments and experiential adventures * Focuses on success for the student in their transition from college to the work force * Provides a variety of learning tools to enrich the student experience | |
|  | Cost/Resource Implications: online classes and connections to community recreation opportunities |
| Timeline for Achievement: continual progression… in progress |
| Measure of Success: show to advisory committee for feedback and evaluation |
| Goal/Action 2:  **Identify MSLO’s from ACRES:**   |  |  | | --- | --- | | **Program Measurable Student Learning Outcomes:** | 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) |   **Common Student learning Outcomes: See numbers 1,2,3,4 listed above to reflect these CSLO’s:**  **Indicate the comprehensive skills, abilities, attitudes and knowledge necessary for being a productive and educated citizen in the 21st century.**   1. **Cultural and Civic Engagement**   **Participate in diverse environments while demonstrating global citizenship and social consciousness**   1. **Integrative Knowledge**   **Identify, comprehend, apply an synthesize facts, concepts, theories and practice across broad and specialized knowledge areas**   1. **Personal and Professional Skills**   **Demonstrate skills which enhance personal and professional development**   1. **Reasoning Skills**   **Inquire and analyze to solve problems, draw logical conclusions and create innovative ideas** | |
|  | Cost/Resource Implications: in Acres |
| Timeline for Achievement: done |
| Measure of Success: meeting these in each class now |
| Goal/Action 3:  **Gather more effective qualitative and quantitative data regarding graduate success** | |
|  | Cost/Resource Implications: started recreation student tracking program Fall 2019 in all classes with surveys data |
| Timeline for Achievement: follow student success post-graduation in 2 year period |
| Measure of Success: connect to students with interests and advisory involvement in results |
| Goal/Action 4:  **Develop more recruitment strategies can be further developed** | |
|  | Cost/Resource Implications: partner with athletic department/advisors to increase student awareness of REC degree |
| Timeline for Achievement: ongoing work in progress |
| Measure of Success: increased enrollment in recreation degree and certificate programs |
| **Yearly Updates**  *To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator* | |
| **Discuss progress made toward Action Plan goals after one year:**  **Have all new strategies implemented:**  **Advisory board meetings**  **Student tracking gathering contact information**  **Continued contact with CAC advisors to have students sign up for REC degree pathways**  **Community development of new recreation facitlities contact**    *Submitted by: Date:* | |
| **Discuss progress made toward Action Plan goals after *two* years:**  **Updated increased data**  **Reassess direction and recruitment processes for program**  *Submitted by: Date:* | |
| **Discuss progress made toward Action Plan goals after three years:**  **What is student involvement in Advisory board and the direction of the program**  *Submitted by: Date:* | |
| **Discuss progress made toward Action Plan goals after four years:**  **Continue with program re assessment to evaluate student success with advisory board input**  **Check program enrollment and graduation success**  **Compare with other colleges similar to CAC program**  **Does the program continue to reflect the industry standards and trends?**  *Submitted by: Date:* | |