

ARKANSAS TECH
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Recreation & Park Administration

Self-Study Report

Prepared for the Council on Accreditation of Parks,
Recreation, Tourism, and Related Professions

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Department of Parks, Recreation, and Hospitality Administration
Arkansas Tech University

Accreditation Self-Study Report

for the Council on Accreditation
of Parks, Recreation, Tourism and Related Professions

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Forward

Arkansas Tech University

Arkansas Tech University was founded by Act 100 of the 37th Arkansas General Assembly. The act was signed into law by Governor George Donaghey on April 1, 1901. The action created four agricultural schools to be placed around the state. It was announced on February 10, 1910, that Russellville would be home to the Second District Agriculture School. On the first day of classes, October 26, 1910, the fledgling school had nine faculty members and 186 students.

The changing mission of the institution (transforming from a high school curriculum to a college curriculum) led to a new name for the Russellville campus. The name was changed to Arkansas Polytechnic College on February 10, 1925. Twenty students earned a bachelor's degree from Arkansas Polytechnic College in the spring of 1925, but the four-year curriculum was soon phased out and the campus offered two-year associate degrees until after World War II.

In May 1948, the Tech Board of Trustees approved a recommendation that Arkansas Polytechnic College should become a four-year, degree granting institution. The first four-year college graduating class of the post-World War II era received degrees in May 1950, and the four-year college program at Arkansas Polytechnic College was accredited by North Central Association of Colleges and Secondary Schools in March 1951.

In 1976, Arkansas Polytechnic College began offering work toward a masters degree. In accordance with the evolving mission of the College, the name was changed to Arkansas Tech University on July 1, 1976. The evolving mission was reflected once more on July 1, 2003, when Arkansas Tech University merged with Arkansas Valley Technical Institute in Ozark.

The addition of the Ozark Campus is just one example of the leadership that Arkansas Tech University has experienced over the past 17 years under the leadership of President Robert C. Brown. Strategic planning, involving the entire campus community, led to a 131 percent increase in enrollment between 1997 and 2010. Today, Arkansas Tech serves 10,000 students on the Russellville and Ozark campuses.

Overall, Arkansas Tech University offers more than 100 programs of study, including 25 masters degrees, in the Colleges of Applied Sciences, Arts and Humanities, Business, Education, Natural and Health Sciences, Professional Studies and Community Outreach and the Graduate College. All of the academic programs that can be individually accredited have been accredited or are seeking accreditation.

Arkansas Tech University is a state-supported institution of higher education with a small student-faculty ratio (18:1), high average ACT test scores, and high retention rates (the highest in the state). Arkansas Tech University employs over 350 qualified and experienced faculty members, offers amazing campus facilities, and boasts over 100 exciting student organizations.

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The mission of Arkansas Tech University is:

Arkansas Tech University, a state supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

More information on the university Strategic Planning Process, which began in 2006 and is still in process is available at this link:

<http://www.atu.edu/strategicplanning/>

The Recreation and Park Administration Program

The Recreation and Park Administration Program is a separate curriculum with the Department of Parks, Recreation, and Hospitality Administration (PRHA). The Recreation program was established at Arkansas Tech University in 1965 as part of the Department of Health, Physical Education and Recreation (HPER). The first Bachelor of Science degrees in Recreation were conferred in 1966. The recreation program was moved out of the HPER Department in 1968 and designated as the Department of Recreation and Park Administration. The Hotel and Restaurant Management Program was added to the Recreation and Park Administration Department in 1993 and the new department was renamed the Department of Parks, Recreation and Hospitality Administration.

Each of the 100 undergraduate students in the RPA Program study in one of the five emphasis areas: natural resources, recreation administration, therapeutic recreation, interpretation, and turf management. Three full-time faculty members serve in the Program, along with an administrative assistant, and a number of adjunct faculty members. The Recreation and Park Administration Program is proud of the accomplishment of its 700 alumni. Graduates of our program have provided significant contributions and leadership in our state, region, and all across the United States.

Significant Events Since 2006

During the five years since the Recreation and Park Administration Program was re-accredited, the college and the program has made personnel and curriculum changes. Dr. Willy Hoefler, now serves as the Dean of the College of Applied Sciences and Dr. John Watson, previous Dean of the College, now serves as the Vice President for Academic Affairs. Dr. Theresa Herrick stepped down as the Department Head of Parks, Recreation, and Hospitality Administration and returned to full-time teaching in June of 2009. Dr. Cathi McMahan, Associate Professor of RPA, was appointed Interim Department Head in 2009 and served in that capacity until she was awarded the position of Department Head in July of 2011. Dr. Seungsuk Lee was hired in 2009 as an Assistant Professor of Hospitality Administration. Dr. Lee currently teaches one three hour RPA course a semester.

Course and degree requirements have continued to evolve along with the demands of the profession. The Natural Resource emphasis curriculum continues to be a work in progress as we have made changes in course requirements in order to better match the 401 Federal job series. We have also examined the Recreation Administration emphasis curriculum closely and have made some adjustments in order to better prepare graduates for their role in public administration. RP 4116 Internship has also been an area of focus for the past three years, with a number of new assignments being added to the existing course.

ATU Recreation and Park Administration

Self-Study Process

We are pleased to serve as one of the pilot schools for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions 2013 Accreditation Standards. Participation in the program signals our continuing commitment to quality and leadership in recreation and park administration undergraduate education.

The process used for this re-accreditation is similar to the one used in our last accreditation review in 2006/07. The current review began in the fall of 2009 with the review of the new 2013 accreditation standards. As the faculty became familiar with the 2013 accreditation standards they began the process of reviewing their classes in relation to the 7.00 Learning Outcomes. Continual meetings over the past two years have helped faculty understand the curriculum in relation to the standard and to clarify learning outcomes and methods of assessing outcomes. The RPA Assessment Plan has also been revised over the past few years to reflect the new standards and also in order to better reflect learning outcomes across the curriculum.

This report reflects our program at this point in time, and provides an indication of what future changes we would like to see.

CHAPTER 1

Eligibility Criteria

1.0 Eligibility Criteria

1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.

Evidence of Compliance:

The Recreation and Park Administration (RP) Program is a separate curriculum within the Department of Parks, Recreation, and Hospitality Administration and is one of six discrete academic departments within the College of Applied Sciences at Arkansas Tech University. The Recreation program was established at Arkansas Tech University (ATU) in 1965 as part of the Department of Health, Physical Education and Recreation (HPER). The first Bachelor of Science degrees in Recreation were conferred in 1966. The Recreation program was moved out of the HPER Department in 1968 and designated as the Department of Recreation and Park Administration. The Hotel and Restaurant Management Program was added to the Recreation and Park Department in 1993 and the new department renamed The Department of Parks, Recreation, and Hospitality Administration (PRHA). The Recreation and Park Administration Program was designated by the ATU administration in 1995 as one of the top ten programs at ATU.

- Arkansas Tech University web page: <http://www.atu.edu/>
- College of Applied Science web page: <http://www.atu.edu/appliedsci/>
- Department of Parks, Recreation and Hospitality Administration web page: <http://www.atu.edu/prha/>
- Recreation and Park Administration Program web page: http://www.atu.edu/prha/programs_recpark.shtml
- Organizational chart for Arkansas Tech University: http://www.atu.edu/academics/docs/2010_Organizational_Charts.pdf

The Recreation and Park Administration Program was first accredited by the NRPA/AALR Council on Accreditation in 1997 and reaccredited in 2002 and 2007. The RPA Program was last reaccredited by the Council on Accreditation in 2007 with conditions. The letter from the Council granting reaccreditation is available at this link:

<http://www.atu.edu/prha/accreditation/COAPRTReaccreditationLetter.pdf>

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The RP Program has five emphasis areas; which are detailed in the Arkansas Tech University Catalog. The five emphasis areas are:

- Natural Resources
- Recreation Administration
- Interpretation
- Therapeutic Recreation
- Turf Management

Degree descriptions and requirements are listed in the Arkansas Tech University Catalog, available at this link:

http://www.atu.edu/academics/catalog/colleges/applied_sciences/dept_parks_rec.html

1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.

Evidence of Compliance:

Arkansas Tech University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Arkansas Tech University has been continuously accredited by the North Central Association of Colleges and Schools since the University's original accreditation in 1930.

Additional information pertaining to Arkansas Tech University's accreditation history is available at this link:

<http://www.atu.edu/hlc/docs/Accredit.pdf>

The listing of Arkansas Tech University as an accredited college is available at this link on the North Central Association of Colleges and Schools web site:

http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1017/

1.03 A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the Program.

Evidence of Compliance:

The Recreation and Park Administration Program has three tenure-track faculty members. Two of the three RPA faculty members, Dr. Glen Bishop and Dr. Theresa Herrick are full-time, teaching a minimum of 12 hours per semester in Recreation and Park Administration. Dr. Cathi McMahan, the Department Head of the PRHA Department, and Associate Professor of Recreation and Park Administration teaches 6 hours per semester. Dr. Seungsuk Lee, Assistant Professor in Hospitality Administration and Mr. Ray Moll, Assistant Professor in Hospitality Administration also teach a minimum of three hours per semester in the Recreation and Park Administration Program. The department also utilizes adjunct faculty, some on a regular basis, depending on program need, specialty areas, and student enrollment.

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The current schedule of courses for Fall 2011, showing instructional assignments in the department, is available at this link:

<http://www.atu.edu/registrar/docs/201170.pdf>

1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions.

Evidence of Compliance:

There are three faculty members serving the undergraduate curriculum. Two of the faculty members, Dr. Glen Bishop and Dr. Theresa Herrick, are full time, teaching a minimum of 12 hours in Recreation and Park Administration each semester. Dr. Cathi McMahan, the Head of the Department of Parks, Recreation, and Hospitality Administration, and Associate Professor of Recreation and Park Administration, teaches 6 hours per semester in RPA. Dr. Seungsuk Lee, Assistant Professor in Hospitality Administration and Mr. Ray Moll, Assistant Professor in Hospitality Administration also teach a minimum of three hours per semester in the Recreation and Park Administration Program. As reflected in Table 1.1 the department had highly qualified faculty of diverse backgrounds and expertise. All full-time faculty members have Ph.D.'s and at least one degree in the field. Faculty Vitae are available at this link:

<http://www.atu.edu/prha/coaprt.shtml>

1.05 All individuals instructing in the program shall have competencies and credentials in the subject matter for which they are responsible.

Evidence of Compliance:

Full-time faculty members hold at least one degree in parks, recreation, tourism, and related professions. All faculty members have demonstrated competency in the subject matter for which they are responsible. All adjunct faculty members have a master's degree or competency in the field for which they are responsible. (see Table 1.1 and Faculty Vitae).

1.06 Each Program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.

Evidence of Compliance:

Dr. Herrick, Dr. Bishop, and Dr. McMahan have all attended COAPRT training within the past five years. Dr. Herrick completed initial COAPRT visitor training in 2006; with the most recent training being completed at NRPA in November 2011. Dr. Herrick has participated in one visit since her initial training. Dr. Bishop completed initial COAPRT visitor training in 2005; with the most recent training being completed at NRPA in November 2011. Dr. McMahan attended initial COAPRT training in 2009; with the most recent being completed in November 2011.

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**Table 1.1
Faculty Profiles**

Full Time Faculty	Bishop, Glenn	Herrick, Theresa	Lee, Seungsuk	McMahan, Cathi	Moll, Ray
% time teaching	100%	100%	25%	50%	25%
Doctorate Institution (major)	Michigan State University Park and Recreation Resources	Clemson University Parks, Recreation and Tourism Management	Iowa State University Food Service/ Lodging Management	University of Arkansas Rehabilitation Education	
Master's Institution (major)	Texas A&M University Recreation Resource Development	University of Missouri-Columbia Forestry	Oklahoma State University Hospitality Management	Northwestern State (LA) University Recreation	University of Central Arkansas M.B.A. Business
Bachelor's Institution (major)	University of Michigan Natural Resource Management	Missouri State University Recreation and Leisure Studies	Oklahoma State University Hotel and Restaurant Administration	Arkansas Tech University Recreation Administration	University of Central Arkansas B.B.A. Accounting
Areas of Expertise	Natural Resource Management, Park Operations, Commercial Recreation	Site Planning and Design, Park Management, Landscape Planning	Tourism, Personnel Management	Therapeutic Recreation, Recreation Programming	Marketing, Personnel Management
Certifications	CPRP	CPRP		Certificate in Gerontology, CTRS	

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**Table 1.1 (Cont.)
Faculty Profiles**

Adjunct Faculty	Daugherty, Jim	Keating, Sarah	Havens, Amber
% time teaching	25%	25% - 50%	25%
Doctorate Institution (major)			Indiana University Leisure Behavior (ABD)
Master's Institution (major)	University of Arkansas J.D. Law		Indiana University Therapeutic Recreation
Bachelor's Institution (major)	University of Arkansas Accounting	Kansas State University Park Resource Management	Arkansas Tech University Therapeutic Recreation
Areas of Expertise	Law and Policy	Interpretation, Recreation Programming	Therapeutic Recreation, Recreation Programming and Leadership
Certifications		CIG	CTRS

Chapter 2

Mission, Vision, Values, and Planning

2.0 Mission, Vision, and Planning

2.01 *The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions:*

2.01.01 **Mission, vision, and value statements of the program shall be visible, and present in the unit culture.**

Evidence of Compliance:

The mission, vision, and values of the Recreation and Park Administration Program have been re-examined and either reaffirmed or revised every five years. In 2007/08 we updated our mission, vision, and values as part of the strategic planning process. These statements are available at this link:

http://www.atu.edu/academics/catalog/colleges/applied_sciences/dept_parks_rec.html

The mission statement is posted in the Parks, Recreation, and Hospitality Administration Department, is on all course syllabi, and is in the undergraduate catalogue. It is also on the department website.

The RPA program's mission, values, and vision align with those of the College of Applied Science and those of Arkansas Tech University. The mission statement and core values for the College of Applied Science are available at this link:

<http://www.atu.edu/appliedsci/information.shtml>

The mission statement for Arkansas Tech University is available at this link:

<http://www.atu.edu/about.shtml>

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- 2.01.02 The academic unit shall maintain an up-to-date Strategic Plan for the Program. This plan must include a) current mission, vision, and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) strategic plan status report.**

Evidence of Compliance:

The Department of Recreation and Park Administration prepared its first strategic plan in 1990. The first plan served as a guiding document for 3 years until the merge of Recreation and Park Administration with Hotel and Restaurant Management in July 1993. A position paper was prepared by the combined faculty of the new Department of Park, Recreation, and Hospitality Administration to establish goals and objectives for the department.

In the spring of 1996, the Recreation and Park Administration faculty updated the strategic plan for the RP Program in preparation for its initial accreditation. The resulting document outlined the goals and objectives for the RP Program for the next 5 years, 1996-2002. The RP Strategic Plan was reviewed in 2001 with the status of goals and objectives for the preceding 5 years being documented as part of the process. The strategic plan for the RP Program was updated to reflect changes in the program and curricula in 2001, 2006, and most recently in the summer of 2011.

A new strategic plan was finalized during the Summer of 2011. The plan resulted from a number of meetings of the RPA faculty. A copy of the most current strategic plan is available at this link:

<http://www.atu.edu/prha/accreditation/RPStrategicPlan2011-2016.pdf>

- 2.02 There shall be an ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.**

Evidence of Compliance:

As a result of the planning and ongoing assessment activities (improved opportunities for assessment provided by TracDat) in the department, we have initiated and will continue to initiate changes in the curriculum that we feel will lead to improvement consistent with expectations of standards and findings from assessment data analysis.

Most recent curriculum actions include adding a new course RP 3403 Financing Recreation and Parks as a required course to all emphasis areas based on input from the RP Advisory Committee, re-naming and renumbering some courses, changing course pre-requisites, and making revisions to the Natural Resources emphasis area to better suite the requirements for the 401 Federal job series. We have also made major revisions to RP 4116 Internship over the past three years based on new accreditation standards, faculty input, and feedback from agency supervisors.

The curriculum change process at Arkansas Tech University is well defined, and overseen by the Curriculum Committee and the Faculty Senate. The curriculum process is outlined in detail at this link:

http://www.atu.edu/academics/docs/Curricular_Approval_Process.pdf

Each year, our RP Advisory Committee, including two student members, review our curriculum and provide feedback. In addition, informal feedback (what courses best prepared the student for their

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internship, what areas were not covered adequately – gaps in their education) is solicited from interns regarding the RPA curriculum while faculty conduct internship site visits.

2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.

Evidence of Compliance:

The Recreation and Park Administration Program offers a Bachelor of Science degree in Recreation and Park Administration with an emphasis in one of five areas. The RPA emphasis areas include: Recreation Administration, Therapeutic Recreation, Natural Resources, Turf Management, and Interpretation. The degree and the emphases are institutionally approved and registered with the Arkansas Department of Higher Education. We are seeking accreditation for the professional core, which is a required for all emphasis areas. The approved curriculum for each of the emphasis areas can be located at the following link:

http://www.atu.edu/academics/catalog/colleges/applied_sciences/dept_parks_rec.html

Course syllabi for the professional core courses and RP elective/emphases courses are available at the following link:

<http://www.atu.edu/prha/coaprt.shtml>

2.04 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.

Evidence of Compliance:

The Recreation and Park Administration program has an ongoing assessment plan that includes learning outcomes for the 7.0 series standards. The assessment plan is included at this link:

<http://www.atu.edu/prha/accreditation/RPAassessmentPlan10-11.pdf>

We have revised our assessment of learning outcomes, beginning Fall 2009 to assess the four broad learning outcomes of the new COAPRT standards. Prior to Fall 2009, our learning outcomes were aligned with the 8.0 standards of 2004.

2.04.01 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

Evidence of Compliance:

Arkansas Tech University adopted TracDat in 2006 to serve as the portal for collecting, storing, and analyzing assessment data. The Recreation and Park Administration Program has worked closely with Dr. Carey Roberts, Coordinator of University Assessment, to learn how to best utilize TracDat for the Program's assessment needs.

The Higher Learning Commission (North Central Association of Colleges and Schools) conducted a focus visit at Arkansas Tech University in 2004, with one of the areas of focus being the review of issues related to academic assessment. Due to this focus visit, Arkansas Tech University has invested much time, energy, and resources in improving assessment and working closely with academic programs to develop sound assessment plans. In the most recent accreditation (Spring 2011) from North Central, the University received positive feedback on its assessment activities from

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the Commission. As stated in the *Tech Action* "In a statement of affiliation status for Arkansas Tech University dated August 17, 2011, the Higher Learning Commission noted that no further reports are required and that no other campus visits concerning accreditation from North Central Association of Colleges and Schools are scheduled before the next comprehensive evaluation in 2020-2021."

2.04.02 The program shall demonstrate that data was generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.

Evidence of Compliance:

The results of the departmental assessment plan are presented as aggregated data and are used solely for program improvement. Even though faculty members may choose to use data collected for assessment purposes to show evidence of their individual teaching effectiveness, it is neither the policy nor practice of the department as a whole to use this data in such a manner. There is no past practice at this time that would show otherwise.

2.04.03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

Evidence of Compliance:

Individual faculty members develop the exams and rubrics used to evaluate student learning outcomes in their courses. Faculty members then report how many students scored 70% or better (70% is set as the benchmark at which students show adequate evidence of learning) on the course learning activities using the rubric or exam. Table 2.1 provides an overview of the types of activities used to assess learning outcomes. Information about rubrics and exams is available at this secure link:

<http://tracdat.atu.edu:8081/tracdat/faces/assessment/home/dashboard.jsp> (secure link)

2.04.04 Evidence shall be provided to demonstrate that the program use learning outcomes data to inform decisions.

Evidence of Compliance:

Each year, the assessment results are analyzed, evaluated and reported in the annual assessment report. The annual assessment report data is used by faculty to make decisions regarding curriculum and other areas that might have an impact on learning. Information from the annual assessment report may also be incorporated into the strategic plan or the planning phase. Discussions of assessment results become part of ongoing discussion in faculty meetings to improve learning outcomes.

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Table 2.1 Measures of Learning Outcomes

Outcomes	Exam Questions	Comprehensive Exam	Professional Philosophy	Case Studies	Program Plan	Site Plan	Kidsfest	Programming Assignment	Develop Evaluation Form	Data Analysis and Implication	Problem Solving Assignment	Simulation Project	Management Assignment	Marketing Plan	Advocacy Assignment	Innovation Assignment	Data Collection	Budget Exercise
7.01.01	X	X	X															
7.01.02	X	X																
7.01.03				X							X							
7.02.01					X	X		X										
7.02.02							X	X										
7.02.03									X	X							X	
7.03.01	X	X										X						
7.03.02				X									X	X				X
7.04											X				X	X		

Chapter 3

Administration

3.0 Administration

3.01 *Institutional policies and the organizational structure within which the program is housed shall afford sufficient opportunity for the program to succeed in its mission, vision, and values with respect to:*

3.01:01 **Responsibility and authority of the program administrator to make decisions related to resources allocated to that program.**

Evidence of Compliance:

The administrative duties of the Recreation and Park Administration Program are assigned to the Department Head of Parks, Recreation, and Hospitality Administration. The PRHA Department Head is ultimately responsible for developing and managing all aspects of the department, including personnel, management of teaching, research, public service functions, and budgets. The PRHA Department Head reports to the Dean of the College of Applied Sciences, and ultimately to the Vice-President for Academic Affairs and President of the University. An organizational chart at this link delineates the lines of reporting.

http://www.atu.edu/academics/docs/Administrative_Chart.pdf

The current Department Head began her appointment on July 1, 2011. At the time of writing this self-study, she has found that institutional practice has for the most part afforded the Department Head the opportunity to succeed in the mission of the department. The Department Head has both budget and personnel authority, although, like in most other colleges and universities, special policies exist that establish and affirm authority in the promotion and tenure process. In general, the PRHA Department head, in collaboration with the faculty of the department, is able to make decisions related to resources.

3.01:02 **Adequacy of financial resources.**

Evidence of Compliance:

The Department of Parks, Recreation, and Hospitality Administration maintains a separate operating budget with the College of Applied Sciences. The PRHA Department Head submits an annual budget request for the department to the Budget Advisory Committee and is ultimately responsible for monitoring expenditures during the fiscal year.

Operating Budget: The PRHA Department Operating Budget has essentially remained the same over the past few years. The total of the Operating Budget for 2011-2012 is \$510,064; this amount includes faculty, staff, and student worker salaries. The PRHA Department's Supplies and Services budget is \$20,759, which is comparable to other departments in the College of Applied Sciences.

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Capital Equipment Budget: We have been able to procure larger equipment/items such as an irrigation system for the North Lawn and the like, through the capital equipment budget administered by the Dean of the College of Applied Sciences. However, at the department level we have no funds allocated for capital equipment. As indicated in Table 3.1 only 4 academic departments within the College of Applied Science received capital outlay funds budgeted specifically to their departments.

Computers and Other Technology: Classroom and computer lab technology has remained current in the past in part due to a replacement process that is administered by the Associate Vice President for Academic Affairs. However, it is becoming more difficult to secure replacement computers for classrooms and lab technology due to the high demand on campus.

Travel: Travel has remained flat for several years. The PRHA Department's Operating Budget includes \$1,990 for travel. However, this amount is split among 7 full-time faculty members, which comes out to approximately \$285.00 per person. Faculty members do have the opportunity to apply for and receive travel funds through the Dean of Applied Science's office. Faculty also have the opportunity to apply for internal grants such as the Professional Development Grants, which help offset travel costs to conferences and workshops. More information on Professional Development Grants is available at this link:

http://www.atu.edu/research/faculty_dev.shtml

Table 3.1
College of Applied Science 2011-12 Budget

	Agriculture	Computer/Information Science	Emergency Management	Electrical Engineering	Mechanical Engineering	PRHA (RPA)
Student Workers	\$6,934	\$7,020	\$5,800	\$2,815	\$2,815	\$9,039
Supplies and Services	\$7,737	\$28,181	\$7,738	\$18,562	\$19,038	\$20,759
Travel	\$1,208	\$1,964	\$8,249	\$4,560	\$4,560	\$1,990
Capital Outlay	0	\$15,000	\$3,097	\$25,000	\$25,000	0
Total	\$15,879	\$52,165	\$24,884	\$50,937	\$51,413	\$31,788

3.01:03 Implementation of personnel policies and procedures.

Evidence of Compliance:

The PRHA Department Head is responsible for implementing the policies and procedures related to personnel. The Arkansas Tech University Faculty Handbook serves as the policy and procedures manual for all personnel. The Arkansas Tech University Faculty Handbook can be accessed at the following website:

http://www.atu.edu/academics/docs/2011_Faculty_Handbook.pdf

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3.01:04 Development and implementation of academic policies and procedures for the unit.

Evidence of Compliance:

Faculty and the department chair set policies and procedures within the department. The PRHA Department Head is responsible for implementing these policies and procedures. Examples of policies and procedures would include waiver and/or substitution of major courses, the process of handling incomplete grades, and internship and work experience guidelines. Policies and procedures affecting the PRHA Department are typically discussed in faculty meetings.

Faculty Senate is also a venue for developing and implementing academic policies and procedures. There is routinely at least one member of the PRHA Faculty on the Faculty Senate.

The Arkansas Tech University Faculty Handbook is the policy manual for the college and is available at this link:

http://www.atu.edu/academics/docs/2011_Faculty_Handbook.pdf

3.02 The program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.

Evidence of Compliance:

The Department Head, Dr. Cathi McMahan, CTRS, is a full-time, tenured associate professor. She is in her first year as Department Head (having served as Interim Department head from July 2009 until June 2011). Dr. McMahan's full vita is available at this link:

<http://www.atu.edu/prha/accreditation/McMahan.pdf>

3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.

Evidence of Compliance:

The department head receives 6 hours of release time from teaching (1/2 of the normal teaching load) for administrative duties. The Department Head workload and compensation is consistent with the prevailing practices at Arkansas Tech University.

3.04 There shall be formal participation of faculty in setting policies within the academic unit.

Evidence of Compliance:

The Department Head, with input from the RP faculty at both formal and informal faculty meetings, set policies within the department. Evidence of their joint involvement is provided through annual reports, faculty meeting minutes, personnel policies, internship and work experience manuals, and the strategic plan. Faculty meeting minutes can be reviewed at this link:

<http://tracdat.atu.edu:8081/tracdat/faces/assessment/documents/documentRepository.jsp> (secure link)

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3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.

Evidence of Compliance:

The Recreation and Park Administration program collaborates with practitioners, through both formal and informal means. These means include:

- **Recreation and Park Advisory Committee.** An advisory committee made up of 20 Recreation and Park professionals and 2 RP students has been in place since 1995, with some changes in members over the years. This is an excellent group which is comprised of practitioners from various leisure service settings throughout the state. The committee has given the Recreation and Park Administration program invaluable input into curricular matters, work experience and internship standards, and to the program's strategic plan. The faculty meets with the Recreation and Park Advisory Committee at least once a year, usually in the spring.
- **Practitioners at internship sites.** Faculty members are directly involved in supervising students during their internship (RP 4116). Faculty members make site visits with most interns (in and out of the state of Arkansas), facilitating first-hand contact with practitioners in various leisure service settings. Also the RP Program maintains an extensive file of past internships containing the names and contact information of practitioners who have served as internship supervisors since the mid 1980's.
- **Work Experiences.** Faculty members actively collaborate with numerous agencies to offer fieldwork experiences in the courses RP 3043, Work Experience; RP 3013, Recreation for Special Populations; RP 2003, Recreation Programming, and other courses.
- **Professional Associations.** Faculty members are active in several professional associations that involve interaction or collaboration with practitioners. These associations range from local to state to regional to national. See faculty vitae for details.
- **Guest Speakers in courses.** Faculty members regularly invite practitioners into their classes as guest speakers. This is an opportunity for interaction between faculty, student, and practitioners.
- **Alumni Network.** The RP Program attempts to maintain a close relationship with many of its alumni (1,000 plus). The Program celebrated its 45 anniversary in 2011. Alumni are encouraged to keep the program informed of their professional careers and asked to post current business cards in the PRHA Department Resource Room.
- **Consultation.** The RP faculty has been involved in consultation efforts with a number of different agencies as identified in faculty vitae. Some of those agencies include: Corps of Engineers, City Of Morrilton Parks and Recreation Department, Ozark-St. Francis National Forests, Arkansas State Parks, Russellville City Parks, and numerous others.

Chapter 4

Faculty

4.0 Faculty

4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its value.

Evidence of Compliance:

Members of the faculty of the Recreation and Park Administration Program have the same professional development opportunities as all other faculty in the University. Faculty members regularly attend and participate in on-campus workshops, local, state, and national conferences. Faculty members attain and maintain various certifications, secure and maintain memberships in professional organizations, host and or/present workshops or seminars, and maintain subscriptions to professional publications. See faculty vitae for further details.

An important professional development resource is the opportunity to apply for and receive a professional development grant. These grants allow faculty members to conduct research, pursue an academically creative idea, or attend a professional enhancement activity. More information on Professional Development Grants is available at this link:

http://www.atu.edu/research/faculty_dev.shtml

4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.

Evidence of Compliance:

Evidence of faculty development activities is evident in the RPA curriculum and affects the quality of the program in significant ways. The following categories document the continuing professional development engaged in by the RPA faculty during the last 5 years. Professional development activity is also listed on faculty vitae.

Professional Meeting and Conferences Attended

- National Recreation and Park Association Annual Congress and Expo (Bishop, Herrick, McMahan)
- Arkansas Recreation and Park Association Annual Conference (Bishop, Herrick, McMahan)
- American Therapeutic Recreation Association Annual and Mid-Year Conference (McMahan)
- Arkansas Therapeutic Recreation Society Workshop and Conference (Herrick, McMahan)
- Assessment Training Workshop (Bishop, Herrick, McMahan)
- National Association for Interpretation (Keating)

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- Regional Meeting for National Association of Interpretation (Keating)
- Society of Park and Recreation Educators Teaching Institute (Bishop, McMahan)
- The First Southeastern Water Trails Forum (Bishop)
- Arkansas Game and Fish Workshop (Bishop)
- Blackboard World 2007, Finding Your Common Thread (Bishop)
- Arkansas Environmental Education Association Meeting (Bishop)
- Arkansas Association for Supervision and Curriculum Development (Bishop, Herrick, McMahan)
- Arkansas Governor's Conference on Tourism (Bishop, Herrick)
- Gerontological Society of America (McMahan)

Certifications Maintained and Attained

- Certified Park and Recreation Professional (Herrick)
- Certified Therapeutic Recreation Specialist (McMahan)
- Certificate in Gerontology (McMahan)
- Project Learning Facilitator (Bishop)
- Project Wild Facilitator Trainer (Bishop)
- Project WET Facilitator Trainer (Bishop)
- Project Leopold Facilitator Trainer (Bishop)

Memberships in Professional Organizations

- National Recreation and Park Association (Bishop, Herrick, McMahan)
- Arkansas Recreation and Park Association (Bishop, Herrick, McMahan)
- American Therapeutic Recreation Association (McMahan)
- Arkansas Therapeutic Recreation Society (Herrick, McMahan)
- Council on Hotel, Restaurant and Institutional Education (McMahan, Montgomery, Lee, Moll, West)
- Society of Park and Recreation Educators (Bishop, Herrick, McMahan)
- National Association for Interpretation (Bishop, Keating)
- Regional NAI (Keating)
- River Management Society (Bishop)
- International Association for Society and Natural Resources (Bishop)
- Arkansas Hospitality Association (PRHA Faculty)

Workshops and Seminars Presented/Hosted

- "Boating Arkansas trails" (Bishop)
- "Damming the rivers: Recent proposals to dam protected rivers and streams to develop reservoirs in Arkansas" (Bishop, Herrick)
- "Trails for Russellville" (Herrick)
- "Wii Education: It's not all fun and games!" (Herrick, McMahan)
- "How assessment has made a difference" (Herrick)
- "Wii are the champions" (Herrick, McMahan)
- "Culture of engagement: ARROW initiative & the core and balance model of activities (McMahan)
- "Interventions for caregivers of the elderly" (McMahan)
- "The psychosocial effects of a leisure education program on caregivers of aging adults with dementia" (McMahan)
- "I refuse to grow old: TR interventions for the elderly" (McMahan)

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4.03 The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.

Evidence of Compliance:

Hiring practices and policies at Arkansas Tech University are clearly delineated and available at this link:

<http://www.atu.edu/affaction/docs/Guidelines.pdf>

The Recreation and Park Administration Program is in full compliance with these policies and practices. Our faculty members are diverse in age, education, training, institutions attended, and gender. However, ethnicity is not nearly as diverse. There has been no turnover in full-time faculty since 2001 when Dr. Bishop returned to Arkansas Tech University. All three of the full-time faculty has served ATU for a number of years. Part-time and adjunct faculty has also worked at ATU for a number of years. Dr. Lee is the only Asian who teaches in the Parks, Recreation, and Hospitality Administration Department and she is considered primarily a Hospitality faculty member who teaches some RP courses.

4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.

Evidence of Compliance:

It is the policy of the University to hold the normal teaching load to approximately twelve semester hours, with some variations because of differing teaching problems in certain departments. The normal twelve-hour load is intended to provide the instructor with the time and opportunity for the most effective instruction and for some research.

The General Statement of Policy/Procedure for Faculty Teaching Workload can be found in the Arkansas Tech University Faculty handbook located at this link:

http://www.atu.edu/academics/docs/Section_IV.pdf

If a situation necessitates that a faculty member teach more than the required 12 hours per semester, they are paid an overload for the additional hours assigned to them.

4.05 Salaries, promotions, and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the Program to accomplish its mission and operates in a manner consistent with its values.

Evidence of Compliance:

The Recreation and Park Administration Program complies with Arkansas Tech University's policies and procedures in relation to salaries, promotion, tenure, sabbatical leaves, leaves of absence, and related policies.

Salary: RPA faculty salaries (nine month contracts) are comparable to other department's faculty salaries on campus. RPA faculty also have the opportunity to teach summer courses for additional salary for either a 5-week or 10-week summer term.

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Promotion: [http://www.atu.edu/academics/docs/Section II Relation of the Faculty Member to the University.pdf](http://www.atu.edu/academics/docs/Section%20II%20Relation%20of%20the%20Faculty%20Member%20to%20the%20University.pdf)
(page 31)

Tenure: [http://www.atu.edu/academics/docs/Section II Relation of the Faculty Member to the University.pdf](http://www.atu.edu/academics/docs/Section%20II%20Relation%20of%20the%20Faculty%20Member%20to%20the%20University.pdf)
(page 36)

University services:
[http://www.atu.edu/academics/docs/Section II Relation of the Faculty Member to the University.pdf](http://www.atu.edu/academics/docs/Section%20II%20Relation%20of%20the%20Faculty%20Member%20to%20the%20University.pdf)
(page 50)

Sabbatical and other leaves:
[http://www.atu.edu/academics/docs/Section II Relation of the Faculty Member to the University.pdf](http://www.atu.edu/academics/docs/Section%20II%20Relation%20of%20the%20Faculty%20Member%20to%20the%20University.pdf)
(page 56)

Workload assignments: [http://www.atu.edu/academics/docs/Section IV.pdf](http://www.atu.edu/academics/docs/Section%20IV.pdf)

4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions program shall instruct at least 60 percent of the required courses within the curriculum.

Evidence of Compliance:

As indicated in Table 4.1, 86% of the professional core courses are taught by full-time faculty members.

Professor Ray Moll is a full-time Assistant Professor in Hospitality Administration. He has an undergraduate and graduate degree in business and typically teaches RP/HA Personnel Management. He is very qualified to teach this course and student evaluations from past semesters indicate that students like his course and that he is very knowledgeable in personnel and human management.

Professor James Daugherty, Adjunct Professor in Recreation and Park Administration, is a retired lawyer. He was a full-time lawyer with the Army Corps of Engineers until retiring two years ago. He has taught RP 4103 Recreation Law and Policy for 18 years, driving to Russellville from Little Rock once a week because he enjoys teaching. The RPA Program is very fortunate to have someone with his academic background and legal expertise teaching this course.

Dr. Seungsuk Lee is a full-time Assistant Professor in Hospitality Administration. Her background includes a Ph.D. in Food Service and Lodging Management from Iowa State University and a M.S. in Hospitality Management from Oklahoma State University.

Professor Sarah Keating, Adjunct Professor in Recreation and Park Administration, is the Assistant Park Superintendent at Lake Dardanelle State Park in Russellville, Arkansas.

Professor Amber Havens, Adjunct Professor in Recreation and Park Administration, is currently working on completing her Ph.D. in Leisure Behavior at Indiana University.

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Table 4.1
Instructors for Recreation and Park Administration Professional Core Courses

Course #	Course Title	Instructor(s)
RP 1013	Principles of Recreation and Park Administration	Bishop, Herrick, McMahan
RP 2003	Recreation Programming	Keating, McMahan, Havens
RP 2033	Recreation Leadership	Havens, McMahan
RP 3013	Recreation for Special Populations	McMahan
RP 3033	Commercial Recreation	Bishop
RP 3034	Site Planning and Design	Bishop, Herrick
RP 3043	Work Experience	Bishop
RP 3063	Outdoor Education	Bishop
RP 4001	Internship Preparation	Bishop, McMahan, Herrick
RP 4013	Recreation and Park Administration	Herrick
RP 4023	Research Methods	Herrick, McMahan
RP 4103	Recreation Law and Policy	Daugherty*
RP 4113	Personnel Management in PRHA	Lee* or Moll*
RP 4116	Internship	Bishop, Herrick, McMahan

* Indicates instructor does not have a degree in recreation, parks, or tourism.

4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact the program quality, consistent with the missions of the institution and the academic unit.

Evidence of Compliance:

According to the ATU mission statement "Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide solid educational foundation for life-long learning to a diverse community of learners. In keeping with the mission statement the faculty devotes approximately 80% of their time to teaching and 10-20% to both scholarly activity and service. The Recreation and Park faculty, however, is dedicated to scholarly activities and during the past five years has demonstrated that dedication by producing publications, refereed journal articles, proceedings and presentations at professional meetings, conferences, and seminars.

Faculty members in the Recreation and Park Administration Program participate actively in continuing professional development. Table 4.2 also illustrates the level of professional activity, details are also provided in faculty vitae. Faculty members regularly attend and participate in local, regional, and national conferences. Faculty members maintain memberships in a variety of professional organizations.

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Table 4.2
Faculty Scholarship Activity 2006 – 2011

Activity	Bishop	Herrick	McMahan
Books published	0	0	0
Journal reviews	1	0	1
Presentations	1	8	13
Publications in proceedings	0	0	0
Certifications	5	2	3
Conferences attended	16	8	17
Professional Memberships	9	6	5
Workshops hosted	2	5	5
Community boards served	1	2	2
University service projects	4	4	2
New courses developed	1	1	1
Organizations advised	2	2	1
Successful grant proposals	0	4	0

Chapter 5

Administration

5.0 Students

5.01 There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.

Evidence of Compliance:

Students in the Recreation and Park Administration Program provide informal feedback through comments and suggestions to the faculty, both solicited and unsolicited.

Examples of student involvement include the following:

- **Mid-term evaluations:** Students provide formal feedback for every RP course at mid-term of each semester per department policy.
- **Student evaluation of courses:** Student evaluations of courses are administered every time a course is taught for non-tenured faculty and at least once a year (spring or fall) for each course for tenured faculty. Student evaluations of courses provide students with an opportunity to give feedback to instructors. Additional information pertaining to the administration and utilization of Student Evaluation of Courses is available at the following link:

http://www.atu.edu/academics/docs/Section_II_Relation_of_the_Faculty_Member_to_the_University.pdf
(page 29)
- **Representatives to the RP Advisory Committee:** There are two RP students who serve as representatives on the RP Advisory Committee.
- **Faculty searches:** Students are involved in the selection of all full-time faculty. Students meet with candidates during the interview process and provide feedback to the search committee.
- **Internship evaluations:** All students complete a Student Evaluation of Internship Experience. This form allows students to evaluate their internship agency, supervisors, the internship experience, and academic preparation. The RPA Program makes use of this feedback in the ongoing operation of the internship program.
- **Informal and formal focus groups:** Students are often asked for their feedback and opinions in classes and in more casual settings. Students in RP 4001 Internship Preparation are asked for feedback regarding the curriculum and their academic preparation prior to interning.
- **New internship sites:** Students are encouraged to initiate contact with an agency that they would like to intern with. This initial contact leads to an internship proposal, which in turn establishes an informal review process by the faculty.
- **Student portfolios:** Students enrolled in RP 4001 Internship Preparation are required to complete a portfolio that can assist them with meeting their educational and career goals, as well as intensify their reflection of learning in their major.

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5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.

Evidence of Compliance:

The Recreation and Park Administration Program adheres to the written policies and procedures for admission, retention, and dismissal of students established by the University. These policies and procedures are outlined in the Undergraduate catalogue and in the Student Handbook.

Admission requirements are available at the following links:

<http://www.atu.edu/academics/catalog/admission.html>

<http://www.atu.edu/admissions/requirements.shtml>

Retention and dismissal:

<http://www.atu.edu/academics/catalog/regulations-procedures.html>

Graduation of RP students has always been a priority of the Program. The RP faculty takes pride in getting to know the students and seeing the students succeed. If a student is looking to drop out, the faculty will do what they can to intervene and help the student to find a solution to the problem and keep them in school if at all possible.

Arkansas Tech University has a retention plan in place and has won a national award for their retention efforts. In August 2005 a Director of Retention Services was hired to oversee the Bridge to Excellence (B2E) program. In the B2E program, Arkansas Tech University faculty members volunteer to serve as mentors to the freshmen working with them to keep them in school during their freshman year when the drop-out rate is high. The B2E program's continuing goals include: (1) increasing Arkansas Tech University's freshmen retention rate, (2) boosting participating freshmen's GPA, and (3) improving Arkansas Tech University's graduation rates. The Bridge to Excellence (B2E) Year 10 (Fall 2011) report is available at the following link:

http://www.atu.edu/ir/docs/retention-info/retention-bridge/B2E_Year10.pdf

5.03 The resources available to the academic unit shall be sufficient to meet its educational objectives and serve the number of students admitted to the unit and enrolled in its courses.

Evidence of Compliance:

The Recreation and Park Administration Program attempts to maintain an appropriate balance between enrollment and resources. Our resources for the past few years have been adequate to meet our educational objectives, though we do use a number of adjunct faculty to meet the needs.

Arkansas Tech University has established a record enrollment for the past 13 years (1999-2011). An overview of the total student population numbers attending Arkansas Tech University from the Fall of 2007 until the Fall of 2011 is provided at this link:

http://www.atu.edu/ir/docs/enrollment/enrollment-fall/student_demographics_overview_main_campus_fall.pdf

Enrollment over the last five years for the RPA Program and for Arkansas Tech University is summarized in Table 5.1. The RPA Program had an average enrollment of 94 majors for the years

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2006 – 2011. The program would like to increase its undergraduate enrollment. Ideally, the program would like to see undergraduate enrollment reach 120 students, and it is currently at 109. The faculty set the goal of 120 students which they felt was an adequate number of majors for the number of faculty. The program strategic plan outlines actions the department is taking to increase the undergraduate enrollment.

Table 5.1
ATU and RPA Student Profile
(2006 – 2011)

Undergraduate enrollment	2006-07		2007-08		2008-09		2009-10		2010-11	
	ATU	RPA	ATU	RPA	ATU	RPA	ATU	RPA	ATU	RPA
Total (fall) enrollment	6468	95	6804	87	6714	72	7534	99	8179	116
Number of graduates	821	17	898	27	973	23	959	17	1149	15

The RPA Program has requested another full-time faculty member, in the PRHA Department budget for the past number of years and also through the RPA Program Strategic Plan. This additional position would provide us adequate resources for increased enrollment and breadth of program offerings. Strategies, such as offering specialized courses every other year, or when the demand is present, allow the program to offer the full curriculum. Students have been able to graduate in a timely manner as noted in Table 5.1.

5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:

5.04:01 Academic advising.

Evidence of Compliance:

Arkansas Tech University places a heavy emphasis on advising as an important aspect of teaching for faculty and an important part of the educational experience for students. Recreation and Park Administration students are normally assigned to a faculty advisor based on their emphasis or interest. Every attempt is made to assign advisees equally among full time faculty. However, even though students are assigned to a faculty advisor, students may seek academic advising from any of the full time RP faculty. Occasionally, students request and are granted a change of advisor for whatever reason.

Arkansas Tech University requires that degree audits be completed for each student at least 3 semesters prior to graduation. The degree audit is completed by the faculty advisor and is facilitated by the Academic Advising Transcript that is produced by the online BANNER advising system. Once the degree audit is completed, it is checked and signed by the student, checked and signed by the Department Head, and then it is sent to the Dean's office where it is checked for errors and if correct signed by the Dean. The degree audit is then sent to the Registrar's office for the final check and approval. The formal degree audit process provides a check and balance system for faculty advising and makes changes, if needed in advising. Graduation check lists (currently in the process of being revised by the Registrar), developed by the Registrar's office for each emphasis in the Recreation and Park Administration degree program, are used to advise students throughout their degree process so there is continuity throughout the advising and degree audit process. The academic curricula are also outlined, by semester, in the Arkansas Tech University undergraduate catalog to allow students to

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follow the sequence of courses, suggested course loads and choices for electives for each emphasis. The Recreation and Park Administration curricula are available at this link:

http://www.atu.edu/academics/catalog/colleges/applied_sciences/dept_parks_rec.html

In addition to the Recreation and Park Administration Program resources, Arkansas Tech University has established the Roy and Christine Sturgis Academic Advising Center. This center has numerous resources to assist entering freshmen, transfer students, and undeclared majors in enrolling in classes and understanding degree requirements. The center also provides additional resources for students pertaining to other aspects of college life. More information on the Academic Advising Center is available at this link:

<http://www.atu.edu/advising/index.shtml>

Current advising in the Recreation and Park Administration Program is comprised of the following:

- One-on-one meetings with faculty advisor and student at least 2 times per year
- BANNER Degree Evaluation and transcript available to faculty and students, providing real-time program progress
- Degree planning and degree audit with advisor
- Pre-internship checklist to audit eligibility for the internship semester

The current ratio of faculty advisors to advisees is approximately 30-40 students to one faculty advisor. Only full time faculty is assigned advising responsibility. Students are encouraged to visit their faculty advisor as needed and at least 30 minutes are scheduled and reserved for each advisee for pre-registration advising in April and November.

5.04:02 Professional and career advising.

Evidence of Compliance:

Through various courses and advisement, the Recreation and Park Administration Program provides students with information regarding career opportunities and settings. In addition to this information, the RPA Program maintains up-to-date job information and postings on the Parks, Recreation, and Hospitality Administration web site. This information is available at the following link:

<http://www.atu.edu/prha/jobads.shtml>

The Recreation and Park Administration Program's internship selection process also helps students gain skills in career planning and placement. Our internship placement process mimics the job search process. Students must complete resumes and cover letters in RP 4001 Internship Preparation and then in turn send them out to potential internship sites. These agencies may or may not grant interviews, and based on the interview, may or may not extend the offer for an internship placement to the student. Students, in turn, may or may not choose to accept a placement opportunity with a given agency. This system appears to work well and increases our students' confidence in both job-hunting, and in adjusting to the employment process.

Arkansas Tech University's Norman Career Services provides career development and employment opportunities through a variety of services, including workshops, campus interviews, career fairs, and employment referrals. Its staff help students explore career opportunities; learn resume writing, interviewing, and other job hunting skills; identify potential employment opportunities; and provides

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access to a range of part-time positions, job shadowing opportunities, and internships. Additional information on Norman Career Services is available at this link:

<http://www.atu.edu/career/index.shtml>

Students in the Parks, Recreation, and Hospitality Administration Department are required to take a 1 credit hour class RP 4001 Internship Preparation. Students are required to enroll in the course the semester prior to their internship as the course is designed to help students prepare for internship, graduation, and employment post-graduation. The class covers such topics as: resume preparation, cover letters, thank-you and follow-up letters, how to interview, professional dress, job searches, and professional portfolios.

Recreation and Park Administration faculty has always helped direct individual students into career opportunities. Recreation and Park alumni are a great resource for hiring graduates and also a great resource for networking. Alumni are good about letting RP faculty know about part-time or permanent job openings (and in turn ask that the job announcements be posted on the PRHA web site). We also host a PRHA Department Career Opportunities Day each spring, which affords students in the department the opportunity to network with professionals in the field. This event started out rather small, but has continued to grow and serves as an excellent career development and recruitment venue for both agencies and students.

5.05 Student records shall be maintained in compliance with accepted confidentiality practices.

Evidence of Compliance:

Arkansas Tech University and the PRHA Department adhere to FERPA. Information on this policy is available at this link:

<http://www.atu.edu/ir/ferpa.shtml>

The student's academic records are maintained for advisement purposes in the PRHA Department Office. Student's files include any forms, class schedules, degree checklist, degree audit, transcripts, and other correspondence pertaining to the student. In compliance with Federal and state laws, information from student files is not released without consent from the student. Although students may examine their folders at any time, only the PRHA Department Administrative Assistant, Department Head, or advisor is permitted to retrieve it for them. These files are kept in a locked office after working hours.

5.06 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.

Evidence of Compliance:

The Recreation and Park Administration Program strongly encourages students to participate in professional organizations at the local, state, regional, and national level. Students are also encouraged to participate in other relevant professional opportunities.

Students are informed of scheduled professional meetings such as the Arkansas Recreation and Parks Association Annual Conference, National Recreation and Parks Association Annual Congress and Expo, Governor's Conference on Tourism, the Arkansas Hospitality Association Trade Show, Arkansas Therapeutic Recreation Society Conferences and Workshops, the Therapeutic Recreation Symposium

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for the Southwest, American Therapeutic Recreation Association Annual and Mid-Year Conferences, National Interpretive Association Conference, Golf Course Superintendents Association Meetings, and Arkansas Turfgrass Association Conference and are urged to attend. Registration fees are often reduced in order for students to attend these conferences and workshops. Faculty members announce events well in advance and encourage student participation in a number of ways (faculty may excuse students from classes missed, may provide extra credit points, etc.). Conference announcements are placed on bulletin boards in the PRHA Department and are placed on the PRHA Department web site. On occasion University vehicles and some expense money may be available to attend state meetings and conferences. Often students may attend state, regional, or local conferences free of charge if they are willing to work registration or monitor sessions.

We have had a number of RPA students attend the NRPA Congress and Expo over the past five years. The students who have attended were able to obtain partial funding for the trip through Student Development funds. ATU RPA students are typically in attendance at the Arkansas Recreation and Park Association conference as there are opportunities for them to attend at a discounted registration fee, if they volunteer.

The PRHA Department supports two undergraduate major's student organizations (Recreation and Parks Club and Rho Phi Lambda) through provision of advisors, mentoring, and administrative support where appropriate. These two organizations are considered registered student organizations and are eligible to apply for Student Development Funds to attend professional conferences and workshops. The Recreation and Parks Club has received limited funding from the Student Development Fund the past few years for 6 to 8 students to attend the National Recreation and Parks Association Congress and Expo. The RP Club received the Student Organization of the Year award in 2010 from the National Recreation and Parks Association's Student Branch. This award was based on student involvement and participation in on-campus events, service, and promotion of the profession.

In addition, several required courses within the recreation and park curriculum have field trips that bring students into contact with recreation and park professionals. Through these organized field trips and experiences, students meet park and recreation directors, Arkansas State Park personnel, hospitality managers, tourism professionals, entrepreneurs, and consultants from throughout the state. Guest speakers provide lectures and learning opportunities for students also. The Recreation and Park Administration Program has an established network of various recreation and park professionals and entities throughout the north central part of the state. Through this network, students are often placed in paid or volunteer positions to gain experience while attending school.

Several core courses in the Recreation and Park Administration curriculum have a service learning requirement embedded in them. These include an Outdoor Education Camp for Russellville 5th graders, which has been in existence for almost 50 years. Students enrolled in RP 3063 Outdoor Education serve as Activity Leaders for an overnight outdoor education camp sponsored by the Russellville School district. Students enrolled in RP 3013 Recreation for Special Populations are required to complete 15 volunteer hours over the given semester at an agency that provides services for individuals with special needs. Also students enrolled in RP 3043 Work Experience are required to complete 100 hours of clock work with an agency of their choosing in order to gain competencies needed for their chosen career path.

Chapter 6

Instructional Resources

6.0 Instructional Resources

6.01 Administrative support services shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

The PRHA Department has a full time Administrative Assistant who serves both the Recreation and Parks Administration Program and the Hospitality Administration Program. In addition, work-study and non-work study students aid the faculty during the academic year. A copy machine and services are available within the department office. Each faculty member has their own code to operate the copy machine. Also each faculty member has an individual private telephone line with voice mail. A fax machine is located in the department office.

6.02 There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other programs housed in the academic unit and consistent with institutional policy.

Evidence of Compliance:

The Parks, Recreation, and Hospitality Administration Department expanded to occupy all of Williamson Hall in 1999 when ATU Testing Services moved across campus. Offices for the PRHA Department faculty are located in Williamson Hall. All of the department's full-time faculty members occupy single offices. Each office is equipped with a desk, chairs, bookcases, filing cabinets, a telephone with voice mail, direct Internet access, wireless Internet access, and a personal computer with a printer. There is a scanner, fax machine, copy machine, and typewriter in the Main Department office. Both full and part-time faculty members have mailboxes in the Main Department office. Adjunct faculty do not have their own separate offices; however, they do have access to one office that is equipped with a desk, chairs, bookcases, filing cabinets, a telephone with voice mail, direct Internet access, wireless Internet access, and computer with printer that they can share. Adjunct faculty may also meet with students in one of the conference rooms or classrooms, if necessary. Heating, air conditioning, ventilation, noise, inadequate electrical outlets, and simply the age of the building are areas where faculty offices need improvement.

6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.

Evidence of Compliance:

Review of the floor plan of Williamson Hall reveals that the building has adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations. The first floor of Williamson Hall includes three conference rooms, one study area for students, and at least two areas that could be utilized as meeting space for student organization meetings. The second floor of Williamson Hall includes primarily two classrooms, faculty offices, and storage areas.

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Elsewhere on the ATU campus, space is also ample. The Ross Pendergraft Library is well equipped for study and conference meetings. Information about the Ross Pendergraft Library is available at this link:

<http://library.atu.edu/index.php>

The Doc Bryan Student Center provides meeting and conference space for student and professional organizations. Also the newest addition to the ATU Campus is the Baswell Techionery. The Baswell Techionery provides meeting space for student organizations. More information about the Doc Bryan Student Center and Baswell Techionery and its services are available at this link:

<http://www.atu.edu/stuserv/index.shtml>

6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.

Evidence of Compliance:

There are two medium size classrooms (one on each floor of the building) with a capacity of 45 students that are utilized for the majority of PRHA classes. There is also a site design lab with 16 drafting tables and a computer lab with 20 networked computers on the second floor of Williamson. The computer lab has a synchronizer for the instructor's use in teaching computer software applications. A reading/student resource room with a number of periodicals, resource books and materials, and job information is located in the first floor of Williamson. There is also a networked computer lab with 16 PCs on the first floor of Williamson. Students have access to print from the PCs in both computer labs in the Department's Main office.

The Recreation and Park Administration Program maintains a fire cache on the first floor of Williamson as part of the Cooperative Agreement with the U.S. Forest Service to train and equip wild land firefighters. There is also a Therapeutic Recreation resource room on the first floor with materials used for therapeutic recreation classes and recreation programming classes. The Williamson Dining Room is also located on the first floor and is used occasionally for classes, meeting, and special events. Due to larger class sizes in recent years the Williamson Dining Room is being utilized more as a classroom.

An irrigation system has been just recently installed on the North Lawn of Williamson Hall and this area will serve as a learning lab for the turf management students. A turf mower and other turf equipment have been purchased to assist with maintaining this area. Continued improvements for this learning lab are planned for in the future.

The PRHA Department also has a Cooperative Agreement with Mt. Magazine State Park near Paris, Arkansas, to use their park facilities as a laboratory for a number of RP courses including recreation programming, park operations, commercial recreation, site planning and design, interpretation, personnel management, work experience, and internship. This Cooperative agreement is intact, but has not yet come to fruition. Arkansas Tech University also operates Lake Point Conference Center, which may also be utilized as a learning lab for the PRHA Department.

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6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.

Evidence of Compliance:

The Recreation and Park Administration Program has ample access to instructional equipment. Wireless Internet access is available throughout the building; including all classrooms, faculty and staff offices, computer labs, and the dining room. Both classrooms have computer-mediated instructional resources built into them. This set-up allows faculty members to use the Internet, computer-based instruction, video, Elmo, and other media during classes. In addition, basic audio-visual needs (a digital camera, overhead projectors, a flip video recorder, DVD and VCR players, laptop computers, scanners, LCD projector, and large screen television) are owned by the department and are available for instructional use. Additional items are available through the ATU Technology Center. Additional information on the ATU Technology Center is available at this link:

<http://www.atu.edu/techcenter/>

The department also owns a Nintendo Wii and one "Training Wheels" kit, which is a portable teambuilding resource kit that includes teambuilding games and initiatives in a large wheeled duffle bag. We also have a number of items for site planning and design and trail mapping supplies for student use. Ancillary resources are adequate for the RPA Program.

According to the ATU Disability Services web site: "Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume the responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. TECH is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. This act provides a civil rights statute designed to prevent discrimination that qualified individuals with a disability shall not be denied access to any program or activity provided by any institution receiving federal financial assistance. The Affirmative Action Officer serves as the coordinator for these federal programs."

More information about Disability Services is available at this link:

<http://www.atu.edu/testing/disability.shtml>

6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the American with Disabilities Act (ADA) and the amendments to the Act.

Evidence of Compliance:

Most of the instructional and living facilities at Arkansas Tech University are physically accessible. The first floor of Williamson Hall is accessible to all students. The first floor of the building includes a classroom, a conference room, a resource room, a computer lab, 5 out of the 7 faculty members' offices, the Department's Main office which houses the Department's Administrative Assistant, accessible restrooms, commercial food lab, and dining room. Another medium size classroom, site-

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design lab, computer lab, and 2 faculty members' offices on the second floor of Williamson Hall are not accessible to students with certain physical disabilities. The faculty located on the second floor can make arrangements to meet students with disabilities in other more accessible areas of Williamson Hall. Classes can also be re-scheduled in another building on campus in an accessible classroom if need be. There are two designated accessible parking spaces on the south side of the building.

6.07 Library resources and access shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

The Ross Pendergraft Library is an excellent resource. The Ross Pendergraft Library & Technology Center opened in June of 1999 with the official dedication taking place in October of the same year. Planning for the new facility began in 1997 with a \$12.4 million gift for the project from the Donald W. Reynolds Foundation of Tulsa in honor of Ross Pendergraft, class of 1948. The previous library facility had been constructed in 1936 and remodeled in 1966. The building is 91,000 square feet with 27,000 square feet of usable space on each of the three floors. The facility houses the library, technology center, computer services, a board room, and various offices.

The mission and core values of Pendergraft Library are available at this link:

<http://library.atu.edu/libinfo/missionstatement.php>

The Library houses over 160,000 bound volumes (books and journals), over 110,000 government documents, and over 10,000 multimedia titles (sound and video recordings). The Library also subscribes to over 1000 current periodicals. The ATU Library maintains subscriptions to all leading journals in recreation, parks, and tourism, included in these subscriptions are the Journal of Leisure Research; Therapeutic Recreation Journal; Journal of Park and Recreation Administration; Journal of Hospitality & Tourism Research; Journal of Travel Research; Leisure Sciences; and Parks and Recreation.

The library's web-based catalog and other electronic services are accessible to all ATU faculty and students from any remote location. The library also offers equipment and support to students and faculty working on multimedia projects. Digital and video cameras are available to be checked out.

Students majoring in Recreation and Park Administration are required to take LBMD 2001 Library Media: Introduction to Library Resources. This course is an in-depth introduction to the library research process, highlighting the organization and function of resource collections, and furnishing practical experience in locating, retrieving, evaluating, and citing reference and research materials. Students in the RPA Program are encouraged to take this course prior to enrolling in RP 4023 Research Methods.

The Parks, Recreation, and Hospitality Administration Department is allotted approximately \$1,800 (actual for 2011/12 is \$1,679) per year for books and an additional \$1,000 is budgeted for multimedia. Overlapping acquisitions from other departments (such as health and physical education, psychology, fisheries and wildlife, behavioral health, and business) also add to the library offerings for our students. Library funds for the PRHA Department are allocated by request from faculty members on a first come, first serve basis

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The library offers an interlibrary loan service. Students and faculty can place interlibrary loan request for items while searching the online databases via an online form. Additional information pertaining to interlibrary loans at Arkansas Tech University is available at this link:

<http://library.atu.edu/ILL/faqs.php>

In addition to library resources, the University also provides an English Writing Lab and an online Writing Lab. The Writing Labs has all forms of assistance with writing for students and faculty. The English Writing Lab is available at this link:

<http://www.atu.edu/worldlanguages/computerlabs.shtml>

6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.

Evidence of Compliance:

All faculty and staff are provided with computers, and all of these are networked with the University system. This system provides linkages to the Internet as well as to University services needed for efficient operation of the PRHA Department (e.g., financial management, personnel records, student records, and registration). Software applications include word processing, spreadsheet, data base management, and basic statistics.

Faculty and students have access to a variety of scheduled and informal technical support related to computer use. All students majoring in Recreation and Park Administration are required to enroll in a computer course (COMS 1003 Introduction to Computer Based Systems) for academic credit. In addition, the Computer Support Center provides a full range of technical support services, including a help desk and telephone help line that operates 24 hours a day, seven days a week; educational and training programs, purchase consultation, computer maintenance, systems and application design, and consulting. More information is available at this link:

<http://cservices.atu.edu/>

The PRHA Department maintains two computer labs, located in Williamson Hall. The computer lab that is located downstairs includes 16 individual PCs and the computer lab that is located upstairs includes 20 individual PCs. Several additional student computer labs are located throughout the campus. All computer labs have Internet access and a selection of widely used software for word processing, desktop publishing, data management and analysis, and programming presentations. More information on ATU Computer Labs is available at this link:

http://cservices.atu.edu/index.php?option=com_content&view=category&layout=blog&id=9&Itemid=4

Arkansas Tech University maintains a student records software system called BANNER. With this software system, a host of academic functions are more effectively and efficiently accomplished, from admissions, to registration, to course scheduling, to degree auditing, and more. Students and faculty use the portal called OneTech and are able to register online, as well as check the status of their progress in their degree program. OneTech also allows faculty to have access to email, class lists, advising tools, grading, and more. OneTech is a password protected portal.

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ATU also has an office of Institutional Research, which is available for assistance on many projects requiring assessment and data collection, retention, enrollment statistics, and report generation. More information is available at this link:

<http://www.atu.edu/ir/>

Chapter 7

Learning Outcomes

7.0 Learning Outcomes

Foundations

7.01 Students graduating from the program shall demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences, or human service industries:

- 7.01.01 Students graduating from the Program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the Program, along with professional practices of that profession.*
- 7.01.02 Students graduating from the Program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession(s) for which the Program prepares students.*
- 7.01.03 Students graduating from the Program shall demonstrate the ability to apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues.*

Evidence of Compliance:

In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.01 in the following ways:

7.01.01

1. RP 3033 Commercial Recreation: Course exam questions
2. RP 1013 Principles of Recreation and Park Administration: Course exam questions
3. RP 4001 Internship Preparation: Professional Portfolio
4. RP 4001 Internship Preparation: Comprehensive Exam

7.01.02

1. RP 1013 Principles of Recreation and Park Administration: Course exam questions
2. RP 4001 Internship Preparation: Comprehensive Exam

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7.01.03

1. RP 4013 Recreation and Park Administration: Case Study
2. RP 4116 Internship: Problem Solving Assignment

Rubrics and exam information for each of these assignments or exams are available at this secure link:

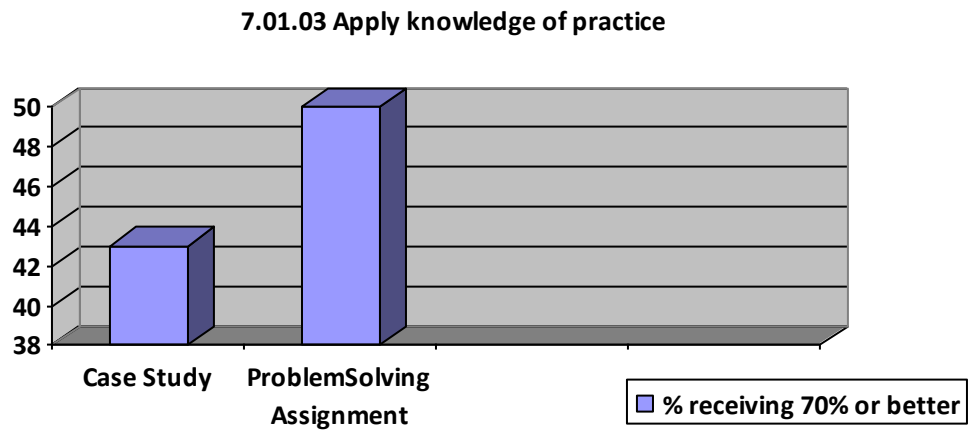
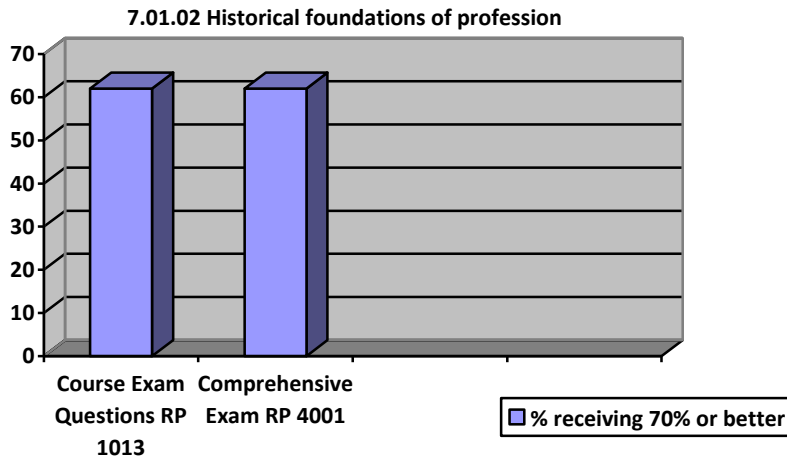
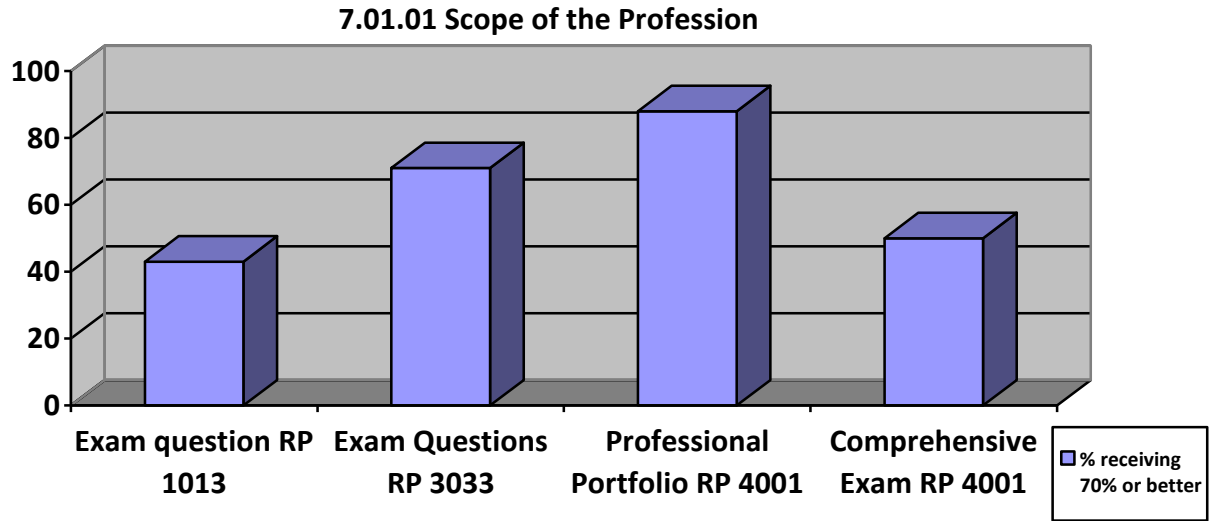
<http://tracdat.atu.edu:8081/tracdat/faces/assessment/home/dashboard.jsp> (secure link)

Results of these multiple sources of data are presented in Figure 7.1

Taken as a whole, the assessment data indicates that the students in the RPA program are learning and applying entry-level knowledge of the scope of the profession and the historical, philosophical, and scientific basis of practice, but the scores also indicate that students still are not meeting the criteria of 70%, which in turn indicates that more work needs to be done in this area.

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Figure 7.1 Learning Outcomes for 7.01 Foundations (Fall 2010 Assessment Plan)



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Provision of Services and Experiences for the public, guests, visitors, and clients:

7.02 Students graduating from the Program shall demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity:

- 7.02.01 *Students graduating from the Program shall demonstrate the ability to design experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science and philosophy.*
- 7.02.02 *Students graduating from the Program shall demonstrate the ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.*
- 7.02.03 *Students graduating from the Program shall demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.*

Evidence of Compliance:

In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.02 in the following ways:

7.02.01

1. RP 2003 Recreation Programming: Recreation Program Plan
2. RP 4116 Internship: Programming Assignment
3. RP 3034 Site Planning and Design: Site Plan

7.02.02

1. RP 4116 Internship: Programming Assignment
2. RP 2003 Recreation Programming: Kidsfest

7.02.03

1. RP 4023 Research Methods: Develop evaluation form
2. RP 2003 Recreation Programming: Collect data
3. RP 4116 Internship: Program Assignment/program evaluation
4. RP 4023 Research Methods/RP 2003 Recreation Programming: Data analysis and implications

Rubrics and exam information for each of these assignments or exams are available at this secure link:

<http://tracdat.atu.edu:8081/tracdat/faces/assessment/home/dashboard.jsp> (secure link)

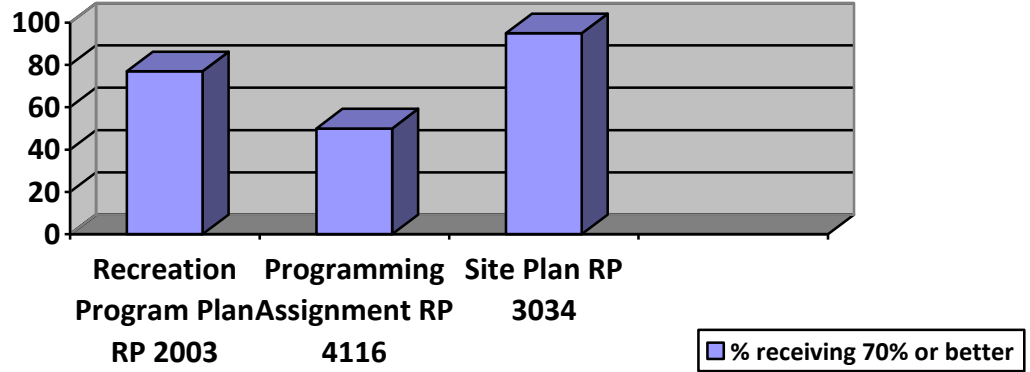
Results of these multiple sources of data are presented in Figure 7.2

Taken as a whole, the assessment data supports the conclusion that students in the RPA Program are learning how to design, implement, and evaluate recreation experiences for all. Areas for improvement include data analysis and implications, as this is an area we have been exploring for the past year and have made changes to our Research Methods course in order to address this area.

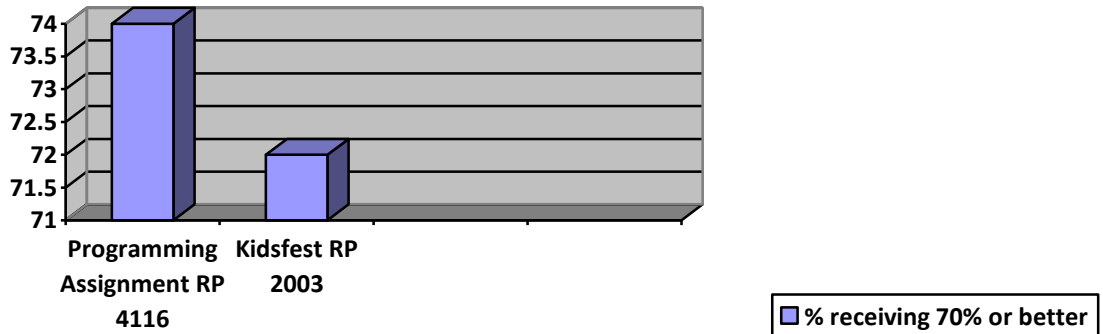
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Figure 7.2 Learning Outcomes for 7.02 Provision of Services and Experiences

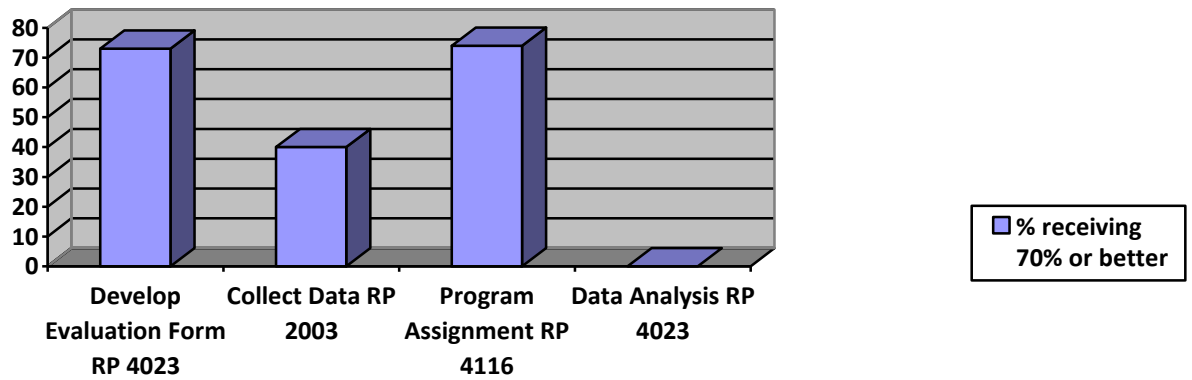
7.02.01 Ability to design experiences



7.02.02 Ability to facilitate recreation and leisure experiences



7.02.03 Ability to evaluate service and experience offerings



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Management/Administration

7.03 *Students graduating from the Program shall be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services.*

7.03.01 *Students graduating from the Program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations.*

7.03.02 *Students graduating from the Program shall be able to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting.*

Evidence of Compliance:

In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.03 in the following ways:

7.03.01

1. RP 4013 Recreation and Park Administration: Course exam questions
2. RP 4063 Park Operation: Course exam questions
3. RP 4001 Internship Preparation: Comprehensive exam
4. RP 4113 Personnel Management in PRHA: Course exam questions

7.03.02

1. RP 4013 Recreation and Park Administration: Case studies
2. RP 4116 Internship: Management Assignment
3. RP 4063 Park Operations: Simulation project
4. RP 4013 Recreation and Park Administration: Budget exercise
5. RP 4113 Personnel Management in PRHA: Case studies
6. HA 4013 Hospitality Marketing and Sales: Marketing plan

Rubrics and exam information for each of these assignments or exams are available at this secure link:

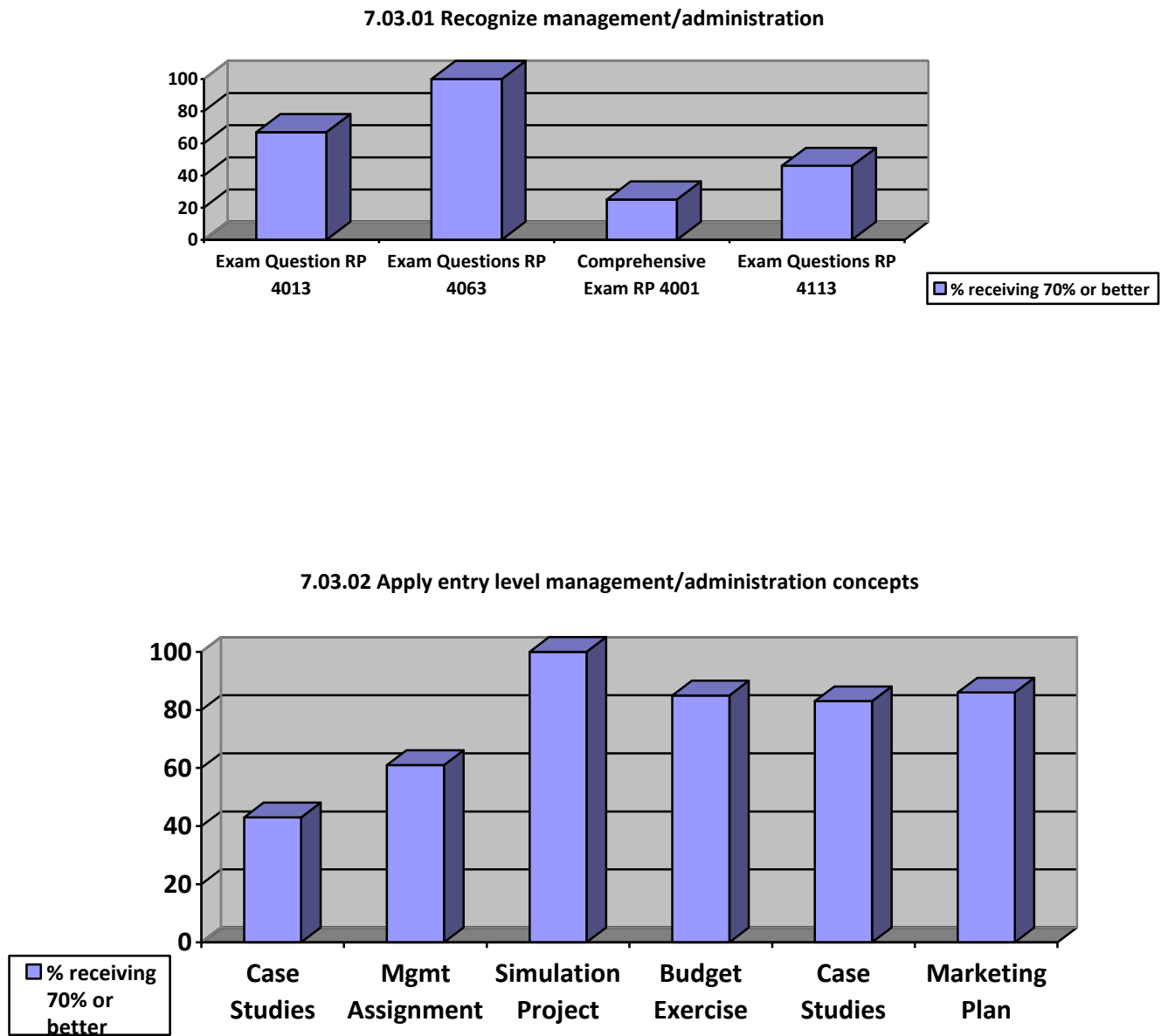
<http://tracdat.atu.edu:8081/tracdat/faces/assessment/home/dashboard.jsp>(secure link)

Results of these multiple sources of data are presented in Figure 7.3

Taken as a whole, the assessment data supports the conclusion that students in the RPA Program are learning how to manage and administer recreation programs, services and facilities. However, improvement is still needed in some areas. The scores for the Comprehensive Exam appear to be low at this time: however, we have only administered the exam once (spring 2011). We are continuing to fully develop the comprehensive exam.

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Figure 7.3 Learning Outcomes for 7.03 Management/Administration



Internship

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

Evidence of Compliance:

In the fall of 2010, we implemented our new assessment plan using the 2013 COAPRT Standards. Using multiple sources of data and triangulation, we assess Learning Outcome 7.04 in the following ways:

1. RP 4116 Internship: Problem solving assignment
2. RP 4116 Internship: Advocacy assignment
3. RP 4116 Internship: Innovation assignment

Students in the RPA program complete RP 4116 Internship (6 credit hours) the final semester in their degree program. The internship is 15 weeks and 600 hours. The internship is carefully structured and supervised. Students have a university supervisor and agency supervisor who communicate throughout the internship. The students complete several assignments (described in depth in the internship manual) that serve to foster integration of theory and practice. Detailed information about the internship requirements is available at this link:

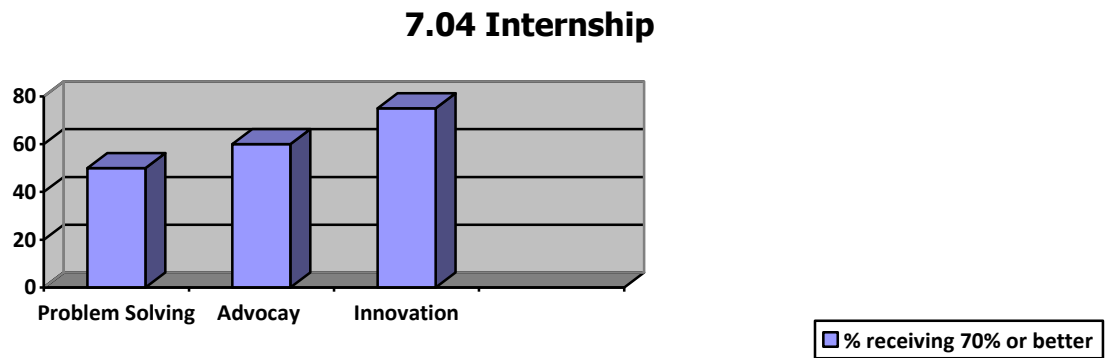
<http://www.atu.edu/prha/accreditation/RP4116Manual.pdf>

Outcomes from RP 4116 Internship are provided in Figure 7.4

Taken as a whole, the assessment data supports the conclusion that students in the RPA Program are taking the knowledge that they have learned in the classroom and are integrating it into professional practice during their internship. However, it does appear that students need to continue to work on problem-solving skills and advocacy.

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Figure 7.4 Learning Outcomes for 7.04 Internship



Appendix A

Arkansas Tech University RPA Self-Study

Web Page Index

<http://www.atu.edu/prha/coaprt.shtml>

Degree requirements for all emphasis areas are available at this link:

http://www.atu.edu/academics/catalog/colleges/applied_sciences/dept_parks_rec.html

Course syllabi are available at this link:

<http://www.atu.edu/prha/coaprt.shtml>