

COMMENDATIONS AND RECOMMENDATIONS CONTAINED IN THE  
RECREATION AND LEISURE STUDIES ACADEMIC PROGRAM REVIEW REPORT

Commendations

The Review Team is grateful to all members of the Department and especially its Chair, Steve Gray, for their collegial assistance in our inquiries.

The Department has an engaged and collegial Chair in Steve Gray.

The students both in the major and GE courses view the faculty as dedicated and caring in their approach to students.

The Department has a very effective student professional organization.

Internship programs are well structured and supervised.

Individual faculty advisors provide strong direction for the departmental concentrations.

Department alumni support the program.

A revised student advising program focused on student learning outcomes has been initiated.

The graduate program has been resuscitated by actively recruiting students and strong graduate faculty direction.

The Department has a devoted and industrious group of part-time instructors.

Students reported complete satisfaction with class scheduling and sequencing.

The Department has sought and received outside research funds.

RLS has endeavored to develop diversity candidates for future appointments, an admirable and interesting attempt to resolve a long standing problem in diversifying the faculty.

The annual convocation in early September introduces all the faculty to their students.

Recommendations to the Department

1. The Department should meet more frequently as a group to discuss immediate needs and long-term strategic planning. These meetings should produce a five-year plan to place its program on a firm foundation. (p. 4)
2. The graduate faculty should have regularly scheduled strategic planning sessions. (p. 5)
3. The Department should consider conversion of some part-time units to a tenure track



# CALIFORNIA STATE UNIVERSITY, SACRAMENTO


OFFICE OF ACADEMIC AFFAIRS

March 28, 2001

## MEMORANDUM

TO: Steve Gray, Chair  
Department of Recreation and Leisure Studies

Marilyn Hopkins, Interim Dean  
College of Health and Human Services

FROM:   
Cecilia Gray  
Associate Vice President for Academic Affairs

SUBJECT: Program Review - Draft Report

Enclosed is the draft Academic Program Review Report for the Department of Recreation and Leisure Studies. In accordance with Section IX of the ACADEMIC PROGRAM REVIEWS (Section D), the Division and the Dean now have two weeks "to respond to the report, correct inaccuracies in fact or data, and take reasoned exception to judgments or conclusions drawn." Please send twelve copies of your formal response to the report to my office by **Wednesday, April 11, 2001**.

When your responses have been received, they will be distributed to the Program Review Team and to the Chair of the Program Review Subcommittee of the Curriculum Policies Committee. The procedures for completing the review include:

1. The Draft Report and your formal responses are submitted to the Program Review Subcommittee Chair. The Chair of the Program Review Subcommittee may, with the agreement of the Program Review Team and the program being reviewed that they have no substantive disagreements, declare a review complete and send it to the Provost, the President and the Senate without panel evaluation of the draft review.

If deemed necessary by the Chair, a Panel is appointed by the Program Review Subcommittee to evaluate the draft review. The Panel consults with the reviewed unit, the Program Review Team and other parties as the Panel considers appropriate. The Panel may take reasoned exception to the draft review narrative, and has full authority to delete, modify or add recommendations to the draft review recommendations.

Under this provision, programs retain the right to request the Program Review Teams make changes in the draft text and the right to attach a formal response to the final review.

2. After the Panel/Subcommittee action, the completed Program Review Report is transmitted to the Faculty Senate for recommendation and approval.

If you have any questions concerning your response or these procedures, please contact me at extension 85933.

Enclosure

cc Dennis Huff, Chair, Program Review Subcommittee  
Program Review Team

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**DRAFT**

Academic Program Review

Recreation and Leisure Studies  
California State University, Sacramento

Program Review Team

Henry Chambers, Chair, History

Mary Braham, Nursing

Chevelle Newsome, Communication Studies

March 7, 2001

## **Overview**

Recreation and Leisure Studies is suitably located within the College of Health and Human Services. A small department with seven full-time faculty, a full-time lecturer, and several experienced part-time faculty, RLS serves a significant number of majors and an even larger number of General Education students in its two GE service courses, RLS 100 and RLS 122.

The Department recently received renewed NRPA/AAALR accreditation (October, 2000) through October 2004 based upon its self-study of 1999 and the visitation team's work during Spring, 1999. In response to the report RLS has restructured and reduced its major to two concentrations. The Department has also renewed its commitment to its graduate program by recruiting students and increasing seminar enrollments to satisfactory levels.

Because of looming retirements RLS's biggest challenge now will be to establish a realistic long term plan for the future.

After receiving the 1999 Department Self-Study Report and the Accreditation Team's Visitation Report Review Team members held a series of meetings beginning October 5 and concluding in early November. The Team interviewed Department Chair Steve Gray, individual faculty or pairs of faculty responsible for specific concentrations, part-time faculty, graduate faculty, two classes of students, RLS 42 and RLS 166, Acting Dean of Health and Human Services Marilyn Hopkins, and the past president of the alumni association chapter Andre Pichley, Community Services Supervisor for West Sacramento.

## **Commendations to the Department**

1) The Review Team is grateful to all members of the Department and especially its Chair, Steve Gray, for their collegial assistance in our inquiries.

They responded to requests for meetings and spoke frankly to the Team about their program. Two instructors made representative classes available to the Team to query students. The Review is very appreciative to the faculty for this assistance and to the students who so articulately

voiced their few concerns and their overwhelming support for the Department. We could not have asked for a more supportive response.

2) The Department has an engaged and collegial Chair in Steve Gray.

He works smoothly and effectively to advance the interests of his Department's program, his colleagues, and the University. The Chair and Faculty view each other as colleagues and work accordingly.

3) The students both in the major and GE courses view the faculty as dedicated and caring in their approach to students.

Indeed, students are overtly enthusiastic about the program and their instructors who work to establish a socialization process for department students. RLS has established an inclusive group of students rather than a competitive mixture. Students testify to the emphasis upon management and human skills in their courses. Their accreditation report notes the excellence of instruction faculty provide their students.

4) The Department has a very effective student professional organization.

Students participate actively in programs on campus, in the community, and nationally. The Department provides support funds for student attendance at national meetings; faculty accompany them as advisors. The Department assisted students in receiving ASI funding to attend the National Recreation and Parks Association meeting in Phoenix. Similar efforts are made to assure student attendance at professional meetings in the state.

5) Internship programs are well structured and supervised.

Therapeutic Recreation has an active hands-on internship program with faculty visitations twice a term, regardless of distance. Weekly email with students enhances the continual contact with faculty. The mentoring and supervision seems exemplary. Such close contact has resulted in a 90% pass rate for state certification.

The Program does have high internship and practicum hour requirements. Some students voiced displeasure with the large number of hours required, but RLS accreditation standards mandate them.

6) Individual faculty advisors provide strong direction for the departmental concentrations.

For example, Community Recreation has prospered under Tony Shepherd's guidance, and Therapeutic Recreation has the constant guidance of Carol Stensrud. Eddie Cajucon and Judy Quattrin have been strong leaders for the Parks Management program; Professor Cajucon's pending FERP will bring uncertainty to this concentration. Eric Rosegard is providing good leadership to the Humanics area. Students report no problems securing guidance from faculty for their concentrations.

7) Department alumni support the program.

Alumni make presentations to campus classes, mentor students in the field, teach part-time, and serve as an advisory group to the Department. The Alumni chapter has 60-70 paid members and maintains a web site and newsletter for its members.

8) A revised student advising program focused on student learning outcomes has been initiated.

Faculty have implemented a portfolio process to guide students in identifying and documenting learning and professional development and meeting required competencies for graduation. The Department has designated a long term and experienced part-time instructor to assist in the preparation of portfolio materials and oversee the process and granted him 3 units to oversee its implementation. "A Manual for Students of Recreation and Leisure Studies" has already been published and the portfolio process is underway. The Department is implementing a CASPER lock system to assure regular student advising, but it is too early to judge whether this will achieve the desired end. Students are kept informed about the new advising and portfolio plans through the department newsletter.

9) The Graduate program has been resuscitated by actively recruiting students and strong graduate faculty direction.

Where it usually had 6-8 students entering, thanks to Professor Shepherd's efforts it now has 14 new students. Consequently it is growing to be a real presence in the Department's program. Several years ago there had been some question whether the graduate program could or should continue. These recent actions put the question to rest.

10) The Department has a devoted and industrious group of part-time instructors.

The part-time faculty work together to improve their teaching and mentor new additions to their ranks. Several part-time faculty are

virtual permanent department members whose departure would have a serious negative impact upon the department's ability to offer a quality program.

11) Students reported complete satisfaction with class scheduling and sequencing.

The only reservation they had was by a few students who wished more sections could be offered. They understood the enrollment limitations and acknowledged the importance of smooth sequencing of courses for their concentrations. Concerns about overlapping course content were voiced, but most admitted that taking courses in the proper sequence obviated overlapping.

12) The Department has sought and received outside research funds.

RLS has secured a \$875,000 grant for the American Humanics Program under the direction of Professor Eric Rosegard. The department gave him 3 units release time to seek resources, a fruitful decision.

13) RLS has endeavored to develop diversity candidates for future appointments, an admirable and interesting attempt to resolve a long standing problem in diversifying the faculty.

14) The annual convocation in early September introduces all the faculty to their students.

The convocation provides a good overview of the opportunities for students in the department. Students were quite pleased with this event and recommended RLS continue this practice.

## **Recommendations to the Department**

1) The Department should meet more frequently as a group to discuss immediate needs and long term strategic planning. These meetings should produce a five year plan to place its program on a firm foundation.

The latter is becoming much more important as more faculty enter or approach retirement. The Department has a small full-time faculty base with which to service several programs. With full-time faculty

starting early retirement programs or retiring completely, it will be very difficult to continue their various programs. A few important part-time faculty whom RLS has relied on also have limited years left as teachers. RLS cannot afford to postpone their strategic planning or rely upon ad hoc decisions as vacancies occur. The long term document should have specific guidelines for program needs and hiring plans to reflect it. This is especially important with the pending retirements of Professors Cajucou, Goulard, Quattrin, and Stensrud. RLS has begun the initial steps with its January 2001 proposal to the Dean. It proposed a Commercial Recreation position for September, 2001, followed by a Therapeutic Recreation position for Fall, 2002. This is a good step forward, but the document is entitled "Department Hiring Plan 2001-2005." We presume RLS will meet this Spring to formalize plans for the remaining years through 2005.

2) The graduate faculty should have regularly scheduled strategic planning sessions.

With its growth, especially in the Commercial Recreation option, decisions need to be made on faculty resources and future hires. Faculty will have to make some hard choices whether to push ahead with the growing Commercial Recreation option at the expense of the traditional concentrations in Parks Management and Therapeutic Recreation. This will become a major issuer very soon when RLS addresses specific retirements and their impact on concentrations and course offerings.

3) The Department should consider conversion of some part-time units to a tenure track position.

RLS is heavily dependent upon part-time faculty to the long term detriment of the program's stability. The Department should move in this direction to anticipate impending retirements. As long as RLS maintains its FTE, the Dean has indicated she will support the hire of new faculty based on FTE if such conversion is based upon a department strategic plan. One of the long term lecturers, Judy Quattrin, whom the Department has relied on heavily and has contributed so much to their program, has indicated her likely retirement in several years.

4) The Department Chair should examine faculty workloads to establish equity and consistency among faculty.

Some faculty carry overloads, often from directing student theses or projects. The Department has no overt policy of supporting thesis/project supervision. To encourage faculty supervision of projects,



the Department should develop a policy to remedy this situation and apply it. Project supervision should be based upon a defined policy, not left to the discretion of the Chair, as fair as he has been adjusting the loads. According to the Dean, workload policy is a departmental concern, which they could address as long as the FTE was maintained. The department has no plans to deal with the overloads; it should.

- 5) RLS should continue its efforts recruit a more diverse faculty.

The Review Team recognizes the inherent difficulty in locating and hiring diverse faculty who meet the doctoral requirements of HHS and encourages the Department to maintain its existing efforts to broaden the faculty base. RLS has expended considerable effort to "grow" its own diversity candidates for tenure appointments, which may be the only realistic way to address this situation.

- 6) The Department should continue to encourage its faculty to expand their scholarly activity and continuing education.

The accreditation report noted this and the Review Team concurs. The prior Program Review requested that faculty prepare faculty professional development plans. This need remains. The Department should readdress this proposal as part of its strategic plan. Despite this lapse of the department, it continues to contribute admirably to its students, profession, and the community.

- 7) RLS consider adding a multicultural class to the curriculum.

Both faculty and students have suggested a need for a multicultural course, suitable for General Education. Some faculty mentioned that RLS considered such a course in the past, but the Department never followed upon it. With the GE program likely to undergo modifications in the near future with changes that might impact its FTE, this could be an appropriate time to reconsider adding such a multicultural course to its curriculum and to the GE program.

Such a course would also highlight their participation in the overall campus commitment to diversity. RLS should meet soon to plan such a course for inclusion in the revised GE program.

- 8) The Department might revisit its commitment to the GE program.

At present RLS has high enrollments in RLS 100 with five sections taught by Professors Olson (3), Stensrud, and a part-time

instructor. Some faculty question the wisdom of devoting so much effort by such fine instructors to a course outside the department's major courses. The 1995 Program Review noted the same problem, when it recommended that the instructor find a way to share his expertise with majors and graduate students. Faculty admit that most majors enter their program after completing two collegiate years. The high RLS 100 enrollments may well serve as an introduction to prospective majors.

The thirteen sections of RLS 122 deserve more study. Does the department wish to continue such a heavy part-time allocation to these advanced study courses? Might not a multi-cultural course serve the department and the University better? It would undoubtedly attract the FTE the Department needs and require fewer part-time units to do so than RLS 122 presently utilizes. Such a reallocation of resources could be useful, if the department chooses to convert some part-time units to an additional tenure track position.

9) RLS should revisit its Park Management concentration.

Eddie Cajucon is retiring and Cary Goulard will likely FERP. What then will become of the Park Management concentration, which cannot be left to one or two FERP faculty. It has been a mainstay of the Department's program for years; yet its future is not being discussed. The Department's most recent five year plan fails to address this looming reality.

10) Part-time faculty need more office space and access to computers.

Presently six part-time faculty, teaching twelve to fourteen classes, occupy one office and share three desks. Often three faculty are there the same day, with little room to meet students, much less use computers. The Team recognizes that SPAG is ultimately responsible for square footage allocation, but the Department should be more aggressive in pursuing this with SPAG or if need be find another way around this acute shortage of office space. RLS has excellent part-time faculty who interact well with each other and their students. They deserve better accommodations.

Part-time faculty would like to use WebCT and computers in their teaching, but they lack access to computers and the privacy to use them in the inadequate office space. RLS should provide at least one computer with ethernet hook-up for the office. When the next new computer is provided to the regular faculty, the older one could be made available to the part-time office.

11) The Department should consider a formal structure to grant students and part-time faculty access to departmental policy formulation.

This could be done through the RLS Student club by inviting club officers to specific department meetings and having part-time faculty designate one of their members to speak for them. The part-time instructors already meet as a group, so the designation would be a simple matter. The previous Review had noted this need, but nothing has been done to assure this.

12) The student portfolio assessment manual should be expanded when appropriate to include content competencies.

So far the portfolio will assess three competencies: oral, written, and group dynamics. Content competencies are addressed within accreditation standards for specific core classes. The Review Team realizes that introducing a portfolio assessment takes training, organization, and time for all to become adjusted to the process. Once the initial steps are in place, RLS should consider building into the portfolios content competencies as well. This process will help the department determine whether the five core classes, three lower and two upper division, have content redundancies and how the core content competencies relate to the specific concentrations the department offers.

13) The Department would benefit from a more formal governmental structure.

Presently it benefits from the excellent collegial leadership of Steve Gray who consults with faculty on a regular basis. A faculty retreat with a strategic agenda would be a good starting point for the academic year. Some faculty indicated this would facilitate long range planning by the department. Regular department meetings would continue this inclusion process and continue the strategic planning RLS needs. Monthly meetings or at least every other month would help. Emails and hallway discussions can only go so far. RLS might consider urging its part-time faculty to attend and offer their input to Department decisions.

## **Recommendations to the Dean's Office**

1) The Dean's Office should arrange for the College to make available a multi-purpose room for the Department.

The Department needs a multi-purpose room. In several courses integral to the curriculum, students present group projects. Students and faculty continually hunt for available rooms. Students and faculty uniformly complain about this on-going failure to have access to a multi-purpose room. Students must transport their materials to whatever room they can find at whatever hour or day is available. The Department has had this problem since Solano Hall was completed and are last in room allocations for Solano Hall.

2) The Dean should initiate discussions with the Department on completing and submitting their Five Year Hiring Plan to anticipate future retirements.

As part of these discussions, the Dean could make explicit the College's willingness to allow conversion of some part-time units to a full-time tenure appointment.

## **Recommendation to the Senate**

1) The Bachelor of Science Degree in Recreation Administration and Park Management and Therapeutic Recreation be approved for a period of six years.

2) The Master of Science degree in Recreation and Leisure Studies be approved for a period of six years.