

# Recreation Leadership and Management

APRC 1997-1998

Section 1 of 3

**ACADEMIC PROGRAM REVIEW**

**SEPTEMBER 15, 1997**

**RECREATION LEADERSHIP  
AND MANAGEMENT**

**DEPARTMENT OF LEISURE  
STUDIES AND WELLNESS**

**COLLEGE OF EDUCATION**

**FERRIS STATE UNIVERSITY**

**SUBMITTED BY**

**DR. SUSAN J. HASTINGS, CHAIR**

**DR. RICHARD ANDERSON**

**JENNIFER PARKS**

**ROBERT SINCLAIR**

**DR. SCOTT WURDINGER**

**ACADEMIC PROGRAM REVIEW  
BACHELOR OF SCIENCE DEGREE IN RECREATION  
LEADERSHIP AND MANAGEMENT  
COLLEGE OF EDUCATION**

**TABLE OF CONTENTS**

	<b>PAGE</b>
TABLE OF CONTENT	I
LIST OF APPENDICES	II
ACKNOWLEDGEMENT	1
EXECUTIVE SUMMARY	2
SURVEY RESULTS AND ANALYSIS	4
SURVEY RESULTS	4
ANALYSIS OF SURVEY FINDINGS	6
PROGRAM PROFILE	7
I. PURPOSE OF PROGRAM	7
II. RESOURCES OF THE PROGRAM	9
III. ENROLLMENT, RECRUITMENT AND RETENTION	13
IV. EFFECTIVENESS OF THE PROGRAM	15
V. ACTIONS TAKEN AND FUTURE PROSPECTS	19

## **LIST OF APPENDICES**

- A. CURRENT STUDENT SURVEY**
- B. GRADUATE SURVEY AUGUST 1992-DECEMBER 1996**
- C. FACULTY SURVEY**
- D. EMPLOYER SURVEY**
- E. ACADEMIC ADVISOR COMMITTEE SURVEY**
- F. CURRENT FACULTY VITAE**
- G. RECREATION LEADERSHIP AND MANAGEMENT CHECKLIST**
- H. SUMMARY OF OUTCOMES ASSESSMENT**
- I. SUMMARY OF FIELD EXPERIENCE AND INTERNSHIP EVALUATIONS**
- J. PROGRAM REVIEW PANEL EVALUATION FORM**

**ACADEMIC PROGRAM REVIEW**  
**Bachelor of Science in Recreation Leadership and Management**  
**College of Education**

**This review was prepared under the guidance of Dr. Susan J. Hastings-Bishop, Recreation Leadership and Management Program Coordinator, with assistance from Dr. Scott Wurdinger, Recreation Leadership and Management, Jennifer Parks, Health and Physical Education, Richard Anderson, Language and Literature, Robert Sinclair, UREC. Special thanks to Cynthia Roberts in helping to prepare the document.**

**ACADEMIC PROGRAM REVIEW**  
**Bachelor of Science in Recreation Leadership and Management**  
**College of Education**

**EXECUTIVE SUMMARY**

The Recreation Leadership and Management Program has been part of the curricula offered on the Ferris State University Campus since Fall 1976. The curriculum has evolved from a community education based recreation programming focus to a specialization that emphasizes leisure service programming, corporate fitness and wellness and adventure education. Within the next academic year the addition of sports management will be completed. The professional core courses still reflect the traditional professional areas of study but they too have been updated to meet the current skills and knowledge required of the undergraduate degree entry level. Enrollment has fluxuated from 60 in the late 70's to 117 in the late 80's. The 90's have been a rollercoaster in numbers which have reflected the decrease in student population to draw on, semester transition, and impacts of campus administration's fiscal restructuring.

The graduates from the program have found positions in a variety of settings which reflect the emphasis tracks and flexibility of the professional core courses initiated with the semester transition. Entry level positions range from corporate fitness and wellness specialist for corporation employee services, private health clubs, YMCAs, resort recreation directors, ice rink management, public recreation and parks departments (county, local), to outdoor/adventure recreation positions with agencies providing programs to schools and youth at risk.

The last review in 1992 was completed after the curriculum had been prepared for the semester conversion. The full time faculty dropped from three tenure track positions to two with only one of them being full time until fall of 1996. Since fall of 1993, a fourth tenure track position shared with HPE to meet special needs of corporate fitness has been filled by overload or adjunct after the tenure track was lost to fiscal restructuring. The result of the instructional staffing changes has been a need to get positions filled with qualified people to provide stability and consistency during the last four year period. This has been priority one.

Today (Winter 1997) , the program is in a rebuilding process and is making adjustments for current trends to support the emphasis tracks and professional core courses. Budget support and one time funds have helped to catch up in the areas of equipment and technology but more resources are needed. The prospects of facility improvement in the next two years will play an important part in this process, i e. HPE renovations and the ropes course construction initiative. These, in conjunction with developing strong curriculum emphasis tracks which are unique to the state of Michigan, will help the recruiting of students for program's growth.

The next five years are critical to the program's final stages of rebuilding. At this point the program is prepared, with administrative support to meet some of the recommendations of four years ago. The leading one is the need to seek National Recreation and Parks Association's program accreditation. Of the other seven programs in Michigan only three are accredited. At this

time the facility enhancement, technology supports, and two filled tenure track positions would make this possible to accomplish-with the appropriate funds provided as an initiative.

Ongoing support to continue this process during the next eight years will require priorities in recruiting and retention, review of faculty workloads, continuous review of the curriculum, and most importantly, the seeking of national accreditation to become a visible and competitive program within the state of Michigan and nationally.

**ACADEMIC PROGRAM REVIEW**  
**Bachelor of Science in Recreation Leadership and Management**  
**College of Education**

**SURVEY RESULTS AND ANALYSIS**

**Survey Results**

**Results of the survey of current students' perception of the Recreation Leadership and Management program (Appendix A )**

A twenty two question satisfaction survey was administered to the current RLM student taking major courses, February 4-6. A total of 67 students completed the instrument out of 87 (77%). The students were asked to use a rating scale of strongly disagree (1) to strongly agree (5) and N/A. The questions were similar to the 1992 instrument for RLM program review.

The overall student survey ratings were favorable regarding the program's instruction and curriculum content. When compared to the 1992 survey the ratings have taken a drop. Advising combined rating (ratings 4 & 5) for 1992 was 72% and in 1997 only 58% or an overall 14 % change in four years. The overall program satisfaction combined rating (ratings 4 & 5) changed from 79% in 1992 to 70% in 1997. Concerns regarding the library resources, facilities and equipment have continued in the same areas as four years ago. The students were concerned with resources for specialized areas, adventure education, and corporate fitness and wellness. The need for more information on internships and professional opportunities and involvement in professional organizations was also evident. (See Appendix A)

**Results of the survey of graduated students' perception of the Recreation Leadership and Management program (Appendix B )**

The graduate questionnaire survey was mailed out the third week of April, 1997 to 79 recreation leadership and management graduates from Summer 1992 to December 1996. The overall response to the questionnaire was a total of 35 or (45%). The graduates who responded were 15 (43%) Corporate Fitness and Wellness Emphasis, 13 (37%) Leisure Service Programming Emphasis/Programming option, 6 (17%) Outdoor/Adventure Education Emphasis /Outdoor option and 1 (3%) Aquatics Emphasis. There were 16 (46%) males and 19 (54%) females from predominately Caucasian-American middle class backgrounds and were between the ages of 21 to over 45 years old.

Twenty seven of the respondents are currently working in the field of their choice, while seven stated that the job is not related directly to their degree. Seventeen (43%) of the students are working in the commercial or employee services sector, eleven (31%) in the non-profit private



sector and the remaining seven (20%) in the public sector. Thirty graduates reported general satisfaction or very satisfied with their current job or positions.

The general comments from the graduates were about the need for continued hands-on experiences and more curriculum development in this direction in preparation for the internship. The need to: 1) fill faculty positions with specialty areas of corporate fitness and wellness and adventure education; 2) obtain or provide resources which would enhance test and measurement for corporate fitness; and 3) offer a ropes course to help adventure education students develop facilitation skills. The use of group work planning and carrying out projects during their RLM educational experience at FSU was viewed as contributing towards the work place effectiveness. Eighty-three percent felt their degrees have added value to progress they've made in their careers.

### **Faculty from the Department of Leisure Studies and Wellness and Program Review Panel evaluations of the Recreation Leadership and Management program (Appendix C)**

The faculty analysis included two faculty who do the majority of teaching, advising and administration for the RLM program and two faculty from the department which teach in support courses from the HPE side of the department. The responses see strengths in instruction, advising, field experience/internship placement, use of academic advisory committee, and faculty credentials. The weak areas are in resources support, student follow-up, recruiting, and ability to expand curriculum to meet current trends in the adventure education and corporate fitness and wellness emphasis areas. (See comments Appendix ).

The Review Panel 's Evaluation responses averages ranged from a low of 2.4 to a high of 4.2. The lowest average were in the areas of instructional staffing (2.6), facilities (2.4), equipment (2.4) and adequate instructional materials and supplies for the program (2.8). The scores of 3-3.6 were for student satisfaction with program (3.2), demand for graduates (3.6), use of student follow-up information (3.4), scheduling of instructional facilities (3.6), and the advisory committee perceptions of program (3). The highest scores were for student perception of instruction, use of information on labor market, relevance of supportive courses, use of professional/industrial standards, qualification of administrators and supervisors, and adaption of instruction all had an average score of 4.2. (See Appendix C)

### **Survey of employer's satisfaction with employed program graduates (Appendix D)**

The results from the employer's survey are limited to the eleven out of eighteen responses received. A telephone contact was made to agencies which were known to currently have employees who graduated from the Ferris program. Some of the contacts had new supervisors who did not know the graduates who had worked at these sites and moved on, or agencies felt that they could not comment for legal reasons. Sites were selected where we knew of at least one or more students had been employed, in most cases they also included experience with student interns from the program. Major problem is and are that most of the employers have only experience with one employee ever hired from Ferris, and the fact these employers are spread out over the entire country.

A rating scale of 1-5 was used with five being the excellent/exceptional. The average scores for the ten areas to be evaluated ranged from 3.5 to 4.0. The lowest average score (3.5) was in the area of marketing and promotion expertise while the highest ratings (4.0) were given for academic preparation and job preparedness when hired and hand-on skills in the areas of computers,

budgeting, testing and measurement. Average scores of 3.7 were given for communication skills, supervision of both staff and clients, facility management and/ or design, and needs assessment and program evaluation. The areas of program development, cooperation/relationships with supervisors and co-workers, overall management/programming skills were rated 3.8-3.9. (See Appendix D)

### **Results of the Survey of Advisory Committee perceptions of the Recreation Leadership and Management program ( Appendix E)**

The Academic Advisory Committee both from surveys and comments generated during Senior Exit interviews express concerns in the areas of staffing, resources, and professional networking of students with related professional organizations. Performance of students and curriculum content received ratings of good to excellent (See Appendix E). The other areas of need are the expansion of computer skills; and use of specialized equipment for fitness and wellness test and measurement; and the need for a ropes course and more outdoor adventure equipment. (See comments Appendix E ).

### **Analysis of Survey Findings**

The overall response has been favorable to the directions which the program has been taking. Support for the teaching and advising by faculty has been repeated through the comments and ratings. Program graduates are finding jobs at a rate above the national level for our field. The program provides preparation for a diverse set of job opportunities and graduate school options. It continues to be rated highly for its experiential based approach to learning and training. Semester conversion expanded the hour requirement for internship and field experiences which has been well accepted by the students and was suggested by the last program review.

The areas which need to be addressed include program accreditation, faculty workloads, and equipment - both skill based and technological - for students' hands-on experience. A concern about the drop in ratings from the previous program review may be explained in part due to having the equivalent of three and one half full-time faculty when the last review was done and only one full-time person for three of the last four years created by fiscal restructuring constraints. Also during this time frame there was a drop in funding for S & E which impacted equipment and support for the program.

**ACADEMIC PROGRAM REVIEW**  
**Bachelor of Science in Recreation Leadership and Management**  
**College of Education**

**PROGRAM PROFILE**

**I. Purpose of the program**

**A. Program Goals**

The program has the following goals for our Recreation Leadership and Management students:

1. Students will graduate and be prepared to enter the leisure service career market.
2. Students will be able to demonstrate professional entry level management skills for supervision and organizing leisure services.
3. Students will have an understanding of the social, psychological and physical aspects which influence the delivery of leisure services.
4. Students will be able to apply problem solving and critical thinking skills to leisure service management situations.

**B. Program compatibility with role and mission of Ferris State University**

The RLM program has shifted with the leisure service needs at the national and Michigan level. The program provides a generalists approach which contributes to the training needs of a diverse leisure service industry. The three sectors (public, non-profit, and commercial) have been accessed at entry level jobs by students from FSU. As these groups change focus and require more current skills the RLM program faculty have provided the hands-on experiences that the professional must have. The agility to change with professional fields' needs has been one of the unique features of Ferris's programs and applies to the RLM program. The emphasis tracks reflect the areas of specialization in areas which are growing and relate to the industrial and public needs of Michigan, corporate fitness and wellness, leisure service programming, and adventure education. Corporate fitness and wellness focus on preventive health maintenance through the use of fitness and health promotions by corporations either on the worksite or through affiliations with commercial health and fitness clubs or contractors. Leisure service programming focuses on the community ( parks and recreation departments, county and state parks, sports and athletic facilities, youth service agencies, and commercial recreation and tourism). Adventure Education uses outdoor recreation pursuits and ropes courses for

team building, cooperative learning, environmental education and therapy programs. These are all elements of the larger leisure services people of Michigan seek and use over a lifetime.

**C. Program integration/coordination with other programs at FSU**

The Recreation Leadership and Management program works with the health and physical education faculty within the department of Leisure Studies and Wellness using the HPE faculty as classroom instructors and courses as part of emphasis tracks and for certifications. The marketing management courses from the College of Business are required and two facility management courses from the College of Technology are required for all RLM students.

**D. Program integration/coordination with programs at other institutions**

The faculty have work periodically with other academic faculty members in writing of books and journal articles. They have worked on committee projects within national professional organizations' committee work. The exchange of students and expansion of this area is hoped to expand in the future as faculty numbers and time permits.

**E. Program service to needs and interests of the community, state, nation, and the world.**

The faculty and students contribute extensively to all these levels. Faculty serve on committees and organizations both on campus and locally as requested related to the expertise found in the department. These have included US Forest Service Friends of the Forest and management planning committees, Association of Experiential Education's (AEE) editorial board, and Society of Parks and Recreation Educator's (SPRE) Department chairs, heads, program coordinators annual chairs meeting as a co-chair of the planning committee.

The Students continue to provide service through their internships and field experiences. The students work for the Big Rapids Parks and Recreation Department and Mecosta County Parks. The students have served corporations, non-profit agencies, and public governmental agencies across Michigan and the US.

They also provide programs to Big Brother and Big Sister's of Muskegon River Valley, St. Mary's School, K-12 Environmental Education Day Camp program, and Camp Bulldog in conjunction with the alumni office. The students in adventure education expanded their work with Newago Intermediate School District's alternative education program and working with youth through the WISE organization and the FSU West Campus Community Center.

The request by agencies and organizations out strip the ability to provide students to meet the demands.

## II. Resources of the program

### A. Personnel

#### 1. Faculty (See Vita's Appendix F)

##### Tenured:

**Susan J. Hastings-Bishop, Professor**  
B.S. SUNY at Brockport  
M.A. University of Northern Colorado  
Ph.D. Texas A&M University

##### Tenure-track:

**Scott D. Wurdinger, Assistant Professor**  
B.A. Luther College  
M.A. University of Wisconsin  
M.S. Mankato State University  
Ph.D. The Union Institute

Adjunct and Temporary, Full and Part-Time During last 4 years  
Glen R. Bishop, Ph.D, Recreation Resource Management and Tourism  
Jerry Sutton, MS, ABD, Recreation  
Susan Jividen MS, ABD, Recreation and Higher Education Administration  
Colin Dodunski, BS, Recreation and Corporate Fitness

#### 2. FTE/ Overload

	1991-92	1992-93	1993-94	1994-95	1995-96
Tenure Track*	3.00	2.25	1.00	1.00	1.00
Over/supply.	.75	1.25	.96	.84	1.00
Temporary	0	0	.50	1.00	1.00
Summer	.73	.73	transition	1.26	1.17

\* the administrative release time for the program comes from the tenure track FTE  
The rotation of course offerings each year for the emphasis areas creates the overload and depending on the courses is distributed between the full time and adjunct positions.

#### 3. Off-campus programs

NONE

**4. Administration:**

Program coordinator receives 2 hours release time each semester as part of a 12 hour load. During summer 1996 given 1 additional hour to conduct faculty search and in summer 1997 1 additional hour for program review.

**5. Support staff:**

**NOTE: Support staff is shared with Television Production Department and Health and Physical Education staff in the Department of Leisure Studies and Wellness.**

Cynthia Roberts, Secretary II

**6. Student assistants:**

Work Study to help keep student computer lab open evenings (only source of funds). This was started in academic year 1996-97 for fall and winter semesters only.

**7. Advisory Committee (1996-97)**

Mary Alrick-Allen  
Coordinator of Lifetime Sports  
Lansing Parks and Recreation Department

Don Nemeč  
Director  
Muskegon River Valley Big Brother and Big Sisters

Sarah Raymond  
Alternative Education Instructor  
Newago Intermediate School District

Robert Sinclair  
Director  
University Recreation, Ferris State University

David Basch  
Superintendent  
Mecosta County Parks

James Dunleavy  
Recreation Supervisor  
Oakland County Parks

Kendall KlingelSmith  
Recreation Director  
Greenville Recreation Department

**Susan Perry  
Recreation Supervisor  
East Grand Rapids Parks and Recreation**

**Ryan Rivard  
BIO Care  
Holt, MI**

**Julie Sommers  
Aquatics and Fitness Specialist  
Livonia YMCA**

**Denise Felix  
Youth Program Director  
Livonia YMCA**

**Robert Youngs  
Athletic Director  
Ionia Corrections Facility**

**Fred Bunn  
Assistant Director  
East Grand Rapids Park and Recreation**

**B. Instructional resources**

**1. Facilities and equipment available**

- a. HPE 114 and some use of gymnasium
- b. HPE 106 small student computer lab, houses 8 computers (MAC & IBM)
- c. HPE 111 and HPE 202 faculty offices
- d. HPE 110 departmental office for RLM and HPE
- e. Canoe trailer, eight canoes and two kayaks
- f. Backpacking equipment : tents, backpacks, cook kits, stoves, sleeping bags enough to outfit 6 students completely and a group of 12 who have own sleeping bags.

**2. Supplies and expense budget**

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Supply and Expense	\$15,840	\$12,869	\$7,398	\$5,500	\$5,869	\$4,583

Note that until November 1992 the budget reflects the HPE/RLM program combined. The current funding has fallen short annually, and the Dean has had to cover additional budget overrides for basic operational cost from other college resources (primarily salary savings) even after discontinuing internship travel costs of \$2000-25000 annually beginning July 1, 1993.

**3. Equipment acquisition budget (from S &E)**

	1991-92	1992-93	1993-94	1994-95	1995-96
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$12,021.53

Note that the 1995-96 amount was a one time supplement to the S&E to help purchase badly needed outdoor replacement equipment (i.e. canoes that were 20 years old). All other major equipment has been bought through the accumulated dollars in the development account which annually runs between \$300-600.00 total.

**4. Gifts and grants**

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Grants						\$4,000	\$1,800

1996-97 Timme Innovative Teaching Grant and Faculty Summer Institute dollars  
 1997-98 Association of Student Government and Faculty Summer Institute dollars

**5. Travel budget (faculty and administration)**

**NONE**

In the 1992 program review we had funding at least to visit internship sites, but with restructuring and dramatic cuts to our budget we lost all funding to accomplish this task.



6. Professional development, other than travel, budget

**NONE**

Faculty development funding has come from the College of Education Dean's Innovative Teaching awards and Timme Mini-Travel Grants over the last four years. Prior to that there had not been funds available for this purpose.

7. Library Resources

The library has continued to order from a list of books faculty send, but the students must continue to rely on the faculties' personal library resources for current technical books due to the lack of resources on the self. The periodical resources have improved, but students remain frustrated with the lack of access to a lot of listing that can be generated electronically. The use of the reserve desk has been key to providing access to current sources by instructors.

C. Faculty activities other than instruction

1. Committees (campus, national)
2. Professional Organizations
3. Publications
4. Consulting
5. Community service projects tied to student classroom experiences\

(See attached vitas in Appendix F)

**III. Enrollment, recruiting and retention**

A. Enrollment trends for the last five years

1. Student credit hours/FTE

Recreation Leadership and Management is ranked 37 out of 115 programs in FTE generation and at the Department of Leisure Studies and Wellness level 4 out of 29 in the 1995-96 productivity report's high to low rank listings of student credit hours from the Office of Institutional Studies.

	1991-92	1992-93	1993-94	1994-95	1995-96
SCH/FTE (F,W, SP)	787	969	559.53	563.41	530.19
SCH/FTE (Summer)	178	177	-----	145.63	141.88

NOTE: 93-94 starts semester figures.

## 2. Majors

	1992	1993	1994	1995	1996
<b>Total Enrollment</b>	94	109	93	82	89
<b>Freshman</b>	NA	18	10	12	14
<b>Sophomore</b>	NA	22	15	13	19
<b>Juniors</b>	NA	37	29	26	29
<b>Seniors</b>	NA	32	39	21	26

The national trend shows students transferring into the recreation and parks programs rather than being first time enrolled students. The Junior level being the highest influx of transfers into the RLM program. As a result, many of the students must extend their stay at Ferris a minimum one additional semester. The program course sequence allows students to graduate in a timely fashion, if general education requirements have been met when transferring in at the junior level.

## 3. Graduates

	1991-92	1992-93	1993-1994	1994-95	1996-97
<b>Graduates</b>	20	19	27	26	22

## 4. Graduate employability (starting salary)

	1991-92	1992-93	1993-94	1994-95	1995-96
<b>Placement</b>	73%	69%	74%	65%	68%
<b>Salary Range</b>				\$23-28,000	\$20-28,000

Salary data is weak and the information is from contacts with students who contacted the department following graduation in the years that are reported. The current graduate survey completed indicated a higher salary range of up to \$43,000-46,000 for a couple of graduates who have only been employed for less than four years. There are some who are entering the profession at over \$30,000. Based on this more recent data and job postings in the last 6 months, entry level salaries are on the rise to between \$23,000-\$30,000, depending on the sector in which the student seeks employment.

## B. Recruiting

The RLM program recruits primarily from on campus. There are no funds or faculty release time to pursue off-campus recruiting. At the present time, the faculty participates in Autumn Adventure, Collegiate Skills exploration of programs during the fall by

offering two sessions on information to their students. Faculty are willing to set up appointments with students referred to the program by the counselors or RLM students. The program coordinator has a packet of information which is sent to perspective students which are forwarded by admissions and will work with admissions to have on campus appointments with students who request them. The program is very limited in its recruiting options. Prior to fiscal restructuring the department initiated a one day on campus visit for potential new students and parents during academic years 1990 and 1991 which helped increase numbers, but was discontinued with drops in staff and budget.

**C. Retention**

1. Academic advising is carried out by all the RLM faculty. They each are assigned an advising load, and to ensure contact each semester a student must make an appointment with the advisor assigned or of their choice before registering for the next semester. Faculty will work closely with transfer students to help them meet course requirements for graduation and internship. The faculty spend significant time with students outside the classroom and time other than designated daily office hours.

**D. Costs**

Ranked listing of the RLM program teaching cost per student credit hours ( 1995-96 data) including fringe benefits from the Office of Institutional Studies. The rankings are done based on the four emphases which were in place at that time (starting Fall 1997 Aquatics Management has been dropped). The rank listing of program teaching cost was from a high of \$788.00 to a low of \$58.07 out of 129.

<b>RANK</b>	<b>Program Emphasis</b>	<b>Cost</b>
111	Corporate Fitness and Wellness	\$ 97.55
115	Outdoor/Adventure Education	\$103.32
108	Aquatics Management	\$104.79
109	Leisure Service Programming	\$105.10

The cost per student credit hour in RLM courses ranged from a high of \$194.18 (RMLS 465) to a low of \$29.81 (RMLS 348) as listed in the 1995-96 Instructional Teaching Costs from the Office of Institutional Studies. When comparing the high to low list of pooled course prefixes at FSU during the same time period, the highest prefix was \$1,232.01 and the lowest was \$35.80. The RLM programs pooled cost was \$120.24.

**IV. Effectiveness of the program**

**A. Curriculum**

**1. Graduate requirements**

The Recreation Leadership and Management Bachelor of Science degree requires 128 semester hours with a 2.00 overall GPA and a 2.5 GPA combined Professional Core courses and Emphasis Track selected by student. The four emphasis tracks a student could

select from between Fall 1993 until Fall 1996 were Aquatics Management, Corporate Fitness and Wellness, Leisure Service Programming, and Outdoor/Adventure Education. As of Fall 1997 the Aquatic Management emphasis will be dropped due to lack of students. (See Appendix G)

## 2. Suggested semester-by semester sequence of courses to be completed.

Students are able to enter the program as freshmen. They are advised on the odd/even rotation of the specialized courses in the emphasis tracks (this is also published in the catalog). Each individual must complete a total of 750 work experience hours for credit prior to graduation. These are broken down into a 150 hour field experience (recommended completion between the sophomore and junior year) and an internship with the completion of the professional core and emphasis track course work (usually in the senior year).

## 3. Currency of the curriculum

The Recreation Leadership and Management program has had very few changes made to it since the semester conversion in 1993. Prior to that time there were only two options (Programming and Outdoor). The changes in emphases were to upgrade the curriculum with trends in professional training. These changes followed the National Recreation and Parks Association/Alliance for Leisure and Recreation accreditation guidelines and standards. Although the program is not accredited (note: the program was recommended to seek accreditation in the 1992 APRC), the faculty continues to follow the recommended guidelines and monitor the national trends in the field through the department's affiliation with NRPA. The emphasis areas of corporate fitness and wellness and the outdoor/adventure education use two additional professional organizations as ways of monitoring trends. The first is the Association of Worksite and Health Promotion which has been providing assistance in listings for corporate fitness internships and trends conferences at the state level. The second is the Association for Experiential Education which accredits outdoor adventure programs and ropes course guidelines.

The development of the new area of corporate fitness and wellness and the updating of the outdoor/adventure education emphasis tracks have been the priority over the last four years. These two emphases are the areas of the curriculum which will provide Ferris with the distinction from the other 7 programs in the state of Michigan. The short period has produced results in both emphasis areas. The trend in adventure education has been toward a program of more team building, leadership, and expansion beyond traditional backpacking and canoeing skills. The corporate fitness and health promotion area continues to grow. The program concepts for these two emphases were developed at semester conversion, but with fiscal restructuring the positions to support these programs were frozen or bought out. The frozen position was filled for three years with a temporary or adjunct faculty. Some courses in the skills area had to be canceled and new ones were not developed due to lack of expertise.

The lack of resources and faculty position(s) have been the concern even with keeping the program's curriculum up to date and meeting what was put in place. Within these constraints, the graduates, advisory committee, faculty, and employers have been pleased with the results of the program's educational product. The concern now is how to fill in the weaknesses and move into the next century. The outcomes assessment process has produced additional input from students over the last three years which mirrored some of

the same administrative concerns of faculty. The intern students have been helpful in giving the program coordinator useful information about what skill development would be of use to the future students. There is a desire to implement the general suggestions, but resources will limit the end results. (See comments in Appendices A, B, C, E )

## **B. Quality of the Program**

### **1. Demonstrated quality of the program**

The quality of the program has been demonstrated by the types of jobs graduates have qualified for and been hired. The continuous number of phone calls from internship/field experience sites which have had students previously is further evidence of program quality. The evaluation ratings of students while participating in internships and field experiences (See Appendix D), and the increased number of students who have qualified for graduate assistantships and are accepted into graduate programs illustrates the program's value. There has been an increased recognition of the program's content through the network of current faculty at the national level. The positive ratings by graduates and those in the review process-employers, faculty, members of the committee and academic advisory committee members are further evidence.

### **2. Approaches to enhance quality of instruction**

The quality of instruction has been enhanced during the last academic year by the filling of the tenure track position specializing in adventure education. This position had been unfilled for three years and already the quality level of skills and theoretical knowledge has shown a tremendous improvement (which has been verified by student evaluations).

The faculty continues to use a "hands-on", experience based approach to teaching in the classroom. The desire is to continue growth in this type of course instruction, but will be limited by resources.

The expansion of technology is becoming a major issue as a tool that is used in several different ways unique to the different emphases. Corporate fitness and wellness need access for fitness and testing measurement methods and related practice as part of the classroom instruction. The administration and management software tools are advancing and some are being updated to the point that current hardware is unable to use them. The hardware for teaching in the classroom, introducing the software and accessing web sites as teaching tools is lacking.

The faculty need support to attend more than one development option per year. The need is for increased funding to update faculty in certification and technology related to different specialty areas of the curriculum.

### **3. How student's performance is evaluated and assessed (outcomes assessment)**

Student performance measures include both written, oral and group projects. The department has developed an outcomes assessment process. It includes the use of internship and field experience reviews by supervisors, senior portfolios and the proposed development of course assignments designed to demonstrate students' skills and theoretical knowledge. The program has drafted an outcomes assessment plan. The faculty have implemented and modified instrumentation over the last three years, and academic advisory

members have been part of this process. They have been the interviewers of students who participate in the senior exit and senior portfolios review process during the last three years. The last two items are part of the RLMS 499 Assessment course. ( See Appendices H & I)

#### 4. How quality of instruction is measured

The students are asked to evaluate faculty in two ways; course evaluation and senior exit interviews with academic advisory committee members. The graduate survey included questions regarding the quality of instruction. The responses were highly favorable in this area and mirrored similar responses to the current student survey.

#### 5. How the course contents are kept current

The course contents are kept current through faculty contacts with colleagues in the field, research, review of current literature (textbooks and professional journals) and attendance at professional seminars, conferences, or meetings. The resources of the program limit the extent and effectiveness of these.

#### 6. How the success of the graduates is gauged

The ability to track employability of program graduates has been very limited by both money and faculty time. The last major source of information regarding this area was collected four years ago relying on alumni mailing addresses and again this time. The program review provided the money to do this. Contact by phone from former students helps to update their job searches and successes, but only 1 in 4 who graduate during that academic year make contact.

The program has had to measure its success on those students who have made contact. We compare their employment situations with jobs posted in the job bulletin and job trend articles in professional publications. For this report we have information from 35 graduates.

The lack of the current employment data has been a major faculty concern. The current resources will continue to make this a weakness in administration of the program. This was also state as a weakness four years ago.

### C. The strengths and weaknesses of the program

#### 1. Strengths

The greatest strength of the program is its "hands on" or experiential learning based approach to skills and knowledge used in the profession created by the personal involvement of faculty with students and the faculty's academic credentials and professional experiences. The continued use of computer skills as tools to better management techniques and every day applications in the work place are a key components of the learning environment. These issues received a highly favorable rating from the current students and graduates, and support the of the quality of the program's academic content. The curriculum is designed to allow for a student's specialization interest but

To: NRPA/AALR Accreditation Council  
Lowell Caneday, Chair  
Sandra Little Council Vice Chair and Lead Reviewer  
Sara Hensely, Council Second  
Dr. Nick Digrino, Chair of Visitation Team

FROM: Dr. Susan J. Hastings-Bishop, Program Coordinator

RE: Recreation Leadership and Management 's Response to the Visitation Team Report April 4-7

DATE: June 8, 1999

Attached are the responses to the Visitation Team's Report. The faculty have attached some information to address the "partially met" or "not met" items by the program at Ferris State University. If any additional information is need please feel free to contact me regarding any of the items we are addressing or may be in progress.

RLM

and verbal communication skills. The use of classroom presentations and desire to have the latest technology to support this type of presentation is one that the program is seeking support through the UAP process to enhance the teaching resources with.

8.35-8.39

Met

8.40

Partially Met

The Dean from the College of Education has returned \$2000 annual allocation to visit student interns only during the last two years. Fiscal restructuring and budget reductions had removed funding for actual travel for onsite internship visit. The total allocation is still not adequate to visit all students due to distances and faculty workloads have played a factor in supervision. Record keeping this past semester was not up to the usual standard in part to the transition of moving in the building. The normal beginning of the semester procedures were lost in the first few weeks of a new office which was not put together and files not readily available. During the winter semester two of the 7 interns were met off campus one at the state MRPA conference with his supervisor and the second on site in Myrtle Beach while Dr. Hastings-Bishop was attending the SPRE institute. The students were contacted by mail, e-mail, and phone at some point during there remainder of the semester. Summer 1999 a total of 12 interns are out with funding remaining will fund visits to 6 sites by Dr. Hastings-Bishop. These visit include all those students in Michigan and two out of state trips to California in conjunction with a conference and New York. The remaining students are located in Colorado, Kentucky, Wisconsin, and Illinois.



8.05	Met	
8.06	Partially Met	See attached RMLS 121
8.07	Met	
8.08	Not Met	See attached RMLS 121, 180, and 242
8.09	Met	
8.10	Partially Met	See attached RMLS 121, 180
8.11	Met	
8.12	Met	
8.13	Partially Met	See attached RMLS 180 and 242 syllabus that have been revised by faculty. Note that the specialization of programming is to be more of a focus in the emphasis track courses.
8.14	Met	
8.15	Met	
8.16	Met	
8.17	Partially Met	See attached RMLS 242
8.18-8.33	Met	
8.34	Partially Met	The faculty continues to develop course projects that support the need for students to articulate using written

and interim office due to work space and security issues. The new office configuration has diminished some these issues.

6.02-6.06 Met

6.07 Partially Met

The Dean's office has provide a one time funding of \$2000 to purchase books for the library. This should be completely spent by Fall 1999. The 1999-2000 budget for the library has been Enhanced by a one time funding of \$ 300,000 dollars and the board Has approved dedication of 1.5 % tuition to support the new library now under construction starting Fall 1999. The Dean will be working with the Dean of Library and Instructional Services to determine what additional dollars will be forth coming related to acquisitions for the program.

6.08-6.09 Met

### **7.00 Foundations of Understandings**

Note that the report lists the "**Southern**" Association of Colleges and Schools. It should read "**Northern**" Association of Colleges and Schools.

### **8:00 Professional Competencies**

8.01 Met

8.02 Partially Met

See attached RMLS 121 syllabus rewritten by faculty

8.03 Partially Met

See attached RMLS 121

8.04 Not Met

See attached RMLS 121

4.06-4.10 Met

## **5.0 Students**

5.01 Partially Met

Students will be invited starting in the fall to send a representative from each emphasis track( total of 4) to the faculty meetings which are scheduled each month for the third Tues. at 11 AM. The program has not had a formal search for a faculty position in over 3 years. The students have had a less formal input to policies and curriculum through the senior exit interview process with our advisory committee members who conduct those interviews. The other is through the RMLS 499 class discussions. The students will be asked to RLM curriculum planning meetings of faculty or their input. The Dean has a college wide student advisory committee to discuss issues at the college level.

5.02-5.05 Met

5.06 Not Met

Attached to this document is a list of the student professional activities conducted during the Winter 1999 semester. Increased faculty contact outside the classroom is in a rebuilding process after a lack of it due to building renovations and office located in obscure places on campus.

5.07-5.08 Met

## **6.0 Instructional Resources**

6.01 Not Met

The need for increase clerical staff to meet department administration office support is an issue that the Dean will seek to change. In the interim a student worker will be sought to help with phone calls and messages starting in Fall 1999 semester. This has been a problem in the old offices

committee of college peers who review the promotion, merit, and tenure at the college level. The faculty has union representation from each college who work with union officers that sit down with the VPAA's office to work out "contract maintenance" issues dealing with workload procedures.

3.02 Met

3.03 Partially Met

SEE Response to 1.01

3.04-3.06 Met

#### 4.0 Faculty

4.01 Met

4.02 Not Met

The RLM program has requested that the current third FTE workload be converted to a full time position which will require the person to have a degree in recreation and parks. The Dean supports this and is currently working on this request.

4.03-4.04 Met

4.05 Partially Met

Dr. Wurdinger .25 release time is part of his RLM teaching workload as the ropes course is under the direction of the RLM program's management, thus is part of his 1 FTE. The Program Coordinator's .50 release time will continue to be in restructuring transition through the coming year as other personnel are hired in teacher education to pick up the P. E. Minor's administrative tasks thus moving the workload of the department to align with the major's focus. The conversion of the third FTE to a generalist position would strengthen the faculty workload.

forth their annual budget requests and initiatives for new projects or departmental staffing needs through the Unit Action Planning Process that the budget is derived from. It is the Program Coordinators job to bring this process together.

3.01.03	Met	
3.01.04	Met	
3.01.05	Partially Met	The Dean is very much aware of the need to provide more budgetary dollars annually for faculty development. The same can be said for the Vice President of Academic Affairs. In pursuit of this goal the VPAA has earmarked \$100,000 for faculty development in addition to the Timme Funds normally available to faculty for Fall 1999. The Dean has indicated she will set aside dollars to support faculty endeavors in addition to the Dean's Innovative award. At this time final budget numbers are not available.
3.01.06	Partially Met	The departmental level must approve any curriculum changes proposed by Recreation Leadership and Management faculty who are responsible for major's curriculum development, management and evaluation. Once the curriculum changes or adjustments leave the department they are in the same review processes as every other curriculum of the University.
3.01.07	Partially Met	The policies and procedures set by union contract in some instances does allow for faculty input on the development of procedural aspects, i. e. Criteria for Tenure, Promotion, Merit Raises, and most recently Post Tenure Review. These have occurred at the departmental and college levels. Faculty and Program Coordinators under the contract do have input of annual reviews of non-tenure faculty in tenure tracks and it is a

**FERRIS STATE UNIVERSITY**  
**RECREATION LEADERSHIP AND MANAGEMENT**  
**BACHELOR of Science DEGREE**  
**NRPA/AALR ACCREDITATION REVIEW FOR**  
**PROFESSIONAL PROGRAM**

<b>STANDARD</b>	<b>EVALUATION</b>	<b>RESPONSE</b>
<b>1.00 Unit Characteristics</b>		
1.01	Partially Met	<p>The College of Education's Dean is in process of restructuring the college departmental duties and curriculum oversight. As this process enters a the next phase with the hiring of a Department Head for Teacher Education Fall 1999, the Physical Education Minor will transition to that Administrator's oversight. The Department of Leisure Studies and Wellness Program Coordinator will become a liaison in providing scheduling of courses under the department's jurisdiction as need by other departments. The only curriculum major and minor will be the Recreation Leadership and Management. The remainder of courses provided outside of this major are primarily service to the total university community.</p>
1.02-1.03	Met	
<b>2.00 Philosophy and Goals</b>		
<b>3.0 Administration</b>		
3.01.01	Met	
3.01.02	Partially Met	<p>Budget recommendations are forwarded to the Dean but daily spending requests are made from the department level with signature of authorization at the Dean's office due to faculty contract rules. Faculty put</p>

**FERRIS STATE UNIVERSITY**

**College of Pharmacy**

**To:** Dr. Paul Hoeksema, Chair, Recreation Leadership and Management Program Review Panel

**From:** Dr. Adnan Dakkuri, Chair, Academic Program Review Council

**Subject:** Recreation Leadership and Management Program Review

**Date:** April 13, 1993

The Academic Program Review Council (APRC) wishes to thank you and your panel for all the time and effort put forth in preparing the Program Review Panel Report on the Recreation Leadership and Management (RLM) Program.

Your report delineates many strengths in the RLM program. These are:

1. Students, graduates, employers and the advisory committee are quite favorable in their remarks on the program.
2. The enrollment has increased and held steady in recent years.
3. Placement of graduates appears to be at a reasonable level.
4. The faculty receive very positive ratings from both students and graduates for their knowledge, professionalism, organization, and effective advising.
5. The emphasis on computers and business courses has made the program unique in the state and is in keeping with Ferris' emphasis on technology.
6. The mathematics, gerontology, aquatics and corporate fitness background that the graduates felt was needed has been incorporated into the semester-based curriculum.

However, the APRC is deeply concerned about two specific weaknesses which must be urgently addressed:

1. Additional resources must be allocated to overcome shortage of program faculty and administrative resources.
2. Pursue National Recreation and Park Association accreditation to enhance the competitiveness of the program in recruiting higher ability students and in placement of graduates.

Other weaknesses are also noted by the APRC and should be corrected. These are:

1. Increase physical facilities available for the program.
2. A follow-up system of graduates needs to be established and maintained.
3. Placement activities must be coordinated with the University Placement Office.

Dr. Paul Hoeksema  
Page 2  
April 13, 1993

4. Attention must be given to increasing library resources in the field.
5. More frequent meetings with the advisory committee are needed to seek input relative to curriculum and employment opportunities.

In view of the above, the APRC is recommending that the Recreational Leadership and Management Program be given a "C" rating. This rating is described as follows:

**Continued Monitoring/Redirection.** While there are documented problem areas, the curriculum is basically sound and the market for graduates warrants continuation. The recommendations for improvement or redirection must be submitted with the collegewide report.

Thank you again, and if you have any questions regarding the review process, please do not hesitate to contact me at extension 2240.

sep



**DRAFT for SPRE Board  
Mid-year Meeting, 1997**

**The Status of Professional Preparation Curricula in Parks, Recreation, and  
Leisure Studies in the United States and Canada in 1996**

M. Deborah Bialeschki, Associate Professor  
Catherine Dorwart, Graduate Assistant  
Leisure Studies and Recreation Administration  
University of North Carolina-Chapel Hill

**Introduction**

The SPRE survey of leisure studies, parks, and recreation curricula has been conducted since the 1950s. This consistent collection of data is the prime source of information on the state of professional preparation programs in the United States and Canada. The results of these studies have become vital to the development of a data base from which to understand the patterns and current status of parks, recreation, and leisure studies curricula. The purpose of this paper is to discuss the current status of these curricula in 1996 and to identify critical issues in professional preparation programs.

**Methodology**

The 1996 survey was a slightly modified version of the 1992 questionnaire with a special section on computing and information technology. Upon suggestions from SPRE Board members and individuals involved in past surveys, items were added to clarify multicultural/ethnicity issues, connections with General Education classes, and additional faculty information. All 604 curricula listed with NRPA were mailed a survey. Questionnaires were mailed in mid-September, 1996, postcard reminders were mailed at the beginning of November, and follow-up questionnaires were sent to all non-respondents during the last week in November. A total of 217 questionnaires were returned; however, forty-three were from schools that had dropped their program or had unknown addresses. Therefore, the data from these 174 questionnaires (29%) were used in subsequent analyses. The data were coded and are currently being analyzed through SPSS procedures.

**Findings**

**Curricula Profile Information**

The respondents represented schools with associate level programs (N=40), bachelor programs (N=131), master's programs (N=55), and PhD programs (N=17). Forty-eight percent of the schools represented in this study were accredited, 12% were applying, 37%

were not planning on applying for accreditation, and 6% gave no answer (see Table 1). Eighteen percent of the respondents indicated that they had added new degrees that resulted in nine new master's degree programs and three PhD programs. Fourteen programs had added new options. The majority of schools (76%) indicated that they had undergone significant administrative changes during the past four years: 42% added new faculty, 36% had a new chair, 37% had a new dean, 27% had a new chancellor/president, and 20% had undergone re-organization into a new unit.

Almost 42% of the schools indicated that they offered courses to non-majors. Courses for non-majors were offered to an average total of 153 students. Sixty-three percent of the schools who did not offer specific non-major coursework did allow non-majors into their courses. Twenty-eight percent of the schools indicated that they taught General Education courses; 19% of the total student credit hours were generated through courses for non-majors. Forty-seven percent of the curricula indicated that they offered a minor in recreation and averaged 18 minors. Thirty-seven percent of the respondents indicated that they offered at least one course that specifically addressed multicultural/diversity issues. Respondents indicated that 40% of their required courses had multicultural/diversity issues integrated into the course content.

#### Students' Profile Information

Composition of majors was another important aspect to this study. Approximately 21% of the undergraduate majors in this study were over 25 years old. Fifteen percent of the undergraduates attended part-time compared to 25% of the master's students. The percentage of females indicated that women still comprise the majority of the students with 34% for associates (N=1869), 57% for bachelor's (N=14,715), 53% for master's (N=1031), and 37% for PhD majors (N=123). Percentages of people of color were still quite low in all degree areas; the descriptive analysis indicated that 8% of the associates, 11% of the bachelor's, 11% of the master's, and 4% of the PhD students were people of color (see Table 2). The respondents indicated that 78% of their majors were European American; 13% African American; 10% Hispanic; 4% Asian American; 2% Native American, Eskimo, or Islander; and 15% were other. The composition of majors information is similar to the 1990 and 1992 SPRE study data.

The types of options and the concentration of majors were of interest in this study. The four accreditation option areas were used: recreation services management, therapeutic recreation, natural resources management, and program delivery. Eighty-three percent of the schools responding indicated that they had a recreation services management option, 72% had therapeutic recreation, 58% had natural resources management, and 40% had a program

delivery option (see Table 3). When the concentration of majors within options was analyzed, the results indicated the following (see Table 4):

Associate majors (% and average number of majors)

- natural resource management (40%; 68)
- TR (38%; 19)
- leisure services management (35%; 24)
- program delivery (30%; 23)

Bachelors majors (% and average number of majors)

- leisure services management (66%; 54)
- TR (61%; 51)
- natural resource management (37%; 57)
- program delivery (34%; 36)

Master's majors (% and average number of majors)

- leisure services management (66%)
- TR (42%)
- natural resource management (38%)
- program delivery (16%).

PhD majors (% and average number of majors)

- natural resource management (71%)
- leisure services management (53%)
- TR (41%)
- program delivery (24%)

Employment patterns within the degree levels were also analyzed. The patterns indicate slight differences when viewed from the average percentages of 1995-96 graduating majors placed in public recreation, private recreation, non-profit, TR, non-park and recreation areas, and graduates continuing their education. In general, most graduating majors at all degree levels were thought to enter public park and recreation programs (31%-39%) or TR programs (30%-37%). Respondents from associate degree programs estimated that 13% of their majors would continue their education while respondents from baccalaureate programs thought 10% of their graduates would attend graduate school. Average employment in the field was estimated to be 70%.

Faculty Profile Information

Composition of the faculty was another concern in this study. The average number of full-time faculty was 4.5; 2 of these faculty were female (although 13% had no female faculty) while 86% had no faculty of color. Fifteen percent of the respondents indicated that they had at least one unfilled position during 1991-1992, and 12% had lost at least one

faculty position since 1990. The respondents indicated that they had an average of 1.8 assistant professors (48% had none) who earned an average \$36,955; 1.9 associate professors (48% had none) who made \$45,007; and 2 professors (52% had none) whose salary was \$54,158. The respondents also indicated that they had an average of 2.6 full-time instructors (78% had none) who made \$32,266, and 2 lecturers (87% had none) who earned \$27,067. The findings indicated that less than 20% (x=18.8%) of all classes were taught by adjunct faculty with a median salary of \$675 per credit hour.

Specific information on tenure track faculty was also asked. On average, a program had 1.9 women in tenure track positions (44% had no women in tenure track lines), 2.7 men (35% had no men), and 92% had no faculty of color in tenure track positions. The respondents indicated that 47% of their women faculty were tenured, while 61% of the men were tenured. Only 8% of the respondents had tenured faculty of color. During the past four years, 24% of the programs have had women reviewed for tenure and 29% have reviewed men. Only 3% of the schools had faculty of color reviewed. When asked how many faculty left before review, the 7% of the respondents indicated that women had left while 11% had men leave before tenure review.

#### Focus on Computing and Technology

A special section on computing and technology was developed for this study. This information identified current realities and emerging concerns about information technologies. Ninety percent of the respondents indicated that they had access to email, 70% had access to graphic internet connections, 61% had access to textbased internet systems, and 25% can access GIS systems. Eighty-six percent of the respondents said they have access to technical training while 75% have technical support from a help desk. Sixty percent of the respondents said they had access to teleconferencing and 56% have course development money for using educational technology in curricula.

The respondents indicated the estimated percentage of their faculty that used these technologies: 78% of the faculty used email, 58% used graphic internet, 38% used text-based internet, and 10% use GIS technology. Fifty-eight percent of the faculty attended training workshops, and 53% use help desks and technical supports. Twenty-one percent had used teleconferencing while 26% had used money for technological developments in coursework. Seventy-six percent of the faculty used a computer with communications hook-up in their offices. When asked if they had a website, 36% said yes, 32% said no, and 30% said their website was in development.

The respondents were asked the ways in which information technologies were used in teaching. The following list provides the averages for each of the technologies:

- listservers 37%
- “paperless papers” 41%
- interactive multimedia 31%
- individual homepages 19%
- satellite/distance learning 16%
- internet assignments 48%
- canned presentations (i.e. Powerpoint) 39%
- live/on-line presentations 17%

All of the respondents mentioned the same top three information technology concerns. Sixty-five percent mentioned money issues, 63% had concerns related to training and availability of programs for students and faculty, and 15% mentioned concerns related to distance learning needs.

Other analyses beyond these descriptive statistics will be added:

# **CHALLENGE COURSE PROPOSAL**

**Department of Leisure Studies and  
Wellness**

**Recreation Leadership and  
Management**

**Adventure Education Track**

**Submitted by Dr. Scott Wurdinger**

# TABLE OF CONTENTS

I. Rationale .....	2
II. Survey .....	3
III. Cost .....	5
A. Start Up	
B. Yearly Expenditures	
IV. Fees and projected income for the first year .....	6
A. FSU Fees	
B. Projected income	
V. Managing the Program .....	7
A. Challenge course coordinator job description	
B. Other management issues	
VI. Risk Management .....	8
A. Staff Requirements	
B. Policies and Procedures	
VII. Addendum	
A. Bid example	
B. Example from UNH	
C. AEE and Backpacker job listings	

## I. RATIONALE

The purpose of this document is to explore the possibility of developing a challenge course program within the Department of Leisure Studies and Wellness at Ferris State University. Over the past few years universities and colleges such as Green Mountain College, VT; Warren Wilson College, NC; University of New Hampshire, NH; Garrett Community College, MD; UW at LaCrosse, WI; and Brevard College, NC have expanded their curriculums to include undergraduate and graduate degrees in Adventure Education. These institutions are changing Leisure Service programs throughout the country. In order to keep our students competitive in the future job market, we must give them every opportunity to learn how to facilitate, as well as direct and manage challenge course programs. The development of a challenge course program will place us among the newest cutting edge facilities in the United States, and will allow our Adventure Education students to compete for top level adventure programming positions at the national level.

Ferris State University will be one of the few programs in the state of Michigan to have a fully developed challenge course. Corporations, church groups, sports teams and rehabilitation groups are some of the organizations that are looking for new ways to develop interpersonal, team building, problem solving, and leadership skills. This program will attract students interested in adventure education, as well as educators wishing to explore experiential methodologies. There is a growing appeal to reap the benefits and rewards that come from the challenges that only a program like this can offer. A challenge course will not only enhance the recreation students education, but will act as a marketing tool in recruiting more students.

A challenge course is a combination of high and low elements that incorporates a maze of cables bolted to either trees or telephone poles ranging in height from 1 foot (low element) to 30 or 40 feet (high elements). Participants negotiate these high and low elements using a variety of safety equipment such as climbing ropes, carabineers, harnesses, helmets, and belay devices. Participants going through the adventure challenge course experience a feeling of high risk, but in actuality the safety procedures and equipment make it extremely safe (for a more detailed description of a challenge course see the Outdoor Wisconsin video tape). The benefits of an adventure challenge course include: building trust and cooperation between group members, improving self esteem and feelings of personal accomplishment, developing effective methods of problem solving, and communicating with others. It will help participants overcome perceived self-limitations and experience the power of team work as a means of achieving goals.



# Recreation Leadership and Management

APRC 1997-1998

Section 2 of 3

The target groups for the course include: FSU students enrolled in RMLS (who would utilize the course for educational purposes), individuals wishing to be trained as challenge course facilitators, and all other FSU student groups such as fraternities and sororities, honor students, clubs, and sports teams. Outside groups may include Big Rapids and surrounding schools, community organizations such as Girl and Boy Scouts and Big Brothers/Big Sisters, and external corporate groups.

## II. SURVEY

The FSU Recreation and Leisure programming class identified a number of groups and organizations interested in participating in a challenge course program. The following is a list of interested groups and organizations and some of their comments.

- (2871) Tia Brandel, Head Coach - FSU Volleyball  
- supports building a ropes course "University Attraction"
- (2863) Tom Kirinovic, Assistant Athletic Director  
- "Yes" Supporter for a ropes course "Wonderful"! He has a "Concession Stand" Philosophy. Also create "potential students" by offering it to High Schools (60 mile radius)
- (3745) Jana Hurley, Director of Residential Life  
- She thinks it would be great to have a ropes course, she said it would be, "great experience for recreation students." 9 out of 10 Hall Dir. would use it.
- (2606) Kati Shanahan, Director of Student Leadership and Activities  
- Supports building a ropes course. She said, "A ropes course is great for leadership development," also points our leaders in the groups. She said it would be "great" for the volunteers group on campus. The student leadership and activities at FSU is a resource for all student organizations at Ferris. The 3 largest student groups include Entertainment Unlimited, Association of Student Govt., and Panhellenic Council - the governing body for all sororities at FSU. Kati Shanahan feels a ropes course would be used by most student organizations if offered. Carrie Lerch of the assessment committee spoke with Tia, Tom, Jana, and Kati on Monday 11-11-96

Jeff Kavalunas, Head Coach - Women's Cross Country Track  
- He would support it, but would need to know more information about a ropes course.

Brain Young, P.E. Teacher, Football Coach, Morley Stanwood H.S.  
- Definitely interested. Loves the idea for High School and Junior High School.

Mr. Laprize, Principal at Morley Elementary  
- Definitely interested, will be a lot closer then, Eagle Village. Teachers will be interested. These people have been going to Eagle Village for about 3 years now.

Secretary of Stanwood Elem. - It's much closer to home than Eagle Village.

Secretary of Christ of Kings - Talk to secretary, they are also going to Eagle Village for the first time, if they like it, they would be interested because of closeness, this is for their youth group.

(6841) Mike Andrews- He said, that he would be interested in taking his staff as well as residents in the hall.

(6015) Takeelia Garrett- She said, that her staff would be interested, but she didn't know if her residents would want to attend.

(7663) Craig Daniels- He said, he would attend as an R.A. and he would also get his fraternity involved.

David Reed- B.L.A.C.K.  
We feel that it would be great for leadership with our members as well as members of other organizations.

Tim Buckingham Assistant Principal, Big Rapids High School  
"It would be great" Tim said he would definitely favor a program of this nature. He thinks the teachers would too. Buckingham is an FSU Alumnus who graduated from the Recreation Program.

Janett Fluery, Director of Instruction Big Rapids Public Schools  
- She stated that it would benefit the schools due to a closer location than Eagle Village and more kids could participate because Ferris is a non-profit organization thus making the rates lower.

### III. COST

A. Start Up Cost: The start up cost for a challenge course program includes the challenge course, equipment, and an equipment building or shed. The following is a break down of costs. **NOTE:** If the course was built using telephone poles there would be an additional cost of approximately \$10,000.00. The advantage of building a pole course as opposed to a tree course is that poles are insurable whereas trees are not.

1. Challenge Course and equipment	\$19,270.00 (see sample of challenge course bid from ABEE)
2. Equipment Shed (8x12) with cement floor	\$1200.00
<b>TOTAL</b>	<b>\$20,470.00</b>

#### B. Yearly Expenditures:

1. Coordinator Salary	\$20,000.00
2. Inspections (one per year)	\$750.00
3. Equipment replacement	\$750.00
<b>TOTAL</b>	<b>\$21,500.00</b>

The total cost for the first year would be **\$41,970.00**

**IV. FEES AND PROJECTED INCOME:**

**A. FSU fees:**

1. FSU groups--\$250.00/ 15 people/ day  
\$15.00/person above the 15 person limit with a maximum of 30
2. Outside groups--\$300.00/ 15 people/ day  
20.00/person above the 15 person limit with a maximum of 30
3. Corporate--\$1200.00/ 15 people/ day

To be effective and safe there should be one facilitator for every 15 participants. Groups of less than 15 will pay the same fee.

**B. Example of projected income for one year:**

Projected Income is determined by the number of groups multiplied by the cost per group. If the course was being used four times a week, once by FSU groups and three times by outside groups, from April through October, the projected income would be \$32,200.00. This projection does not include any corporate groups or any income above the 15 person limit. It covers a 7 month time period, however the course could be used during the winter months weather permitting. The break down of groups is as follows:

FSU Groups--28 at 250.00/ group =	\$7000.00
Outside Groups--84 at \$300.00/ group =	\$25,200.00
<b>TOTAL</b>	<b>\$32,200.00</b>

It will take some time to build clientele, however other programs that have coordinators (see UNH year end reports) are often able to schedule 6-8 groups/ week.

## V. MANAGING THE CHALLENGE COURSE

### A. Challenge course coordinator job description:

This position could be a nine month non-tenure track staff position. Primary job responsibilities would include the following: challenge course facilitation, recruit and supervise facilitators, provide staff trainings, schedule the course, manage fiscal aspects, oversee policy and procedure manual, course maintenance, oversee equipment and equipment logs, marketing, and depending on demand teach college level courses in Challenge Course Facilitation. Qualifications include Master's Degree in Adventure Education, Experiential Education, or related field. Experience working as a challenge course facilitator (past experience working as a director or coordinator is preferred). Experience working with budgets and conducting staff trainings is also necessary.

### B. Other management issues:

1. As the program grows there will be a need to develop a qualified pool of challenge course instructors. Within this pool there will be two classifications: head and assistant instructors. Head instructors must be trained in CPR, first aid, and rescue procedures. Assistant instructors must be qualified to teach all technical aspects such as equipment use, knot tying, and belaying. They do not need First aid and CPR training. There should always be one head instructor present when programming.
2. One course release/semester for Dr. Scott Wurdinger to oversee coordinator and challenge course program.

## VI. RISK MANAGEMENT PLAN FOR THE FERRIS STATE UNIVERSITY CHALLENGE COURSE

### A. Staff Requirements:

Head instructors must be certified in CPR, first aid, and rescue procedures. All staff will be trained extensively in the technical aspects of challenge course safety. The staff will also be trained in facilitation techniques and will have an understanding of the philosophy of adventure education.

### B. Policy and Procedure Manual

Purpose: The following are a list of standard operating procedures for Ferris State University Challenge Course Instructors. These guidelines are not meant to override instructor judgement but are to be used to ensure safety while on the course. Facilitators should hold the physical and mental well being of participants as their highest priority. Facilitators will follow all required recommendations found in this manual, and should stay abreast of current standards and practices in the field. Remember safety first, safety always.

Format: This manual is organized under two headings; High elements and Low elements. After each element, the following categories may be listed:

**Required:** These policies must be presented and upheld during activity

**Recommended:** These ideas should be incorporated into activity, however, the final decision is left up to the facilitator.

**Suggested:** Actions that a facilitator may want to incorporated into his/her presentation.

Final Word: If for any reason you are not comfortable with the participation of a certain person, it is your responsibility to prohibit their engagement on the element. Use your best judgment. A person must be an educated consumer to adequately judge whether or not they should participate.

### Low element standard operating procedures

#### Triangle Traverse:

**Recommended:** Warn participants of the possibility of shoulder injury, especially those with prior shoulder injuries.

**Suggested:** All available participants should join in to help spot.

### Multivine Traverse:

**Required:** Each participant must have a minimum of two spotters to begin and more are to be added beneath the participant as they advance.

### Swinging Log:

**Recommended:** Inform spotters of the swinging motion of log and to watch their shins.

**Suggested:** Have a spotter on either side of the log and one behind the participant.

### Nitro Crossing:

**Required:** Participants will be warned that the rope will stretch and that the swinger's feet may hit the ground. Participants that feel themselves sliding on the rope should let go immediately to prevent rope burn.

**Recommend:** Sitting on shoulders and throwing items at the rope to obtain it will not be permitted. In adverse conditions the platform may be slippery.

### Spider Web:

**Required:** No diving. Participants may not go over the top of the web. As always, proper spotting technique must be enforced.

### Initiative Wall:

**Required:** Never allow a participants head to go below their waist. Both feet of each lifter must remain on the platform at all times. Lifters should not be braced on the back guard rail. Helmets and harnesses will be worn at all times.

**Recommended:** Warn participants of potential for back, neck or shoulder injuries.

### Trust Fall:

**Required:** Instructors may change height according to group, not exceeding five feet from the ground. The length of the spotters must equal or preferably exceed the height of the faller.



### High element standard operating procedures

If the participants are going to belay each other, remember that you have the right and the responsibility to refuse to allow an individual or a group to belay if you feel they are displaying unsafe practices.

### Belay School

**Required:** All participants must demonstrate proper belay techniques before they will be allowed to belay anybody. Belay school should include the following information.

1. Proper harness fit and use of approved harness
2. Proper helmet fit and use of approved helmets.
3. Rope care.
4. Proper carabiner inspection, use and care.
5. Correct way for climber to clip into rope.
6. Correct method of belaying.
7. Correct Communication Commands.
8. Final practice of basic belay skills

### Two Line Bridge:

### Multi-Vine Bridge:

### Cat Walk:

Although these are all different elements, the same basics instructions apply to all three

**Required:** Person on belay must be alert to the participants activities at all times. Proper safety equipment will be worn.

### Pamper Pole:

**Required:** Use both a seat and a chest harness. The chest harness should not be holding any weight. Chest harness should be located above the breasts. Two people are required to take up slack in the rope as the participant climbs. Possible shoulder or back injury may occur if one tries to grab the trapeze. If the participant feels he/she may be injured, they should not try for the trapeze.

Zip Line:

**Required:** Participants are to be belayed from the ground to the platform. An instructor must be on the platform when the participant arrives. A qualified person must be at the end of zip line to help catch the person coming down. Remember to keep safety a priority. If you have any doubts about whether an activity is safe or not, do not do it.

addendum



**ABEE, Inc.**

Adventure Based  
Experiential Educators, Incorporated

**FERRIS STATE UNIVERSITY**  
**Recreation Leadership and Management**  
**Attn: Dr. Scott Wurdinger**  
**401 S. St.**  
**Big Rapids, Michigan 49307**

**Date: 10-8-96**

**Re: Bid For Service**

---

## **BID FOR SERVICE**

### **GOODS AND/OR SERVICES REQUESTED:**

#### **ROPES AND CHALLENGE COURSE**

##### **Low Element Construction**

Triangle Traverse (Wild Woosey Option, Mohawk Traverse Option)

Multivine Traverse

Swinging Log

Nitro Crossing (under high)

Spider Web

Initiative Wall

Mountain Games (portable platforms)

Trustfall Platform

A-Frame

Total-\$3800.00

7

##### **High Element Construction**

✓ Two Line Bridge

✓ Multivine Bridge

✓ Catwalk

Dangle Duo

• Bosum Swing Chairs

Pamper Pole

Zip Wire

Hee Bee Gee Bee

Total-\$8050.00

6

Expenses

Includes Transportation, Rm, Bd, Shipping, Site Design

Total-\$2070.00

Equipment

11mm Climbing Rope @ 600'

10 Climbing Helmets

25 Steel Carabiners

15 Sit Harnesses

4 Lobster Claws

Zip Pulley @ 1

Sheriff Belay Tubes @ 6

5 Mini Shear Cable Pulley Systems

3 Chest Harnesses

11 High Element Guy Wires

7 Low Element Guy Wires

Total-\$5350.00

**TOTAL COST- \$19,270.00**

*\* The above bid does not include the cost for purchase, delivery, and installation of poles and ground anchors.*

Poles and Ground Anchors

The purchase, delivery, and installation of poles and ground anchors is required for the construction of the above proposed course. Please note the following items required for course installation:

6 Class II CCA Treated Poles @ 40'

1 Class II CCA Treated Pole @ 30'

2 Class III CCA Treated Pole @ 30'

1 Class III or IV 15' CCA Treated Pole @ 15'

6 Class IV CCA Treated Poles @ 25'

17 Ground Anchors

*3 pole towers  
2 more @ 40'*

Bid Estimate for Poles and Anchor Services-

*\* Please Note: The sub-contract fees for pole and anchor services varies on a site specific basis. A firm bid will be forwarded at time of contract signing. This bid is guaranteed for 60 days.*

**Site Planning Fee**

If you would like ABEE to send a staff member to your site for a one day site planning consultation please note the following:

Site Planning Fee- \$300.00 plus direct reimbursement for travel, rm, and bd.  
If you decide to contract the construction of the course from ABEE, Inc. the \$300.00 consultation fee will be deducted from your final invoice.

Clearing Land (cost)

Ron Salek

---

# Achieving Corporate Goals THROUGH ACTION LEARNING

The Browne Center, located on 103 acres within the Great Bay National Reserve, consists of the Universal Challenge Course (UCC), also called the ropes course, and the seminar building, plus a unique round wooden structure called a yurt, which offers alternative nontraditional meeting space. Each year The Browne Center serves some 5,000 people including UNH groups, corporate teams, non-profit community organizations and schools.

---

## What is Action Learning?

Employing computer simulations, projects, visioning, action plan journals, games, and hands-on outdoor activities, the results of decisions can be felt immediately in a low-risk environment. The subsequent discussion and analysis of the actions, success, and failures of the team in working through a project, provide the foundation for true change and organizational transformation.

---

## How is breakthrough thinking integrated into workplace challenges?

Similar to the practice/performance cycle of a sports team, the team learns by doing. A group is able to take on a project, analyze performance, and determine what went right, what went wrong, and what was learned. Finally, the team takes this metaphor and addresses its real-time business challenge, discovering answers to the questions: *How can we improve?* and *How can we transfer what we learned to become a flexible, innovative, high-performance team on the job?*

---

## What Is a Universal Challenge Course?

A Universal Challenge Course is a collection of various elements built among the trees, constructed mainly of cables and wood. It is now called *universal*, because we have made several of the elements on the course physically accessible to everyone. The UCC has 30 elements, 12 high and 18 low. The low elements create situations where group effort, teamwork, and cooperation are necessary. On the high elements, which focus more on individual accomplishment requiring team support, individuals equipped with safety gear surpass physical challenges and fear levels at heights of up to 40 feet. The UCC experience is physical, because you are learning with your whole body. But the challenges are primarily emotional and social, so you do not have to be in peak physical condition to participate!

---

## Does participation require top physical fitness?

No. Action learning activities at the Browne Center are physical, but not athletic. Though we do require the completion of medical information form, primarily this is to enable the faculty to individualize and respond to personal requirements. Whatever the physical fitness or capability of team participants, there is a role for everyone on the team in activities.

---

## Our Philosophies: Challenge and Respect

The two main philosophies embraced at the UNH Universal Challenge Course are called "Challenge by Choice" and the "Full Value Contract." "Challenge by Choice" is a term coined by Project Adventure, Inc.; it means that individuals can choose their level of participation (mental or physical) in any activity. While no one is ever forced to participate, we emphasize the importance of staying involved as a group member, since it is often too easy to remove oneself during unfamiliar and challenging situations. The "Full Value Contract," also coined by Project Adventure, Inc., is an agreement to respect the land, other people, and oneself. The Contract among group members entails valuing one's own ideas and needs without ignoring or discounting others.

---

## The Bottom Line



The  
**BROWNE  
CENTER**

340 Dame Road · Durham, NH 03824

603-868-1772 Fax 603-868-1772

Browne Center program delivery fees average \$1500 per facilitator per day. For safety and effectiveness, action learning programs require one facilitator for each 14 participants. Program planning and prep adds another \$500-\$1000. (Example, 36 participants would require 3 facilitators. At \$1500 per facilitator, plus \$750 prep and planning, a two-day program would cost \$9,750 or about \$270 per person.) This fee includes full use of The Browne Center facilities, seminar building and universal challenge course. Catered lunches and refreshment breaks add approximately \$25 per person per day. We are also able to assist you in making arrangements for accommodations and charter bus service if desired.

## What Might A Day At The Browne Center Look Like?

---

Every group will have a unique experience specifically designed to meet the needs and expectations that they have shared with our staff. Oftentimes, the budget and goals indicate that the group would be well served by a full day on the Challenge Course. Below is a generic agenda to give you an idea of what such a day might look like:

*Morning* When your group arrives in the morning there is a short orientation session, including an introduction and a group warm up. The introduction gives us a chance to familiarize you with the area, our time schedule, and our teaching philosophies. This is the participants' time to express their group and individual expectations for the day. A short warm-up session of stretching and problem-solving activities follows.

*After the warm-up*, large groups are divided into smaller core groups of 8-14 people. We will divide the groups randomly if they are not pre-divided. With their facilitator, each group begins with a few initiatives, which are portable problem-solving and trust-building activities. During each initiative, the group works to solve various challenges and learn about communication, themselves, and the group. Soon the group may be ready for the low elements, where they use their new skills and knowledge gained during the initiatives. Time is provided during the experience to debrief and discuss the learnings drawn from that activity.

*During lunch time* The Browne Center facilitators may not be with their groups, so you are responsible for providing supervision.

*Afternoon* for some groups is spent on the low elements where the focus remains on team-building and group interaction. Other groups that have scheduled the high elements may move on to them, if the facilitator decides it is safe and appropriate. The group participates in a belay school where they are shown the safety equipment, outfitted, and then taught to belay each other by body or figure-eight belay systems. A belay system uses rope, harnesses, helmets, and the group to protect an individual while off the ground.

*The End* usually has a culminating experience where the whole group comes together to use their new knowledge and experience. This is followed by a final wrap-up or debriefing session. This is a good time to address the group's expectations and goals and to plan the transfer of the learnings to other settings.

## The Bottom Line...

---

The fee schedule for the Universal Challenge Course is:

- \$225 per 14 people per day for UNH groups (\$150 for a half day) and
- \$300 per 14 people per day for other student and youth groups (\$200 for a half day)

The seminar building can be rented for the additional fee of:

- \$200 per day for UNH groups (\$100 for a half day)\*
- \$300 per day for other student and youth groups (\$150 for a half day)\*

Those interested in staff development or other programs should please call for a price quote.

## Where Do I Go From Here?

---

Call The Browne Center to discuss your goals for participation in an adventure program. Together, we can identify the best program option, select dates, identify staff, and start the necessary paperwork.



**NYS COED CAMP** seeks qualified instructors: Mountain biking, nature ropes course, rappelling, canoeing & hiking from 6/18/97 - 8/18/97. Call for application. (800) 847-8664.

**ALASKA EMPLOYMENT** — Earn to \$3,000 - \$6,000/month working in fisheries, parks, adventure resorts. Transportation, room, board! No experience required. Get all options! (919) 968-1164, xA350.

**EXPERIENCED TRIPPERS WANTED** — Adirondack Mountains. Boys and Girls camps seeking Tripping Head and Staff for canoe/hiking trips. (800) 786-8373.

**CAMP LAUREL** Co-ed Maine camp seeks outdoor tripping, ropes course, climbing & mountain biking staff for summer. Must love working with children. Great salary, room, board, travel. Call: (888) LAUREL-1.

**COUNSELORS:** Outstanding girls' camp in Poland, Maine needs instructors for outdoor living, ropes, rock climbing (21+ with First Aid/CPR and 3 years' experience); canoeing, kayaking, sailing, windsurfing and waterskiing. Willing to take life-guarding, First Aid/CPR. For information, application and interview call: (800) 997-4347 or (800) 580-6999. TRIPP LAKE CAMP.

**COUNSELORS** — Maine girls camp — Outdoor Leaders (21+ with CPR/First Aid). Also, water-skiing, canoeing (life guarding), low ropes. Send resumes: **CAMP PINECLIFFE**, 277 South Cassingham, Columbus, OH 43209.

**YELLOWSTONE NATIONAL PARK**...If you hunger for a taste of wilderness, get high on beautiful scenery and enjoy hard work and meeting new people, a summer position in YELLOWSTONE is waiting for you. It's demanding, it's fun, it's a summer you won't forget. 35-40 hour week; room/board and RV sites. Contract completion bonus. Sales, food service, grocery, EDR cooks, warehouse and other positions. Write **HAMILTON STORES-BK**, 1709 West College, Bozeman, MT 59715, call (800) 385-4979 (<http://www.coolworks.com/showme/bearsrus>).

**YELLOWSTONE** — Live, work and play where most only dream of visiting. We're looking for 3,000 people who know that working hard can lead to playing hard in the Park's 2 million acres. Positions available May through October in all phases of guest service — restaurants, hotels, transportation services, support operations and more. Due to housing restrictions, must be 18 or over. Room and board plant; employee recreation program. You've dreamt about it long enough...now get your app in gear! **TW RECREATIONAL SERVICES, P.O. Box 165, Yellowstone National Park, WY 82190. Hotline: (307) 344-5627. E-mail: ynpjobs@aol.com. Refer to Code #5600 (AA/EOE M/F/D/V).**

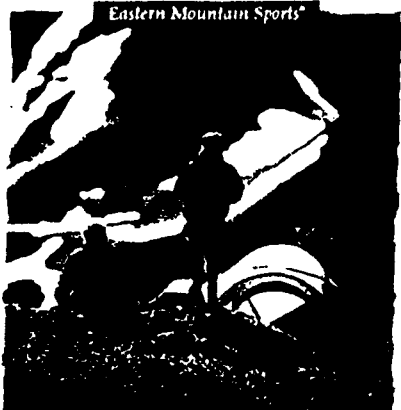
**EXECUTIVE DIRECTOR** for small Florida non-profit. Must have backpacking, grant writing, fund raising, leadership experience. Send resume to: **THE KERN COMPANY, 700 Island Landing Drive, St. Augustine, FL 32095 or Fax to (904) 829-1869.**

**ROCK-N-ROLL** — Climb the Tetons, kayak the Snake. Work this summer for **GRAND TETON LODGE CO., Wyoming**. Drug free workplace. Apply today. 1-(800) 350-2068. [www.GTLC.com/employ.htm](http://www.GTLC.com/employ.htm).

**THERE'S A JOB FOR YOU IN A SUMMER CAMP:** Opportunities for outdoor specialists in over 270 Northern camps. Contact: **THE AMERICAN CAMPING ASSOCIATION-NY, 12 West 31st Street, New York, NY 10001. (800) 777-CAMP.**

**SUMMER WILDERNESS ADVENTURE POSITIONS:** Ropes course/tripping/outdoor education. Eight week camp in Adirondacks Mountains. Contact: [salden@6565aol.com](mailto:salden@6565aol.com) or call (518) 494-3213.

**NEW HAMPSHIRE (WHITE MOUNTAINS)** — Brother (800) 487-9157; Sister (800) 325-3396. Summer Camps Department Heads/Assistants (20+) for challenge course/tripping. Transportation paid.



# Come on over to our camp.

For 30 years now, Eastern Mountain Sports has been known for dependable equipment, clothing...and people. Right now we're actively seeking customer-focused, community-minded, outdoor enthusiasts to join our retail store teams. There are over 70 EMS stores, with locations from Cape Cod to Colorado. Each one is dedicated to providing our customers with the information, service and gear they need for a good time in the great outdoors.

## JOIN OUR STORE TEAM

If you have a background in retail, love the great outdoors and believe caring about customers is paramount, EMS is for you!

EMS stores are just the right size for creating a close-knit family of associates & customers. Many customers often ask for our associates by name. They've come to expect the same friendly faces because our people tend to stay with EMS for a long time. Our salary & benefit package takes care of all the traditional (and some quite innovative) benefits. Our management and associate turnover is at an all-time low and internal development and promotion is at an all-time high at EMS. In fact, all of our District and Area Managers were once EMS Store Managers.

Sound like the place for you? Send us your resumé today. It could be the best career move you've ever made.

Human Resources, Eastern Mountain Sports, 1 Vase Farm Rd., Peterborough, NH 03458



**CAMP STAFF** — Unique multi-cultural community on pristine Adirondack lake. Sail, water ski, mt. bike, camp, hike, drama, arts, sports and more. Single or Married (kids OK). Outstanding facilities — 50th year. 107 Robinhood Rd., White Plains, NY 10605. (914) 997-7039.

## REAL ESTATE

**NORTHERN IDAHO. 5 - 10 - 20 ACRES.** Beautiful Northwest forest and lake country. Hunting, fishing, recreation, retirement. FREE package. **NATIONAL ASSOCIATED PROPERTIES, 1111-BP Sherman, Coeur d'Alene, ID 83814. (208) 664-8161.**

**COLORADO CABIN / 35 AC - \$39,900.** Newly constructed cabin w/porch & 1/2 loft. Borders BLM. Mtn. views. Nat'l Forest closeby. Owner financing. **REDSTONE LAND CO. (970) 565-7707.**

**NY'S ADIRONDACK MOUNTAINS. WILDERNESS LAKE PROPERTY.** Over 200 acres surrounded by thousands of acres of remote forests & State wilderness. Small 10-acre lake & rustic camp. Cranberry Lake/Five Ponds Wilderness Region. Owner must sell — \$149,900 with terms. **CHRISTMAS & ASSOCIATES. (518) 359-9771.**

## TRAIL FOODS

**ADVENTURE FOODS — NEW** — "BakePacker Cookbook". BakePackers, Wide selection — bulk & prepackaged foods. Free brochure. MasterCard/Visa. (704) 497-4113. Rt. 2, Whittier, NC 28789.

**MOUNTAIN HOUSE, Richmoor, Natural High, and MREs at Great Discounts.** Call for free price list. **L.D.P., 1101 N.W. Evangeline Tw., Lafayette, LA 70501. (800) 826-5767.**

**DELICIOUS VEGETARIAN BACKPACKING MEALS** — FREE CATALOG. Great flavor, lightweight, air-dried & easy prep. **UNCLE JOHN'S FOODS, Box 489, Dept. B397, Fairplay, CO 80440.** Fast Delivery, (800) 530-8733. MC/VISA.

**BACKPACKING/EMERGENCY PREPARATION FOODS** — Discount prices. Call or write — Now — **CLEARWATER TRADER, 637 Fairview Dr., Woodland, CA 95695-3678. (800) 440-9904.**

**BEST tasting powdered milk. Butter/shortening powders, grains, legumes, hard to find food and emergency items.** Order/Free catalog. (770) 667-5263.

## VIDEOS

**SAVE YOUR LIFE!** with STAY ALIVE Mountain and Desert Survival videos. \$19.95 + S/H. Get both, save \$7! (800) 582-5802. Fax (602) 488-9558. Visa/MC.

# FREE GIFT FOR YOU

when you give a fellow backpacker a gift subscription to this magazine!

Look for the "GIVE" cards in this issue for details!

BP34707

Help wanted from Backpacker

requires a recognized professional generalist core which allows students to cross sector lines and work effectively with all population groups. Progress in the student outcomes assessment process has been made. There is continued demand for our students as interns and professionals after graduation.

## **2. Weaknesses**

The program needs curriculum recognition through the program accreditation process of NRPA. To meet the NRPA accreditation standards, consistency in annual funding and staffing of program facilities, equipment and faculty to meet daily management and program functions are needed. Faculty advising support for student involvement in professional organizations on and off campus, and meeting the ever-expanding technological developments in technical support and hardware and software updates are necessary. Time and money allocations for recruiting and retention assistance and a mechanism to track program graduates are also necessary. Expansion and continued refinement of the student outcomes assessment process will require additional support for faculty time and funds which are not currently available.

## **V. Actions taken and future prospects**

### **A. Assessment of actions taken**

#### **1. Measures taken to correct the weaknesses of the program**

- a. Suggested a return to a full time tenure track faculty position following 3 years of temporary faculty after the university fiscal restructuring bring faculty support back up to two.
- b. Submitted proposal for building of a ropes course to help enhance the adventure education emphasis track and bring the specialization area current with trends in training of students in adventure education.
- c. Added technology for corporate fitness assessment through the use of grants and one time funds for student computer hardware from dean's office.
- d. Within the constraints of funding initiated student portfolio assessment and senior exit interview process as part of the RMLS 499 course as part of the student outcomes assessment process.

#### **2. Results in response to the measures executed**

The overall response from students has been favorable to bring back the full-time position filled by a doctoral level academician. Students have gained a sense of stability and constancy in the program, but still need support in specialized area of corporate fitness and wellness. Students still sense a lack even with guarantee of adjunct support. One time funds given to the program within the last two years have helped to replace several computers and key adventure education equipment. This has allowed us to increase demands on student proficiency in computer software and return to scheduling a wider variety and frequency of outdoor skills courses that had been put on hold due to lack of equipment and qualified staff.

**B. Future measures needed to enhance the program**

**1. Environmental factors (accreditation, fiscal, political, social, curricular, administrative, organizational, and technology)**

**a. What impact will these factors have on the program**

The recognition at the national and state levels that the program meets the current NPPA Accreditation standards in the preparation of students and its history of experiential learning approach. This will also require meeting some of the proposed enhancement requests in this report. Accreditation will benefit recruiting students both in-state and nationally.

**b. What additional measures should be instituted to enhance the program.**

- 1) Provide initiative funding to apply for NRPA Accreditation**
- 2) Continue S & E support to meet instructional technological and equipment ( these would include for FY99 funds to add any new equipment to go in the renovated instructional areas and support facilities in the HPE building)**
- 3) Review of faculty tenure track needs to meet corporate fitness and wellnees and the demands of a ropes course.**
- 4) Meet on going budget needs to maintain accreditation standards.**

# APPENDIX A

# STUDENT SATISFACTION SURVEY

## Recreation Leadership and Management

This survey should be completed by RLM Majors only, including those intending to transfer into Recreation Leadership and Management but who have not yet done so. Do not put your name on the survey.

Please circle the number which most closely reflects your level of agreement or disagreement with each statement as it relates to the curriculum as a whole. Use N/A if you feel you are too new to the curriculum to have been exposed to the given subject (e.g., if you haven't taken any business courses yet). Please use the space provided if you would like to clarify any answers - your comments are most welcome! Cindy Roberts will tabulate all surveys in order to insure confidentiality of your responses.

Thank you!

	Strongly Disagree			Strongly Agree			
	1	2	3	4	5		
1. RLM faculty are helpful and sensitive when students have difficulty.						1 2 3 4 5 N/A	
2. RLM faculty are fair and impartial in their dealings with the students.						1 2 3 4 5 N/A	
3. RLM faculty treat students with respect.						1 2 3 4 5 N/A	
4. RLM faculty possess speaking ability adequate for teaching.						1 2 3 4 5 N/A	
5. RLM faculty help students feel free to ask questions, disagree, express ideas, etc.						1 2 3 4 5 N/A	
6. RLM faculty exhibit enthusiasm for the subject.						1 2 3 4 5 N/A	
7. RLM faculty use examples and illustrations to clarify the material.						1 2 3 4 5 N/A	
8. RLM faculty stimulate thinking.						1 2 3 4 5 N/A	
9. RLM faculty present their material in an interesting and well-organized way.						1 2 3 4 5 N/A	
10. RLM faculty clarify the objectives of courses.						1 2 3 4 5 N/A	
11. Examinations are administered and graded in a fair manner.						1 2 3 4 5 N/A	
12. Academic advising by RLM faculty has been effective and personalized.						1 2 3 4 5 N/A	
13. RLM students are professionally prepared through information about:							
a. summer employment opportunities						1 2 3 4 5 N/A	
b. internship/field experience opportunities						1 2 3 4 5 N/A	
c. professional organizations (PRA, MRPA, NRPA, AEE, NIRSA, etc.)						1 2 3 4 5 N/A	

14. RLM courses (those with the RMLS designation) contain material which is:
- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| a. current  | 1 | 2 | 3 | 4 | 5 | N/A |
| b. interesting  | 1 | 2 | 3 | 4 | 5 | N/A |
| c. relevant to the leisure services profession as a whole | 1 | 2 | 3 | 4 | 5 | N/A |
| d. relevant to my personal career interests               | 1 | 2 | 3 | 4 | 5 | N/A |
15. The following non-RLM required course areas contribute to my overall preparation as a leisure service professional:
- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| a. Communication Competence (ENGL, COMM)                               | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Quantitative (Math)   | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Cultural Enrichment (HIST, HUMN, LITR)                              | 1 | 2 | 3 | 4 | 5 | N/A |
| d. Social Awareness and Global Consciousness (ECON, PSYC, SOCY)        | 1 | 2 | 3 | 4 | 5 | N/A |
| e. Scientific Understanding (ASTR, BIOL, CHEM, GEOG, GEOL, PHSC, PHYS) | 1 | 2 | 3 | 4 | 5 | N/A |
16. Library facilities and materials are adequate to support RLM course assignments.
- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
|  | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
17. HPE 114 (space, lighting, seating, comfort) is conducive to the learning process.
- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
|  | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
18. Support equipment (overhead and/or slide projectors, computers, videos) is utilized to enhance teaching effectiveness.
- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
|  | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
19. Overall, I am satisfied with the Recreation Leadership and Management curriculum.
- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
|  | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
20. My class standing is: (circle one)
- Freshman    Sophomore    Junior    Senior

21. I have been taking RLM curriculum courses for \_\_\_\_\_ semesters.

Comments: Please use the space below to elaborate on or clarify any of the above responses. Be specific as to which response you are referring. Again, please be candid.

**STUDENT SATISFACTION SURVEY**  
**RECREATION LEADERSHIP AND MANAGEMENT**

Question #	1	2	3	4	5	N/A		
1	0	5	10	26	23	3		
2	2	3	16	25	16	4		
3	2	0	9	30	26	1		
4	1	0	4	21	28	1		
5	1	2	7	14	37	3		
6	1	1	6	17	40	1		
7	1	1	13	23	34	2		
8	1	0	9	29	26	1		
9	1	2	14	31	18	1		
10	1	1	13	26	22	4		
11	0	4	8	26	21	8		
12	4	4	17	13	24	6		
13a	2	5	17	22	13	6		
13b	1	6	14	20	14	9		
13c	7	6	19	13	7	13		
14a	1	1	6	36	19	4		
14b	2	2	11	30	18	4		
14c	1	1	10	25	25	6		
14d	3	1	19	33	16	5		
15a	1	1	10	30	21	3		
15b	3	8	19	24	8	4		
15c	2	6	16	25	12	5		
15d	1	3	21	21	16	4		
15e	2	9	18	16	13	6		
16	3	7	21	20	6	8		
17	2	9	13	31	10	2		
18	1	3	16	31	14	2		
19	0	2	16	23	23	1		
20.	Freshmen		Sophomore		Junior	Senior		
	5		15		25	20		
21. # of Semesters:	1	2	3	4	5	6	7	8
	11	9	5	13	9	7	1	3

**Comments:**

I am new to RLM, so I don't know much about it, but so far I like it.

RLM classes focus on many new services that other schools have not yet begun. I believe that the information is adequate and is taught in a way that gives the students a head start in the area of new developments in the recreation field. Staff are willing to go beyond the classroom activities to ensure students clearly understand the material. Instructors are considered friends in the recreation area here at Ferris.

RML classes have prepared me, I feel, for my future in Recreation. The biggest advantage that I think I have gained is the ability to run both Mac's and IBM's. The computer work is the best part of the program. I also like the way classes are taught, they help prepare you for the work force.

Please! Please! Please! For future Outdoor students - More specific courses dealing with leading backcountry trips, Wilderness First Aid/Rescue, Ropes Course training, Orienteering Course, etc. would be extremely helpful. These are areas which I have had to pursue outside of my education for experience.

The teachers are very helpful and informative with getting jobs!! Always there when you need extra help.

Re question 19. We need more hands on and more specific courses. For example: Winter camping. We try to cram too many topics into too short of a time period.

Sue needs to find a way to make classes more interesting.

Re question 17. I like paint job in the room. It makes the room more comfortable.

Cindy you are hard to find!!!!

Corporate Fitness students have really no knowledge of their job market! This is too much outdoor based!

**Seating**

I enjoy my curriculum but I would really like it if RLM program had more updated equipment. (More computers and a climbing wall).

Another professor is needed for the program to support the needs of the students.

Re question 14d. Not enough geared toward Corporate Fitness.



## APPENDIX B

## RLM Graduate Survey August 1992- December 1996

The questions on the survey will provide input for the RLM Academic Program Review which is used by Ferris State University in planning and maintaining programs current within the profession. Thank you for your assistance.

1. How satisfied are you in your career?

25 (71%) 1. very satisfied  
8 (23%) 2. somewhat satisfied  
1 (3%) 3. unsatisfied

2. What was your overall GPA upon graduation from FSU?

4 (11%) 1. 3.75-4.00  
1 (3%) 2. 3.50-3.74  
7 (20%) 3. 3.25-3.49  
6 (17%) 4. 3.00-3.24  
14 (40%) 5. 2.75-2.99  
2 (6%) 6. 2.50-2.74  
1 (3%) 7. Below 2.50

3. How many years did you attend this university before obtaining your degree?

(Check nearest year)  
0 (0%) 1. 1 year  
2 (6%) 2. 2 years  
2 (6%) 3. 3 years  
19 (54%) 4. 4 years  
0 (0%) 5. 5 or more years

4. What was your enrollment status while attending this university?

35 (100%) 1. Primarily full-time (12 semester/quarter hours or more)  
2. Primarily part-time (less than 12 semester/quarter hours)

5. Would you recommend FSU to another student interested in Recreation Leadership and Management?

20 (57%) 1. Definitely Yes  
8 (23%) 2. Probably Yes  
6 (17%) 3. Uncertain  
1 (3%) 4. Probably No  
0 (0%) 5. Definitely No

6. Would you recommend FSUs other programs to potential students?

15 (43%) 1. Definitely Yes  
15 (43%) 2. Probably Yes  
4 (11%) 3. Uncertain  
1 (3%) 4. Probably No  
0 (0%) 5. Definitely No

7. Approximately how many hours per week did you spend on Recreation Leadership and Management homework?

0 (0%) 1. Never  
11 (31%) 2. 6-10 hours  
10 (29%) 3. 11-15 hours  
11 (31%) 4. 16-20 hours  
1 (3%) 5. 21-25 hours  
2 (6%) 6. 26 or more hours

8. How often were term papers, reports or major writing assignments required in your Recreation Leadership and Management classes? (Please mark only one).

- 0 (0%) 1. never  
4 (11%) 2. not very often  
20 (57%) 3. often  
11 (31%) 4. very often

9. How many hours per week did you spend in outside employment and/or doing child care while attending FSU?

- 8 (23%) 1. 0-9 hours  
8 (23%) 2. 10+ hours  
15 (43%) 3. 20+ hours  
2 (6%) 4. 30+ hours  
1 (3%) 5. 40+ hours

10. Which year did you graduate from FSU? \_\_\_\_\_

- 2 (6%) 1. 1992  
10 (29%) 2. 1993  
7 (20%) 3. 1994  
12 (34%) 4. 1995  
4 (11%) 5. 1996

11. What was your emphasis/option while in the RLM program ?

- 15 (43%) 1. Corporate Fitness  
1 (3%) 2. Aquatics  
13 (37%) 3. Leisure Service Programming/Programming Option  
6 (17%) 4. Outdoor/Adventure Education/ Outdoor Option

12. Did you transfer into the program 27(77%) yes 8(23%) no  
if yes, than was it from a 2 (6%) community college 21 (60%) another FSU Program or 4 (11%)  
another college/university.

a) Briefly describe why you transferred into the RLM program. (SEE COMMENTS SECTION)

13. What is your sex?

- 16 (46%) 1. Male  
19 (54%) 2. Female

14. What is your perception of the socioeconomic background and environment in which you were raised?

- 2 (6%) 1. upper class  
11 (31%) 2. upper middle class  
21 (60%) 3. middle class  
0 (0%) 4. lower middle class  
1 (3%) 5. lower class

15. How old are you?

- 10 (29%) 1. 21 to 24  
23 (66%) 2. 25 to 28  
1 (3%) 3. 29 to 32  
0 (0%) 4. 33 to 36  
0 (0%) 5. 37 to 40  
0 (0%) 6. 41 to 44  
1 (3%) 7. 45 or over

16. Which of the phrases below best describes your racial/ethnic background? Please select only one response.

- 1. African-American/Black **1 (3%)**
- 2. American Indian, Alaskan Native **34 (97%)**
- 3. Caucasian-American/White
- 4. Mexican-American/Chicano
- 5. Asian--American, Pacific Islander
- 6. Puerto Rican, Cuban, other Hispanic origin
- 7. Other
- 8. Multiracial
- 9. Prefer not to respond

17. Which state was your permanent residence **prior** to attending FSU? (SEE COMMENT SECTION)

18. Which state is **now** your permanent residence? (SEE COMMENT SECTION)

19. Are you continuing your education? Yes **11 (31%)** No **24 (69%)** (if no go to question 23)

20. College or university you are attending (name)? SEE COMMENT SECTION FOR QUESTIONS 20 & 21

21. Current major \_\_\_\_\_ / Emphasis \_\_\_\_\_

22. Level of degree you are seeking. B.A./B.S. **1 (3%)** M.A./M.S. **7 (20%)** Specialist **0 (0%)** Ph.D. **0 (0%)**

23. Other degrees or certificates received since leaving FSU (SEE COMMENT SECTION)

The following statements reflect goals of many college students. How much help do you feel the experiences at this university gave you in reaching these goals? (Circle one number after each statement)

- (1) This university gave very much help \_\_\_\_\_
- (2) This university gave some help \_\_\_\_\_
- (3) This university gave very little help \_\_\_\_\_
- (4) This university gave no help \_\_\_\_\_
- (5) This was **not** a goal of mine \_\_\_\_\_

	1	2	3	4	5
24. to increase my knowledge in my academic field	20(57)	10(29)	1(3)	2(6)	2(6)
25. to satisfy job and career requirements	12(34)	17(49)	1(3)	4(11)	1(3)
26. to obtain a degree or certificate	23(66)	7(20)	2(6)	0(0)	3(9)
27. to learn skills that will enrich my daily life	12(34)	15(43)	5(14)	1(3)	2(6)
28. to become actively involved in student life and activities	12(34)	10(29)	9(26)	1(3)	3(9)
29. to develop greater appreciation of cultural events	4(11)	14(40)	12(34)	3(9)	2(6)
30. to improve my self-image	12(34)	13(37)	2(6)	3(9)	4(11)
31. to improve my leadership skills	17(49)	13(37)	1(3)	2(6)	2(6)
32. to increase my earning power	12(34)	12(34)	5(14)	4(11)	2(6)
33. to generally improve myself	19(54)	10(29)	3(9)	1((3)	2(6)

Note: the first no. is the frequency and the ( ) is the percentage

34. Which of the following best describes your current employment status? (Mark all that apply)

- 27 (77%) Employed in field of my choice
  - 7 (20%) Employed in unrelated field to my degree by my own choice
  - 0 (0%) Volunteer/Community Service (Peace Corp, Americorp, Religious)
  - 9 (26%) Employed seeking employment in field related to the RLM program/emphasis
  - 4 (11%) Not seeking other employment
  - 0 (0%) Employed in the military
  - 0 (0%) Unemployed, seeking work in field related to my program/emphasis
  - 0 (0%) Unemployed, seeking employment
  - 0 (0%) Unemployed, not seeking employment (indicate reason below)
    - 1 (3%) Full-time student
    - 2 (6%) Full-time homemaker
    - 0 (0%) Health disability
    - 0 (0%) Family responsibilities
    - 0 (0%) Other, please specify: \_\_\_\_\_
- Other, describe: **SEE COMMENT SECTION**  
Self-employed: Type of Business **SEE COMMENT SECTION**

35. How closely related is your present job to RLM/emphasis program?

- 14 (40%) Very related (draws upon specific knowledge related to my course of study)
- 16 (46%) Somewhat related (draws generally upon knowledge)
- 5 (14%) Non-related (does not draw upon knowledge)

36. In general, how satisfied are you with your present job? Check one.

- 21 (60%) Very satisfied
- 12 (34%) Somewhat satisfied
- 1 (3%) Somewhat dissatisfied
- 1 (3%) Very dissatisfied

37 Current employer (name/address/telephone/FAX.e-mail) **SEE COMMENT SECTION**

\_\_\_\_\_

\_\_\_\_\_

38. Position/Title: **SEE COMMENT SECTION**

39. How would you characterize your position (managerial, technical, entry level supervisor, instructional director/superintendent, fitness specialist, etc.)  
**SEE COMMENT SECTION**

40. What is your current annual salary/income? **SEE COMMENT SECTION FOR QUESTIONS 40 & 41**

Ranges:

41. What is your present hourly salary before deductions (include commission but not overtime pay)?

\$ \_\_\_\_\_ per hour                      \_\_\_\_\_ hours per week

42. Which leisure service sector does your agency /organization belong to?

- 15 (43%) Commercial Sector
- 11 (31%) Non-Profit Sector
- 7 (20%) Public Sector
- 2 (6%) Employee Service Sector (private corporations)

43. How many employers have you had since graduation including current employer? **13 (37%) 1 EMPLOYERS**

**13 (37%) 2 EMPLOYERS**

**5 (14%) 3 EMPLOYERS**

**1 (3%) 4 EMPLOYERS**

**1 (3%) 6 EMPLOYERS**

44. From which source did you learn about your current job? (NOTE MULTIPLE ANSWERS WHERE CHECKED)

- 0 Ferris Career Planning and Placement Office
- 1 Ferris counselor/advisor
- 1 Ferris faculty
- 4 Parent/relative
- 8 Newspaper/trade publication
- 6 Professional Association/Job Listing (AEE, NRPA, YMCA, AWHP, NIRSA)
- 6 Student/friend
- 6 Recruited by employer
- 7 Employment agency
- 0 Resume Expert Web site
- 0 Other Web sites
- 7 Other, please specify **SEE COMMENT SECTION**
- 30 NO RESPONSES CHECKED

45. If your present job is NOT related to the RLM program, please check the one best reason why.

- 0 (0%) Preferred to work in another field
- 4 (11%) Found better paying job in another field
- 2 (3%) Could not find a job in field of preparation
- 1 (3%) Worked previously in field of preparation, but changed
- 2 (3%) Preferred not to move to new locality
- 0 (0%) Temporary job while in transition (either in college between jobs or summer employment)
- 0 (0%) Took job in order to get preferred working hours
- 0 (0%) Did not complete program or pass licensing test in order to be eligible to work in my field of preparation
- 0 (0%) Health problems prevented me from working in field of preparation
- 2 (6%) Other (specify) **SEE COMMENT SECTION**
- 24 (62%) NO REPOSSES CHECKED

46. What has been the average length of your job search (s)? **SEE COMMENT SECTION**

47. Indicate whether any of the following was a problem in your job search. **NOTE THIS WAS A MULTIPLE RESPONSE QUESTION**

- 7 Deciding what I wanted to do
- 10 Knowing how to find job openings
- 5 Finding a job for which I was trained
- 3 Writing resumes/cover letters
- 17 Finding the kind of job I wanted
- 14 Finding a job where I want to live
- 22 Finding a job that paid enough
- 2 Race or sex discrimination

48. To what extent do you agree with the following statements about your program/department while at the university? Please check

	Agree Strongly	Agree with Reservations	Disagree with Reservations	Disagree Strongly
Faculty members were genuinely interested in the welfare and professional development of students.	23 (66)	11 (31)	1 (3)	0 (0)
I would advise a friend with similar interests to enroll in the same major.	22 (63)	10 (29)	2 (6)	1 (3)
Courses covered new and important material and were not redundant.	13 (37)	19 (54)	2 (6)	1 (3)
Department members actively helped graduates of the program to find appropriate employment.	9 (26)	15 (43)	7 (20)	3 (9)
If starting over, I would enroll in the same major again.	18 (51)	11 (31)	4 (11)	2 (6)
There was good communication between faculty and students regarding student needs and concerns.	17 (49)	17 (49)	1 (3)	0 (0)
Many opportunities existed outside the classroom for interaction between students and department faculty.	18 (51)	12 (34)	5 (14)	0 (0)
The interactions and discussions with my peers in the department were a major source of motivation and support.	13 (37)	18 (51)	4 (11)	0 (0)
Department members encouraged and helped students explore ways of continuing their education after graduating from FSU.	9 (26)	19 (54)	6 (17)	1 (3)
The material covered in the programs was relevant to what I have experienced in the field.	12 (34)	18 (51)	5 (14)	0 (0)
The field experience (REC 220/RMLS 294) and internship (REC 475/RMLS 491) contributed significantly to my professional preparation.	27 (77)	6 (17)	2 (6)	0 (0)
Full time RLM faculty were effective academic counselors during academic scheduling.	21 (60)	12 (34)	2 (6)	0 (0)
RLM faculty were current and knowledgeable.	25 (71)	9 (26)	1 (3)	0 (0)

<b>RLMS designated courses effectively balanced both theory and application.</b>	<b>16 (46)</b>	<b>16 (46)</b>	<b>3 (9)</b>	<b>0 (0)</b>
<b>RLM course projects/activities helped me develop skill which are applicable to the profession at the entry level.</b>	<b>18 (51)</b>	<b>13 (37)</b>	<b>3 (9)</b>	<b>1 (3)</b>
<b>Technology support within the RLM program was readily available to complete specialized software based projects.</b>	<b>7 (20)</b>	<b>16 (46)</b>	<b>9 (26)</b>	<b>2 (6)</b>
<b>Wink Arena/HPE classrooms and physical activity areas support the RLM student learning environment adequately.</b>	<b>9 (26)</b>	<b>12 (34)</b>	<b>3 (14)</b>	<b>0 (0)</b>

49. How much did your educational experiences in the RLM program at Ferris contribute to your personal growth in each of following areas? Please check

	Very Much	Somewhat	Very Little	None
- Using the internet	1 (3)	6 (17)	11 (31)	17 (49)
- Writing effectively	15 (43)	18 (51)	2 (6)	0 (0)
- Speaking effectively	19 (54)	14 (40)	1 (3)	0 (0)
- Understanding written information	17 (49)	16 (46)	2 (6)	0 (0)
- Working independently	23 (66)	11 (31)	1 (3)	0 (0)
- Learning on your own	22 (63)	11 (31)	1 (3)	1 (3)
- Using the library	13 (37)	14 (40)	8 (23)	0 (0)
- Working cooperatively in a group	28 (80)	7 (20)	0 (0)	0 (0)
- Organizing your time effectively	20 (57)	14 (40)	1 (3)	0 (0)
- Planning and carrying out projects	26 (74)	9 (26)	0 (0)	0 (0)
- Understanding and applying mathematics in daily activities	4 (11)	21 (60)	9 (26)	1 (0)
- Persisting at difficult tasks	17 (49)	16 (46)	2 (6)	0 (0)
- Defining and solving problems	18 (51)	14 (40)	3 (9)	0 (0)
- Understanding different philosophies and cultures	9 (26)	20 (57)	5 (14)	1 (3)
- Leading and guiding others	23 (66)	12 (34)	0 (0)	0 (0)
- Working with a variety of people	27 (77)	8 (23)	0 (0)	0 (0)
- Dealing with stressful situations	21 (60)	12 (34)	1 (0)	1 (0)
- Using computers	15 (43)	10 (29)	10 (29)	0 (0)



50. To what extent has your degree from Ferris added value to the progress you have made in your career?

16 (46%) Very Much      13 (37%) Somewhat      4 (11%) Very Little      1 (3%) None

Please feel free to make any general comments regarding the RLM program.

**SEE COMMENT SECTION**

**THANK YOU**

**Information update for the Department Records and FSU sweatshirt drawing.**

SIZE \_\_\_\_\_

**CURRENT PERMANENT ADDRESS**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

PHONE NO \_\_\_\_\_

E-MAIL \_\_\_\_\_

FAX \_\_\_\_\_

**EMPLOYER ADDRESS/WORK ADDRESS**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHONE NO. \_\_\_\_\_

E-MAIL \_\_\_\_\_

FAX \_\_\_\_\_

**Written Comments and Responses  
APR Graduate Survey 1997**

**# 1**

- 12. No comment
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 34. Self-employed- Landscape Contractor
- 37. Horticultural Design Inc., 10580 Tefft, Rockford, MI 49341
- 38. Office Manager
- 39. Managerial
- 40. None given
- 41. None given
- 45. Other: work for husband/landscape contractor
- 46. N/A own business

**General Comments:**

work for husband in family business of landscape contractor

**# 2**

- 12. I had worked as a Recreation Manager during the summers and thought I wanted to further my career in recreation.
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. Real Estate Appraiser
- 37. AAA Appraisal Company
- 38. Valuation Specialist
- 40. No comment
- 44. By my own research
- 46. 1 month

**General Comments:**

I worked within RLM field for a while but when I became a parent the hours were awful. Also, the program is not accredited and that made it difficult to find work in the City Recreation Program. This is something I was not aware of when I entered the program.

**# 3**

- 12. I liked the idea of corporate fitness
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Family Medical Services St. Lawrence Hospital, Lansing, MI
- 38. Dept. Assistant
- 39. Entry level supervisor

- 40. \$20,000
- 41. \$10.00/hr. 40 hr/wk.
- 46. 1 month

**General Comments:**

none

**# 4**

- 12. The program was very interesting to me
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Dearborn Heights Parks & Recreation-Eton Senior Center
- 38. Senior Citizen Coordinator
- 39. Managerial
- 40. \$23,500
- 46. 12 months

**General Comments:**

I think that RLM is a great program however, more work with internet and RecTrac would be a great help.

**# 5**

- 12. N/A
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Livonia Family YMCA14255 Stark Rd, Livonia, MI 48154
- 38. Assistant Physical Director
- 39. Director
- 40. \$25,000-30,000
- 46. 3 months

**General comments:**

none

**# 6**

- 12. For Corporate Fitness emphasis
- 17. Michigan
- 18. Texas
- 20. Undecided
- 21. N/A
- 23. N/A
- 37. No response
- 38. Director of Health Promotions Programming
- 39. Managerial
- 40. \$43,000
- 46. 1-2 months

**General Comments:**

Was disappointed with core curriculum requirements -felt many were waste of time and money and have been of no value to me professionally.

**# 7**

- 12. I wanted to help people and make them healthy and fit
- 17. Michigan
- 18. Indiana
- 20. N/A
- 21. N/A
- 23. ACSM, First Aid, CPR, FCT Evaluation, Medx Evaluation
- 37. Corrective Care Ltd., 2505 E. Jefferson Blvd., South Bend IN
- 38. Rehab Specialist: emphasis on spinal column,
- 39. Rehab exercise specialist
- 40. \$30,000
- 41. \$15/Hr 40hr/wk
- 46. 2 months

**General Comments:**

Keep doing what your doing for the students. Your doing a fine job!!!!

**# 8**

- 12. N/A
- 17. Michigan
- 18. California
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Mile High Adventures & Entertainment, 10780 Santa Monica Blvd. #360, Los Angeles, CA
- 38. Regional Events Director
- 39. Managerial/Director
- 40. \$35,000
- 41. 1 month

**General comments:**

The interaction which I had with Sue, JP, & Dr. Scandurra, was a major contribution to my professional advancement. The support & guidance which I received from the RLM staff has enable me to be a leader in the field of recreation.

**# 9**

- 12. Because it offered a program(corporate fitness) which was closest to my interests and desires for a career.
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. AFAA Aerobic Instructor/Fitness Instructor
- 37. Bio-Care, Inc., 2450 Delhi Commerce Dr., Ste.#8, Holt MI
- 38. Operations Supervisor
- 39. Managerial, technical supervisor, fitness programmer

- 40. \$30,000
- 41. \$12/hr 45hr/wk
- 46. No response

**General Comments:**

none

**# 1 0**

- 12. No comment
- 17. Michigan
- 18. Wisconsin
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Brenner Tank Inc., 450 Arlington Ave., FondjuLac, WI
- 38. Welder/Fabricater
- 39. Skilled Trade
- 40. \$21,000-27,000
- 41. \$12.59/hr. 40Hr/wk
- 46. 12 months

**General Comments:**

none

**# 1 1**

- 12. It seemed like a good program.
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Air Touch Cellular
- 38. Customer Care Representative
- 39. Entry level
- 40. \$26,000
- 46. 2 months

**General Comments:**

The RLM program was an excellent program. The corporate fitness aspect needed a lot of improvements. I feel that it did not give enough training in assessments, prescription, not enough certifications, i.e. Aerobic training EKG, more hands on VO2 Max test are needed. The recreation aspect was great. I would suggest another internship. I'm not in this field now, but would love to get back into it. Staff was very supportive, helpful, & knowledgeable. I can not say enough about what a great job Susan Hastings-Bishop does. She is what makes the RLM program as good as it is. Without her I would have real reservations about recommending this program to others.

**# 1 2**

- 12. No comment
- 17. Michigan
- 18. Ohio
- 20. N/A

- 21. N/A
- 23. Weight Resistance Certification AFAA, ACE Personal Training
- 37. TriHealth Fitness & Health Providers, Cincinnati OH
- 38. Health Fitness Specialist Trainer
- 39. Instructional/Supervisor
- 40. \$25,000
- 46. No response

**General Comments:**

In the fitness field emphasis/corporate fitness more application & knowledge of the following areas should be taught: blood pressure( est. Systolic), exercise rehabilitation to healthy and at risk population, exercise testing( sub max bike test, muscular strength, muscular endurance and health promotion).

**# 1 3**

- 12. No comment
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. MJ Tours, 912 Rose Ave., Big Rapids
- 38. Director
- 39. Owner
- 40. No comment
- 46. N/A own business

**General Comments:**

Training on internship became interested in owning own business. Internship resulted to be best factor in determining areas of interest.

**# 1 4**

- 12. N/A
- 17. Ontario, Canada
- 18. Florida
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Therma Cell Technologies Inc., 5419 Provost Dr., Holiday FL. 34690
- 38. Executive Assistant
- 39. Manager of Operations
- 40. \$36,000-46,000
- 46. N/A own business

**General Comments:**

The hands on work towards projects was extremely helpful. Along with this is the group interaction is extremely important in business & Ferris helped develop this. Things that would help out more, would be real life interaction which a couple of classes offered, however the more the better, especially in business. A joint effort opportunity with business's in the area might join in this effort. A focus on running a business was helpful in some classes. More financial classes would have been very helpful, also. My experience at Ferris was beneficial to me & I think the interaction with the professors helped me out in ways that at that time I may

not have realized. Thanks for everything.

**# 1 5**

- 12. No comment
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Quality Inn Terrace Club, Grand Rapids, MI
- 38. Sales Manager
- 39. Managerial
- 40. \$19,000
- 41. \$9.14/hr. 40Hr/wk
- 46. 2 months

**General Comments:**

none

**# 1 6**

- 12. N/A
- 17. Michigan
- 18. Colorado
- 20. N/A
- 21. N/A
- 23. N/A
- 37. United States Olympic Training Center, 1 Olympic Plaza, Colorado Springs, CO
- 38. Athletic Facilities Attendant
- 39. Entry Level
- 40. \$11,520
- 41. \$6.17/hr 40hr/wk
- 44. Other : self inquiry
- 46. 3-6 months

**General Comments:**

Overall, I feel good about obtaining an education at FSU within the RLM program. I second practicum opportunity is one suggestion I would like to make towards enhancing ones professional skills. A second practicum would give the students a chance to grow even more before leaving town.

**# 1 7**

- 12. Corporate Fitness interested me.
- 17. Michigan
- 18. North Carolina
- 20. N/A
- 21. N/A
- 23. Getting certification in ACE, ACSM
- 37. Royal Health & Fitness Center, Royal Insurance, 9300 Arrowpoint Blvd., NC
- 38. Fitness Specialist
- 39. Same as 38
- 40. \$20,900



- 41. 40-50Hr/wk
- 44. Other: University internship listings
- 46. Hired on after internship

**General Comments:**

The RLM program at FSU has lead to a great career opportunity for me. I was hired on at the time of my internship. The RLM staff worked very hard to make sure we always had updated information for our classes, even if a professional in our area was not available.

**# 1 8**

- 12. I wanted a career that I would enjoy.
- 17. Michigan
- 18. Virginia
- 20. N/A
- 21. N/A
- 23. Supervisor Certification
- 37. Chesapeake Parks & Recreation and building Maintenance , P.O. Box 15225, Chesapeake, VA
- 38. Recreation Specialist II-Youth Programs
- 39. Management/Supervisor
- 40. \$21,000 Range: \$20,678-33,084
- 41. 37.5 hr/wk
- 46. 2 months

**General Comments:**

none

**# 1 9**

- 12. N/A
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Wolverine human Services, Pioneer Work & Learn Center, 1120 Commerce Dr., Vasser, MI
- 38. Wilderness counselor
- 39. Entry level supervisor
- 40. \$20,000
- 41. \$10/Hr. 40Hr/wk
- 46. 4 months

**General Comments:**

none

**# 2 0**

- 12. Found it suited my personality & personal growth better.
- 17. Michigan
- 18. Michigan
- 20. Wayne State University
- 21. Teaching Certificate and Recreation
- 37. Camp Oakland Youth Program, Inc. P.O. Box 9 Oxford, MI

- 38. Recreation Specialist
- 39. Managerial/director
- 40. \$30,000
- 41. \$15/hr 40+hr/wk
- 46. 1 month

**General Comments:**

Quest. #48 " need more for outdoor track", lost outdoor focus at one point in time  
 At the point in which I attends Ferris, I was enrolled in the outdoor track, but we lost the outdoor focus teacher- for myself the program never reached what could have been its greatest potentials to me. An increase in rope course knowledge, training, more adventure based training & leading, a more diverse population( eg. Youth at risk and other populations) I really believe in FSU's Rec. Program and talk of it often. The program gave me a lot. I've worked hard and have done a lot of waiting for my current position and I feel that FSU did an overall good job preparing me for this- based upon their resources and abilities. There needs to be stronger based on experiential and adventure based recreation. These are the trends of the future.

**# 2 1**

- 12. Didn't like other program
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. USPTA Certified/ ACE certification
- 37. Ramblewood Tennis & Health Club, 4250 Spartan Industrial Dr., Grandville, MI
- 38. Head Professional Teaching Pro (Tennis)
- 39. Instructional
- 40. \$37,000
- 41. \$17-21/hr 40hrs/wk
- 46. 2 weeks

**General Comments:**

Thanks for keeping in touch!

**# 2 2**

- 12. Wanted to work in parks department for state, county or local
- 17. Michigan
- 18. Michigan
- 20. Lansing Community College
- 21. N/A
- 23. Fire fighting training
- 37. C & H Inc., 407 N. Porter, Saginaw, MI
- 38. Carpenter with supervisory responsibilities
- 39. Entry level supervisor
- 40. \$13,000
- 41. \$8/Hr 40hr/wk
- 45. Other: needed experience as carpenter/supervisor for Parks job.
- 46. On going, always sending resume`

**General comments:**

Wanted a parks position as a ranger or park supervisor. Should have been able to take some turf management courses, welding, construction, heavy equipment and general maintenance. Those

were the qualities that my fellow job competitors had who received the jobs I wanted. 3 opportunities at ideal jobs, I made it down to the #2 ,3 different times because of little experience in a fore mentioned areas.

**# 2 3**

- 12. No Comment
- 17. Michigan
- 18. Michigan
- 20. Eastern Michigan University
- 21. Industrial Technology/Quality Control
- 23. N/A
- 37. Ford Motor Company, Electrical & Fuel Handling Div., Ypsilanti, MI
- 38. Team Leader
- 39. Managerial/technical supervisor
- 40. \$60,000
- 46. 24 months

**General Comments:**

I feel that only having two members on staff has positive and negative effects on RLM. Having more staff members would help RLM develop into a more solid program. It would allow less burden on staff member to teach, to guide students, to help, students more effectively.

**# 2 4**

- 12. No comment
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Hurley Health & Fitness Center, 4500 S. Saginaw St., Flint, MI
- 38. Health Education Coordinator
- 39. Entry level
- 40. No response
- 41. \$12/Hr 40hr/wk
- 46. Hired immediately after internship

**General comments:**

Question 42" my actual position works for the hospital in each sector. The fitness center itself is commercial."

general comments none.

**# 2 5**

- 12. Fit my interests, liked the classes
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. Personal Training, Aerobics, Blood Pressure
- 37. Staywell Health Management Systems, Sterling Heights Assembly, 3811 VanDyke Ave, Sterling Heights, MI
- 38. Fitness Specialist

- 39. Fitness Specialist
- 40. \$25,000, plus 2 bonus \$300-500 and full benefits
- 41. 40 hr/wk
- 46. 1 month

**General Comments:**

Question 48 "need more computers, big part of many jobs"

I feel the RLM program really helped me develop my personal skills and increase my level of responsibility. The classes really helped me prepare for my job and enter the work force. I feel that one of the areas I lacked knowledge in is the hands on experience dealing with health and fitness. This area needs some development in the corporate fitness area.

**# 2 6**

- 12. N/A
- 17. Michigan
- 18. Michigan
- 20. Western Michigan University
- 21. Facilities Management
- 23. N/A
- 37. Southside Community Ice Center
- 38. Ice Arena Assistant Manager
- 39. Managerial
- 40. \$25,000
- 41. \$12.50/hr. 40-55Hr/wk
- 46. 1 month

**General comments:**

none

**# 2 7**

- 12. Was a field I had a strong interest in
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. E.C. Brooks Correctional Facility, 2500 S. Sheridan Dr., Muskegon Heights, MI
- 38. Corrections Athletic Director
- 39. Entry level/instructional director
- 40. \$31,000-40,000
- 41. \$15/Hr 40hr/wk
- 44. Other: Civil Service
- 46. 3 months

**General Comments:**

Question 47 " Experience is important in finding a job. My problem in finding my current job was getting classified. Once you are classified then getting an interview isn't a problem.

**# 2 8**

- 12. Recreation seemed more interesting and appealing to my desires for employment/career goals.
- 17. Michigan
- 18. Michigan
- 20. Purdue University
- 21. Recreation Management/Programming
- 23. American Red Cross Lifeguarding
- 37. Purdue Division of Recreational Sports, Recreational Gym, W.Lafayette, IN
- 38. Graduate Assistant
- 39. Supervision
- 40. \$9200/10 month stipend
- 41. 20Hr/wk
- 46. 2 months

**General Comments:**

During my time in the RLM program, I found Sue Hastings-Bishop to be very influential in my growth as a student, professional, as a person. Her teaching style has been very affective for my preparation in Graduate School-in fact, graduate school seems easier. I think Sue makes this program the excellent program that it is.

**# 2 9**

- 12. I wanted to work in the recreation field after working in campus recreation.
- 17. Michigan
- 18. Illinois
- 20. Southern Illinois University at Carbondale
- 21. Workforce Education/Training and Development
- 23. N/A
- 37. Office of Intramural Recreational Sports, Southern Illinois University at Carbondale,
- 38. Intramural Graduate Assistant
- 39. Entry level Supervisor
- 40. \$11,500-12,000
- 41. \$10.20 /hr 20-30hr/wk
- 46. 2 months

**General Comments:**

I feel the program helped me to get where I am but the RLM staff is very under staffed. They have to do to much and I feel this takes away from their interaction with all the students.

**# 3 0**

- 12. Interested in Recreation, worked for UREC
- 17. Michigan
- 18. Ohio
- 20. N/A
- 21. N/A
- 23. MS in Exercise Physiology University of Southern Missouri
- 37. Ohio University Charles J. Ping Rec Center, souther Green Dr., Athens, OH
- 38. Director of Fitness, Division of Campus Recreation
- 39. Director/fitness specialist
- 40. \$29,000 Range:\$27,500-29,000
- 41. \$15/Hr 40+hr/wk
- 44. Other: Univ. Of Southern Missouri NIRSA listing

46. 3 months

**General Comments:**

Question 48 "needed more physiology, anatomy, etc."; "only had one computer project", need testing lab for exercise physiology "

I feel I was in a different situation b/c I was focused in corporate fitness. The program was excellent s/ Dr. Scandurra but I did not have the science background that I really needed for graduate school in exercise physiology/cardiac rehabilitation. There are areas that must be a part of this degree emphasis for the graduates to find a job. Especially w/ only a bachelor's degree ( biomechanics, kinesiology, resistance training, labs, etc.)

**# 3 1**

- 12. It was a career which I had interest in.
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. Moors Golf Course, Portage, MI
- 38. Maintenance/Grounds
- 39. Seasonal/entry level
- 40. No response
- 41. \$6.50/hr 40hr/wk
- 46. 5 months

**General Comments:**

none

**# 3 2**

- 12. N/A
- 17. Michigan
- 18. Michigan
- 20. N/A
- 21. N/A
- 23. N/A
- 37. City of Greenville, Recreation Dept. , 900 E. Kent, Greenville, MI
- 38. Recreation & Parks Director
- 39. Director
- 40. \$28,000
- 41. 40-50Hr/wk
- 46. No response

**General Comments:**

none

**# 3 3**

- 12. Because I was interested in fitness and recreation
- 17. Ontario, Canada
- 18. Ohio
- 20. Ohio University
- 21. Recreation/Health Sciences Emphasis: Higher Education

# APPENDIX C

RECREATION LEADERSHIP AND MANAGEMENT  
FACULTY PERCEPTIONS OF THE PROGRAM

**Rating:**

- 1 = Poor
- 2 = Below Average
- 3 = Acceptable
- 4 = Good
- 5 = Excellent
- 0 = Unknown

	1	2	3	4	5	0
<b>GOALS AND OBJECTIVES</b>						
<p><b>1. Participation in program Plan</b></p> <p><u>Excellent</u>-Administrators and/or other supervisory personnel involved in developing and revising the university plan for this RLM program seek and response to faculty, student and community input. <u>Poor</u> - Development of the plan for this program is basically the work of one or two persons in the university.</p> <p>Comments:</p>	0	1	0	1	2	0
<p><b>2. Program Goals</b></p> <p><u>Excellent</u>-Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness. <u>Poor</u>-No written goals exist for this program.</p> <p>Comments:</p>	0	0	0	2	2	0
<p><b>3. Course Objectives</b></p> <p><u>Excellent</u>-Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction. <u>Poor</u>-No written objectives have been developed for courses in this program.</p> <p>Comments:</p>	0	0	0	0	4	0



	1	2	3	4	5	0
<p>4. Competency Basic Performance Objectives</p> <p><b>Excellent</b>-Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.</p> <p><b>Poor</b>-Competency based performance objectives have not been developed for courses in this program.</p> <p>Comments:</p>	0	0	0	2	1	1
<p>5. Use of Competency Based Performance Objectives</p> <p><b>Excellent</b>-Competency based performance objectives are distributed to students and used to assess student progress.</p> <p><b>Poor</b>-Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.</p> <p>Comments:</p>	0	0	1	1	1	1
<p>6. Use of Information of Labor Market Needs</p> <p><b>Excellent</b>-Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.</p> <p><b>Poor</b>-Labor market data is not used in planning or evaluation</p> <p>Comments:</p>	0	0	1	2	1	0
<p>7. Use of Information or Job Performance Requirements</p> <p><b>Excellent</b>-Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses.</p> <p><b>Poor</b>-Job performance requirements information has not been collected for use in planning and evaluating.</p> <p>Comments:</p>	0	0	0	2	1	1

	1	2	3	4	5	0
<p><b>8. Use of Profession/Industry Standards</b>  <u>Excellent</u>-Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its course.  <u>Poor</u>-Student follow-up information has not been collected for use in evaluating this program.</p> <p>Comments:</p>	0	0	0	1	3	0
<p><b>9. Use of Student Follow-UP Information</b>  <u>Excellent</u>-Current follow-up data on completers and leavers (students marketable skills) are consistently and systematically used in evaluating this program.  <u>Poor</u>-Student follow-up information has not been collected for use in evaluating this program.</p> <p>Comments:</p>	0	0	2	1	1	0
<b>PROCESSES</b>						
<p><b>10. Adaption of Instruction</b>  <u>Excellent</u>-Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands-on" experiences, open entry/open exit, credit by examination).  <u>Poor</u>-Instructional approaches in this program do not consider individual student differences.</p> <p>Comments:</p>	0	0	0	0	4	0
<p><b>11. Relevance of Supportive Courses</b>  <u>Excellent</u>-Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.  <u>Poor</u>-Supportive course content reflects no planned approach to meeting needs of students in this program.</p> <p>Comments:</p>	0	0	0	1	3	0

	1	2	3	4	5	0
<p>12. Coordination with other Community Agencies and Educational Programs</p> <p><b>Excellent</b>-Effective liaison in maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, and area proprietary schools, to assure a coordinated approach and to avoid duplication in meeting RLM needs of the area or community.</p> <p><b>Poor</b>-University activities reflect a disinterest in coordination with other programs and agencies having impact on this program.</p> <p>Comments:</p>	0	0	1	0	2	1
<p>13. Provision for Work Experience, Cooperative Education or Clinical Experience</p> <p><b>Excellent</b>-Ample opportunities are provided for related work experience, cooperative education, field and/or internship experience for students in this program. Student participation is well coordinated with academic and employer supervision.</p> <p><b>Poor</b>-Few opportunities are provided in this program for related work experience, cooperative education, field or internship experience where such participation is feasible.</p> <p>Comments:</p>	0	0	0	0	4	0
<p>14. Program Availability and Accessibility</p> <p><b>Excellent</b>-Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.</p> <p><b>Poor</b>-This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.</p> <p>Comments:</p>	0	0	1	2	1	0

	1	2	3	4	5	0
<p><b>15. Provision for the Handicapped</b></p> <p><u>Excellent</u>-University support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously.</p> <p><u>Poor</u>-No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.</p> <p>Comments:</p>	0	1	0	1	0	2
<p><b>16. Efforts to Achieve Sex Equity</b></p> <p><u>Excellent</u>-Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.</p> <p><u>Poor</u>-Almost no attention is directed toward achieving sex equity in this program.</p> <p>Comments:</p>	0	0	0	1	3	0
<p><b>17. Provision for Program Advisement</b></p> <p><u>Excellent</u>-Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.</p> <p><u>Poor</u>-Instructors make no provision for advising students on course and program selection.</p> <p>Comments:</p>	0	0	0	2	2	0

	1	2	3	4	5	0
<p>18. Provision for Career Planning and Guidance</p> <p><u>Excellent</u>-Day, evening, and weekend students in this program have ready access to career planning and guidance services.</p> <p><u>Poor</u>-Little or no provision is made for career planning and guidance services for students enrolled in this program.</p> <p>Comments:</p>	0	0	1	2	1	0
<p>19. Adequacy of Career Planning and Guidance</p> <p><u>Excellent</u>-Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as Website listings, printed materials, audiovisuals, job observation) to meet individual student career objectives.</p> <p><u>Poor</u>-Career planning and guidance services are ineffective and staffed with personnel who have little RLM knowledge.</p> <p>Comments:</p>	0	1	0	0	3	0
<p>20. Provision for Employability Information</p> <p><u>Excellent</u>-This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).</p> <p><u>Poor</u>-Almost no emphasis is placed on providing information important to students as employees.</p> <p>Comments:</p>	0	0	0	2	2	0
<p>21. Placement Effectiveness for Students in this Program</p> <p><u>Excellent</u>-This college has an effectively functioning system for locating jobs and coordinating placement for students in this program.</p> <p><u>Poor</u>-The college has no system or an ineffective system for locating jobs and coordinating placement for RLM students enrolled in this program.</p> <p>Comments:</p>	0	1	0	2	1	0

	1	2	3	4	5	0
<p>22. Student Follow-up System</p> <p><u>Excellent</u>-Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.</p> <p><u>Poor</u>-No effort is made to follow up former students of this program..</p> <p>Comments:</p>	0	0	2	1	1	0
<p>23. Promotion of this Occupational Program</p> <p><u>Excellent</u>-An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.</p> <p><u>Poor</u>-There is no organized public information effort for this program.</p> <p>Comments:</p>	0	1	0	2	0	1
<b>RESOURCES</b>						
<p>24. Provision for Leadership and Coordination</p> <p><u>Excellent</u>-Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.</p> <p><u>Poor</u>-There are no clearly defined lines of responsibility, authority, and accountability for this program.</p> <p>Comments:</p>	0	0	0	2	2	0
<p>25. Qualifications of Administrators and/or Supervisors</p> <p><u>Excellent</u>-All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. There are knowledgeable in and committed to RLM education.</p> <p><u>Poor</u>-Persons responsible for directing and coordinating this program have little administrative training, education, and experience.</p> <p>Comment:</p>	0	0	0	0	4	0

	1	2	3	4	5	0
<p>26. Instructional Staffing</p> <p><u>Excellent</u>-Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities).</p> <p><u>Poor</u>-Staffing is inadequate to meet the needs of this program effectively.</p> <p>Comments:</p>	0	0	2	2	0	0
<p>27. Qualifications of Instructional Staff</p> <p><u>Excellent</u>-Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.</p> <p><u>Poor</u>-The college does not encourage or support professional development of faculty.</p> <p>Comments:</p>	0	0	0	1	3	0
<p>28. Professional Development Opportunities</p> <p><u>Excellent</u>-The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience.</p> <p><u>Poor</u>-The college does not encourage or support professional development of faculty.</p> <p>Comments:</p>	0	0	2	1	1	0
<p>29. Use of Instructional Support Staff</p> <p><u>Excellent</u>-Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness to instructors in the program.</p> <p><u>Poor</u>-Little use is made of instructional support staff in this program..</p> <p>Comments:</p>	1	0	2	0	1	0

	1	2	3	4	5	0
<p>30. Use of Clerical Support Staff</p> <p><u>Excellent</u>-Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors.</p> <p><u>Poor</u>-Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff.</p> <p>Comments:</p>	0	1	1	2	0	0
<p>31. Adequacy and Availability of Instructional Equipment</p> <p><u>Excellent</u>-Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students.</p> <p><u>Poor</u>-Equipment for this program is outmoded and in insufficient quality to support quality instruction.</p> <p>Comment:</p>	0	0	2	2	0	0
<p>32. Maintenance and Safety of Instructional Equipment</p> <p><u>Excellent</u>-Equipment used for this program is operational, safe, and well maintained.</p> <p><u>Poor</u>-Equipment used for this program is often not operable and is unsafe.</p> <p>Comment:</p>	0	0	2	0	2	0
<p>33. Adequacy of Instructional Facilities</p> <p><u>Excellent</u>-Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.</p> <p><u>Poor</u>-Facilities for this program generally are restrictive, dysfunctional, or overcrowded.</p> <p>Comments:</p>	0	0	2	0	2	0



# Recreation Leadership and Management

APRC 1997-1998

Section 3 of 3

	1	2	3	4	5	0
<p>34. Scheduling of Instructional Facilities</p> <p><u>Excellent</u>-Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.</p> <p><u>Poor</u>-Facilities and equipment for this program are significantly under or over scheduled.</p> <p>Comments:</p>	0	0	0	2	2	0
<p>35. Adequacy and Availability of Instructional Materials and Supplies</p> <p><u>Excellent</u>-Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.</p> <p><u>Poor</u>-Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.</p> <p>Comments:</p>	0	0	1	2	1	0
<p>36. Adequacy and Availability of Learning Resources</p> <p><u>Excellent</u>-Learning resources for this program are available and accessible to students, current and relevant to RLM, and selected to avoid sex bias and stereotyping.</p> <p><u>Poor</u>-Learning resources for this program are outdated, limited in quantity, and lack relevance to RLM.</p> <p>Comments:</p>	0	0	0	2	2	0
<p>37. Use of Advisory Committees</p> <p><u>Excellent</u>-The advisory committee for this program is active and representative of the occupation.</p> <p><u>Poor</u>-The advisory committee for this program is not representative of the occupation and rarely meets.</p> <p>Comments:</p>	0	0	0	0	4	0

	1	2	3	4	5	0
<p><b>38. Do You Feel a Yearly Advisory Committee Meeting is a Good Idea?</b>  <b>Excellent</b>-The yearly meeting with the advisory committee is a worthwhile activity.  <b>Poor</b>-The yearly meeting with the advisory committee is a waste of time.  Comments:</p>	0	0	0	0	4	0
<p><b>39. Provisions in Current Operating Budget</b>  <b>Excellent</b>-Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.  <b>Poor</b>-Funds provided are seriously inadequate in relation to approved objectives for this program.  Comments:</p>	1	1	1	1	0	0
<p><b>40. Provisions in Capital Outlay Budget for Equipment</b>  <b>Excellent</b>-Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input.  <b>Poor</b>-Equipment needs in this program are almost totally unmet in the capital outlay budget.  Comments:</p>	0	2	1	1	0	0

41. Additional Comments:

**Faculty Evaluation  
Academic Program Review 1997  
Recreation Leadership and Management**

**WRITTEN COMMENTS**

1. Have worked with Dean College of Education and Vice President of Academic Affairs office to move restructuring plan along and meet program demands.

I believe that the program coordinator consults a lot with advisory committee and others, but because of only two faculty, much is based on their collaboration .

It appears that the program is rather low on the list. Resources for building this program are minimal.

2. Excellent.

It appears as if we could use some help (ie. Career placement) to help place our students in competitive jobs.

Need to update was impossible with only one consistent faculty member input to do this over last 4 years.

3. All course syllabi are on file and objectives for each provided.

4. Moving in this direction with outcomes assessment and with field experience/internship manuals.

5. To some extent in the syllabi

6. Data is not readily available but use of the trend information from other educational sources are incorporated , also faculty input when returning from conferences are used.

I believe as much as possible the labor market is evaluated for development of program.

This area appears to be getting better but it is hard to keep track of students once they leave.

7. Input from academic advisory committee members and graduates/interns has been used.

8. Use of the NRPA accreditation guidelines, AEE guidelines for program development have been used.

Primarily in the area of fitness and aquatics are certifications recommended. Don't know about outdoor since Scott came.

We are effectively using and meeting standards, however we need money to obtain certifications and accreditation.

9. Appear to be getting better.

I believe this is done as much as time permits coordinator to evaluate this information

No real mechanism to use other than data from faculty discussions with students one on one basis or reports from Dean's level.

10. Very hands on approach to instruction

I believe that this program excels in doing hands on activities, ie. Computer work, experiential and presentations.

11. Excellent

I think students here should have more health, fitness, strength, aerobics background. (5 overall, 4 corporate fitness)

Within faculty constraints of time and development of opportunities.

12. Have worked with the updates of articulation agreements. Following other 4 year programs' emphasis to make sure we stay unique.

13. Excellent

14. Limited due to funds and faculty to work on this area. Mailings for referrals of admissions process are about all we are able to accomplish and talking with any student on campus interested.

Once again it is a time factor for the coordinator to have enough time to do all that's really needed!

If a class or two were offered at night would students prefer this?

We try hard to make ourselves available, but are spread thin due to things like teaching overload. We could use another instructor!

15. When we are aware of needs try to work with the student but most of time we are left in dark about disability.

16. Within the limits of the classroom and instructional materials available. It is a conscious effort to avoid stereotyping by faculty.

I believe this is true.

17. Work with students closely due to the large number of transfer students into program require meeting before each registration period with advisor.

Would be excellent if there were more time and possibly another faculty member to teach and advise.

We could use another instructor to teach current overload courses as well as to help advise students.

18. Still time is a factor. Could do better with more -time another faculty person.

Very limited support form career and placement service. Department has several national job listing available.

19. Need more access and faculty help to improve these opportunities. Limited time to work with students.
- Great
20. Working with RMLS 499 courser to help them, but again limited time. Trying to create exposure in other courses and with advisor committee members.
- Could be better with more time.
21. I believe this to be very good-time a help factor
- Career Placement center does not help our student, they do not have access to network for job our students qualify for. The department does some but limited funds and faculty creates problem.
22. Limited contacts with students who call or send updates. No funds to do this on a regular basis.
- Good but time still a factor
- We really do not have enough time to do adequate follow up.
23. Good, time for coordinator to do this would make a difference.
- Limited to COE alumni newsletter. No. Funding.
24. Need more administrative release time to be more effective.
- Time, College of Education decision on time for coordinator and faculty line impact this area.
25. Fine.
26. Moving out into new trends need ability to create release time to get major endeavors off the ground and more flexibility in staffing skills.
- Excellent, but really need one more faculty member to make this program the best!
- Smaller class sizes would greatly enhance program and teaching effectiveness.
- Need some help in the corporate fitness track.
27. Excellent, but it would help if there was one more faculty to share classes, emphases and allow more time for important activities.
- Both position for the first time in program history filled with doctoral level faculty.
28. Limited funds to whatever the university level has, Timme.
- This program needs more money for conferences and other professional development opportunities.
29. We could use another full time instructor.

Guest speakers are brought in on a regular basis.

We do not use these at this time , if a ropes course were to be put in would be moving in this direction.

Some use is made with students who have expertise in certain areas, ie aquatics or outdoor/adventure.

30. Have lost some hours of secretarial support since last review. Now must share (position) with Television Production in addition to the previous Health and Physical Education group (two departments are sharing).

Excellent , but still must share with two other programs one person.

Cindy does a great job , but we need a full time secretary.

The program as well as the whole department need as full time secretary.

31. We need more and better equipment to train our students.

Good to excellent- I'm sure that the program would like more equipment. What they have is pretty good and prospects for more great equipment look good.

Need climbing wall, ropes course, access to internet in building, exercise performance laboratory to make this up to date.

Have received in the last year one large set of funds to replace old equipment, but not meet expanding new needs to compete and help recruit students.

32. S & E not always available to do these projects have had to ask Dean to cover with special funds special equipment.

Time , money are factors, ie. Bike -fitness testing equipment.

33. Could be better need above equipment for optimal instruction

Need expansion of specialized facilities for trends that curriculum needs to follow in adventure education and corporate fitness & wellness. Building renovations will be a step in the right direction.

34. Seems pretty good but one more faculty member would help on time- as well as more space.

35. Seems pretty good, but we need more computers materials all the time.

Texts are up to date, but we could use supplies, such as video projector and power pint to deliver the content.

Funding is a problem for deliver of instruction by projection in classroom.

36. Need to keep working on this-books, monographs, magazines/journals.

Field is improving and a lot of new text are being develop to help in this area.

37. Used to do senior exit interviews

Absolutely , great use of this committee in last several years!

From what I have seen here it looks very professional.

38. Trying to meet twice a year, but could do more with more funding.

Great! Would live to listen t any comments pertaining to my little segment (Health Promotions) and even general interest ( fitness aspect of program).

39. Have been over budget to meet minimum expenses for the last 4 years. The Dean has had to cover with other funds.

This program squeezes every cent, but it isn't enough to enhance program emphases need faculty member, equipment, and you'd have a top draw program.

If we want our students to complete for the good jobs, we need more and better equipment.

40. We need more money for equipment in order to build one of the better programs in the state and nation.

Good to excellent in relation to other programs on campus

Same.

Always a battle.

41. Additional Comments:

Because of the "nature" of this program (Recreation), this program has not been given enough priority in the College of Education (secretarial support, faculty line, equipment), but in our state, it is one of the fine little programs in Recreation, especially with its computer and business emphasis. It needs to be supported with equipment, facilities and faculty and then it would really be a star program.

Program has had its ups and downs with staffing over the last four years. Budgets are not adequate to meet basis office, classroom and equipment. The program has seen a drop in students mainly do to lack of consistent faculty positions being filled. To many demands for two faculty to meet all the administration , instruction, and recruiting needs of the program. Need one more faculty as we had four years ago when we also had over 100 students.



# APPENDIX D

Recreation Leadership and Management  
College of Education  
Ferris State University

**ACADEMIC PROGRAM REVIEW: Employers' Survey**

Agencies/Companies are being asked to rate the FSU Recreation Leadership/Management graduates, as employees, in the following ten areas.

1. Preparation: Academic preparation and job preparedness when hired
2. Program Development and Implementation Skills
3. Communication Skills:
  - a. Writing: Report and Technical Writing
  - b. Verbal: Presentations and Public Speaking
4. Hands-on Skills (as appropriate):
  - a. Computer
  - b. Budgeting
  - c. Testing and Measurement
5. Marketing and Promotion Expertise
6. Supervision:
  - a. Staff
  - b. Clients
7. Facility Management and/or Design
8. Needs Assessment and Program Evaluation Abilities
9. Cooperation/Relationships with Supervisors and Co-workers
10. Overall Management/Programming Skills

Rating Scale: 1=poor, 2=below average, 3=average/acceptable, 4=very good/above average, 5=excellent/exceptional

Agency/Company

Average:                      4.0    3.8    3.7    4.0    3.5    3.7    3.7    3.7    3.9    3.9

Area: Rating

	1	2	3	4	5	6	7	8	9	10
Romeo Parks & Recreation, Michigan	4	3	4	4	2	4	4	2	5	4
Royal Health & Fitness Center, N. Carolina	4	3	3	4	3	4	3	3	4	3
Mile High, California										
Storer Camps, Jackson, Michigan										
Bio Care, Holt, Michigan	5	5	5	5	5	5	5	5	5	5
Sta Well @ Chrysler, Michigan	4	3	5	4	3	3	3	4	5	4
Grand Valley State University, IM Dept										
Purdue University, Indiana	4	4	4	4	5	3	4	3	5	4
Johnson Wax, Wisconsin										
Wayne County Parks & Recreation, Michigan	4	4	4	3	4	4	4	4	4	4

	1	2	3	4	5	6	7	8	9	10
Livonia YMCA, Michigan										
Lansing Parks & Recreation, Michigan	4	4	4	4	4	4	NA	4	4	4
Hilton Head Island Resort & Tennis Group, S. Carolina										
Michigan Athletic Club, Grand Rapids	3	NA	3	4	NA	NA	NA	NA	NA	NA
Cranhill Ranch, Mecosta, Michigan	4	4-5	3	4	3	3	4	4-5	2-3	4
Eagle Village, Osceola, Michigan	4-3	4-3	4-3	4-3	4-3	4-3	4-3	4	4	4
Newaygo Intermediate School District, Michigan										
Bethesda Hospital, Cincinnati, Ohio	4-5	4	2-3	4-5	4	4	NA	3	4	4

# APPENDIX E

**ADVISORY COMMITTEE PERCEPTIONS OF  
RECREATION LEADERSHIP AND MANAGEMENT  
FERRIS STATE UNIVERSITY**

**INSTRUCTIONS:** Rate each item using the following guide:

**EXCELLENT:** nearly ideal, top 5 to 10%

**GOOD:** strong rating, top one-third

**ACCEPTABLE:** average, the middle-third

**BELOW EXPECTATIONS:** fair, bottom one-third

**POOR:** seriously inadequate, bottom 5 to 19/5

Please rate each item below:	Poor	Below Expectations	Adequate	Good	Excellent	Don't Know
<b>1. Instructional program content and quality are:</b>						
- Based on performance objectives that represent job skills and knowledge required for successful entry level employment	0	0	0	4	1	0
- Designed to provide students with practical job application experience	0	0	1	3	1	0
- Responsive to upgrading and retraining needs of employed persons.	0	0	0	2	1	2
- Periodically reviewed and revised to keep current with changing job practices and technology.	0	0	1	2	2	0

Comments

<b>2. Instructional equipment is:</b>						
- Well maintained.	0	0	1	3	1	0
- Current and representative of that use don the job	0	0	1	3	1	0

Comments

<b>3. Instructional facilities:</b>						
- Provide adequate lighting, ventilation, heating, power and other utilities.	0	0	2	2	1	0
- Allocate sufficient space to support quality instruction	0	1	4	0	0	0
- Meet essential health and safety standards.	0	0	2	3	0	0

Comments

	Poor	Below Expectations	Adequate	Good	Excellent	Don't Know
<b>4. Placement:</b>						
- Services are available to students completing the program	0	0	3	2	0	0
- Job opportunities exist for students completing the program or leaving with marketable skills.	0	0	2	3	0	0
Comments						

**ADVISORY COMMITTEE PERCEPTIONS OF  
THE RECREATION LEADERSHIP AND MANAGEMENT PROGRAM  
FERRIS STATE UNIVERSITY**

**Please answer the following:**

---

**1. What are the major strengths of the Recreation Leadership and Management program?**

---

**2. What are the major needs for improvement in the Recreation Leadership and Management program?**

---

**3. Do you have additional comments or suggestions for the program or for the utilization of the advisory committee? If so, please state briefly.**

**Advisory Committee Perceptions  
of Recreation Leadership and Management  
OPEN ENDED QUESTION RESPONSES  
AND COMMENTS**

**OPEN ENDED QUESTION RESPONSES:**

**1. What are the major strengths of the Recreation Leadership and Management program?**

Staff's progressive attitude to keep up with current trends. Solid selection of courses.

One major strength is the hands on experience the students receive.

There is a very dedicated and professional staff who are available to students as needed.

Many opportunities for students to have "hands one" type of experiences especially in outdoor part of program.

There is a strong commitment to the community.

Computer skills

Technical training, hands on projects, group projects, teach/student ratio.

**2. What are the major needs for improvement in the Recreation leadership and Management program?**

More staff, more knowledge of outside organizations, promotion of FSU.

More instructors would be helpful for all .

Need for PRA and MRPA enrollment

Up to date equipment such as ropes course to provide students with, training that will allow them to obtain employment in todays recreation program.

More space for instruction and office

Additional staff for corporate fitness part of program seem essential if that part is to grow.

Faculty to conduct classes and proper funding.

Student involvement with outside professional groups

Computer printers

Continue to have boards and panels of professionals come to class for questions/answers.



## COMMENTS FROM RATED QUESTIONS

1. The RLM program is always being modified to meet the job market needs. Our students seem to be very well prepared and have an accurate perception of what our profession involves.

Students can't understand what they have to take some many camp/outdoor classes if they are in programming.

2. Keep what you have. Even though every entity has different computers system, most are easy to figure out if you have good skills.

Computers- we could use more. Outdoor equipment is slowly being replaces with up to date equipment. Classroom equipment needs to be updated.

The program currently lacks up to date equipment in areas of both outdoor management and corporate fitness. I understand this will be changing with purchase of ropes course and other measurement equipment for corporate fitness program.

3. This is another area in which improvements is being made and more improvement are expected.

In comparison to other departments at FSU. The recreation department is small ( as well as the #'s).

4. Kids have to know of organization which offer job listings (MRPA, NRPA, YMCA, Placement Bullitin, etc.)

The field of recreation if fairly competitive when trying to secure your first job. Hopefully students will get more involved with outside professional organizations (MRPA, NRPA, etc.) Networking is very important and it helps promote the quality program that Ferris offer.

# APPENDIX F

VITA

**SUSAN J. HASTINGS-BISHOP**

**Home Address:** 13655 McKinley Rd  
Rodney, Michigan 49342  
Phone (616) 796-5358 (home)  
(616) 592-2457/2681 (work)

**Education:** Ph. D. Recreation and Resources Development (May 1993)  
Texas A&M University  
College Station, Texas

M.A. Recreation (June 1976)  
University of Northern Colorado  
Greeley, Colorado

B. S. Physical Education (May 1973)  
SUNY at Brockport  
Brockport, New York

**DISSERTATION TITLE**

General Attitudes and Subjective Norms as an Indication  
of Behavioral Intentions of Adolescent Girls for  
Selected Backcountry Camping Experiences

**PROFESSIONAL EXPERIENCE**

- 1997 to present Professor/Program Coordinator of Recreation Leadership and Management, Ferris State University, Big Rapids, Michigan
- 1992-1997 Associate Professor/Program Coordinator of Recreation Leadership and Management, Ferris State University, Big Rapids, Michigan
- 1988-1992 Assistant Professor of Recreation Leadership and Management, Ferris State University, Big Rapids, Michigan
- 1985-1987 Graduate Teaching Assistant, Department of Recreation and Parks, Texas A & M University, College Station, Texas

- 1982-1984** Recreation Curriculum Coordinator and Intramural Director, University of Southern Colorado, Pueblo, Colorado
- 1978-1982** Assistant Professor Physical Education and Recreation and Intramural Director, Dean Junior College, Franklin, Massachusetts
- 1977-1978** Youth Services and Recreation Director for Town/Village of Canton, Canton, New York
- 1976-1977** Indian Creek Nature Center Coordinator, Canton, New York
- 1974-1975** Community Center Director, Salvation Army, Watertown, New York
- Summer 1987** LLuv A LLama Event Director and Physical Education Instructor, Girl Scout National Center West, Ten Sleep, Wyoming
- Summer 1984-1986** Backcountry Coordinator/Physical Education Instructor, Girl Scout National Center West, Ten Sleep, Wyoming
- Summer 1980-1982** Physical Education High School/College Instructor affiliated with Northeast Community College of Wyoming and University of Northern Colorado at Greeley, Girl Scout National Center West, Ten Sleep, Wyoming
- Summer 1969-1979** Waterfront Director and Day Camp Director for 1000 Island Girl Scout Council, Watertown, New York and Rhode Island Girl Scout Council, Providence, Rhode Island
- Winter 1984** Downhill Ski Instructor at Conquistador, Westcliff, Colorado
- Winter 1976** Downhill Ski Instructor at Sharkstooth, Greeley Colorado

### **PROFESSIONAL AND RELATED MEMBERSHIPS**

**Present:** National Recreation and Park Association  
 Michigan Recreation and Park Association  
 National Education Association  
 Michigan Education Association

Resort and Commercial Recreation Association  
Rho Phi Alpha, Honorary Professional Recreation and  
Park Administration Fraternity  
American Alliance of Health, Physical Education,  
Recreation and Dance

Previous: New York Outdoor Education Association  
Massachusetts Association of Health, Physical  
Education, Recreation and Dance  
Colorado Education Association (CEA)  
Michigan Alliance for Environmental and Outdoor  
Education  
Girl Scouts of USA  
Ferris State University Professional Womens  
Organization

### **CERTIFICATIONS**

Permanent New York Teaching Certificate, K-12 Physical Education  
Project Wild Facilitator

Previously: Water Safety Instructor (ARC) 15 years  
Basic Canoe Instructor (ARC) 6 years

### **TEACHING ASSIGNMENTS**

**Skills and Activity Courses for Majors:**

Backpacking  
Skiing (Downhill and Cross-Country)  
Canoeing  
Archery  
Swimming (Beginner-Swimmer)  
Advanced Lifesaving

**General Physical Education Service Courses for Non-Majors:**

Volleyball  
Tennis  
Golf  
Archery  
Badminton  
Introduction to Leisure Activities

**Outdoor Skills:**

adventure education, outdoor/environmental education activities

**Academic Courses:**

Introduction to Leisure and Recreation Survey Course  
Leisure Services Program Planning  
Leisure Services Finance Administration and Management  
Leisure Services Leadership and Supervision

Leisure Services and Recreation Seminar  
Overview/Introductory Special Populations  
Leisure Services and Recreation Facilities and Areas Planning and Design  
Outdoor Recreation Management  
Arts and Crafts for Recreation Majors  
Commercial Recreation  
Corporate Fitness and Wellness Programming  
Tourism Planning  
Park and Recreation Maintenance  
Supervision of Field Work and Internships  
Theory of Outdoor and Environmental Education  
Research Methods for Leisure Services  
Assessment/Senior Seminar for Recreation and Parks majors

### **AWARDS, ACTIVITIES, AND ACCOMPLISHMENTS**

1. Indian Creek Nature Center Board of Directors, Member 1977-1978.
2. St. Lawrence County Environmental Management Council, appointed by county legislature as member from 1976-1978.
3. St. Lawrence County Youth Services Committee, appointed by county legislature as member 1978.
4. Rhode Island Girl Scout Council Camp Advisory Committee member 1978-1979.
5. Dean Junior College Library Committee, member academic years 1979-1980, 1980-1981, 1981-1982.
6. First Woman Intramural Director at Dean Junior College.
7. Listed in Outstanding Young Women in America 1981.
8. University of Southern Colorado Cooperative Education University Committee, member academic years 1982-1983, 1983-1984.
9. University of Southern Colorado School of Education Curriculum Committee, member academic year 1981-1982.
10. First Women Intramural Director at University of Southern Colorado.
11. YWCA Board of Directors, Pueblo, Colorado, member 1981-

- 1982.
12. Delegate to YWCA national regional meeting San Francisco, California, December 1983.
  13. Delegate to Columbine Girl Scout Council Annual Meetings 1983 and 1984.
  14. Ferris State University Student Activities Budget Advisory Committee, faculty senate appointment as member for academic years 1989-1990, 1990-1991.
  15. Ferris State University Academic Honors Convocation Committee, faculty senate appointment as member for academic years 1990-1991, 1991-92, 1992-93, 1993-94, 1994-95.
  16. Chairperson for Academic Honors Convocation Committee academic year 1991-1992.
  17. Ferris State University Summer Quarter Study Committee, faculty senate appointment for academic year 1991-1992, 1992-93, 1993-94, 1994-95, 1995-96.
  18. Ferris State University College of Education Computer Committee, appointed by department for academic years 1988-1989, 1989-1990, 1990-1991, 1991-1992.
  19. College of Education Dean's Recognition Award, Ferris State University 1991 with a \$1,000 to be used for professional development.
  20. Active in "Friends of the Forest" attending bi-annual meetings (1989-present) on activities in the Huron-Manistee National Forest. Served as editor for one of the groups newsletters.
  21. Participated in 1990 Fall Integrated Program Review Team for U. S. Forest Service White Cloud and Baldwin Districts of the Huron-Manistee National Forests.
  22. Received Timme Travel Grants to attending National Recreation and Park Association National Congress October 1990, 1991, 1993, 1994, 1995.
  23. Received Timme Travel Grant to attend the Outdoor Recreation Trends Symposium III in Indianapolis, Indiana March 23-31, 1990.

24. Received Timme Instructional Assistance Grant of \$890 for academic year 1989-1990. The grant was used to develop Park Maintenance course instructional materials using Hypercard Stacks and the Macintosh computer to create Appletown.
25. Attended Michigan Recreation and Parks Association State Conference, Grand Rapids, Michigan February 1989 and received Timme Travel Grant to assist in cost.
26. Attended Michigan Alliance for Environmental and Outdoor Education Conferences May of 1989 and 1990. Presented in May of 1990 a session on Outdoor Biology Instructional Strategies.
27. Project Wild Facilitator Workshops May 1990 and September 1990 sponsored by the Michigan Alliance for Environmental Education receiving training to conduct Project Wild Workshops.
28. Master Plan for Tot's Place Playground was written with two Recreation Leadership Majors under my supervision, Fall Term 1990.
29. College of Education Innovative Teaching Grants academic year 1990-1991 for \$500 and 1991-1992 for \$395. 1990-91 to conduct a Project Wild Workshop and 1991-92 to develop expertise in geographical information system software. Funding in 1994 to present professional paper in Colorado.
30. Presentation on computer software application at Michigan Recreation and Parks Association State Conference in Detroit February 1991.
31. Presentation at American Camping Association National Conference in Dearborn, Michigan February 1991
32. Facilitator at Project Wild Workshop May 1991 at Kalamazoo Nature Center for area school teachers.
33. Participated in the Michigan Recreation and Parks Educators Consortium Meetings as a representative of the Ferris State University Recreation Leadership and Management Curriculum (October 1988, March 1989, April 1991, October 1991).
34. Attended Center for Environmental Education Workshop, at Grand Rapids Community College August 12-15, 1991 on environmental education and geography teaching materials for the classroom. Co-sponsored by the Center for Environmental Education and National Geographic Society.



35. Conducted Project Wild Workshop on Ferris State University campus for students and area teachers September 1991.
36. Received Timme Instructional Assistance Grant of \$2600 for academic year 1991-1992. The grant was used to develop Leisure Services Facility Planning and Design and Outdoor Recreation Management course instructional materials using computer aid design and geographical information systems software.
37. Acting Recreation Leadership and Management Coordinator while department head was on sabbatical leave Fall Term 1991.
38. Recreation Leadership and Management Curriculum semester conversion coordinator for the Department of Leisure Studies and Wellness 1991.
39. Attended three day MapInfo geographical information system software training in Troy, New York November 25-27, 1991.
40. Member of College of Education's Curriculum/Library Faculty Committee academic year 1992-93, 1993-94, 1994-95, 1995-96, and 1996-97 representing the Department of Leisure Studies and Wellness.
41. Member of University's National Accreditation Criterion One Committee 1992-93 to prepare faculty and staff survey in preparation for 1994 national accreditation visit.
42. Appointed to the University Strategic Planning Committee as representative from College of Education for academic year 1993 and 1994.
43. Appointed Program Coordinator for Recreation Leadership and Management Curriculum November 30, 1992 in Department of Leisure Studies and Wellness.
44. Responsible for Final Recreation Leadership and Management Program Review for 1992-93 as Program Coordinator for Curriculum.
45. Attended the SPRE Teaching Institute Jan.27-31, 1993 Montrey CA. Awarded a College of Education Dean's Innovative Teaching Grant (\$500.00). Principle topics will be incorporating Cultural Diversity in the classroom and Curriculum Development for the year 2000.
46. Elected to Academic Senate as representative from College of Education for academic

years 1993-94 , 1994-95, 1995-96 and 1996-97.

47. Participation in the NRPA Pre-Conference Institute, "Putting People First... On the Road to a Multi-Cultural Organization", October 20, 1993, San Jose, CA.
48. Listed in 1994 Who's Who in American Education.
49. Appointed to the Academic Affairs Sub-Committee of the University Strategic Planning for the 1993-94 academic year.
50. Presentation "How to More Effectively Use the PC In the Classroom", at the February 24-26, 1994, Recreation Chairs and Heads Meeting, University of Nevada, Las Vegas.
51. Research presentation accepted for "The Fifth International Symposium on Society and Resource Management from Dissertation entitled "Young Womens' Behavioral Intentions for Selected Backcountry Camping Experiences", June 7-10, 1994, Fort Collins, Colorado.
52. Presentation at 4th International Conference on Experiential Learning November 9-12, 1994, Washington D.C. Panel member with Alan Ewert, Cheryl Estes and John Hendee titled "Experiential Learning and the Natural Environment".
53. Appointed by Secretary of Agriculture to the White Wild and Scenic River Study Committee for the Huron-Manistee National Forest in February 1995.
54. Appointed to the University Student Outcomes Assessment Committee representing the College of Education April 1995-present.
55. Attended and was a group discussent leader for session on family research at the International Conference on Women and Leisure: Toward a New Understanding held at the University of Georgia, May 10-14, 1995.
56. Appointed to the Academic Senate Faculty Research Committee for 1995-96.
57. Appointed to the Resort and Commerical Recreation Associations Certification Exam Committee to help draft and pilot the first exam in November 1995.
58. Appointed to the AAHPERD/ AALR Family Recreation Committee 1995.
59. Appointed February 1996 to the Ferris State University Academic Senate Diveristy Committee.
60. Listed in Who's Who Among America's Teachers 1996. Nominations come from students.
61. Appointed by president to Task Force on making recommondations for new campus recreation and intramural facilities fall semester 1996.

62. Member of Associate Dean search committee for College of Education fall semester 1996.
63. ON-Course Team member for development of a computerized student record system for the univeristy. Representative from the College of Education Summer 1997.
64. Book reviewer for recreation and parks textbooks MacMillian book company Summer 1997.

### **PROFESSIONAL PAPERS AND PRESENTATIONS**

Presentation "Lluv a Llama", at the Symposium on the Use of Wilderness for Personal Growth, Therapy and Education, Fourth World Wilderness Congress, Estes Park, Colorado, September 15, 1987.

Unpublished Curriculum "High School/College Llama Packing Curriculum" for Girl Scout National Center West, Ten Sleep, Wyoming, June 1987 (Typewritten)

Presentation "OBIS", at the Michigan Alliance for Environmental and Outdoor Education Conference, Camp Cavell, Lexington, Michigan, May 5, 1990.

Unpublished manual/software, "Appletown", for use in RLM REC 345 park and recreation facilities maintenance course, Ferris State University, Big Rapids, Michigan Winter Term 1990.

Unpublished master plan, "Tot's Place Playground Proposal", Ferris State University, Big Rapids, Michigan November 1990.

Presentation "Beyond Wordprocessing and Spreadsheets", at the Michigan Recreation and Parks Association State Conference, Detroit, Michigan, February 5, 1991

Presentation "Send a Llama to Camp", at the American Camping Association National Conference, Dearborn, Michigan February 21, 1991.

Presentation "Basic Uses of GIS/CAD in Everyday Park & Recreation Planning", at Michigan Recreation and Parks Association Annual State Conference, Dearborn, Michigan, February 9, 1993.

Presentation "Women and Leisure", Women's Professional Development Conference, sponsored by Ferris State University's Professional Women's Association, one of four panel member for session titled "Healthy, Wellthy and Wise", April 30, 1993.

Unpublished internship and field experience student manuals for Department of Leisure Studies and Wellness, Recreation Leadership and Management curriculum, Summer 1994

Presentation "How to More Effectively Use the PC In the Classroom", at the February 24-26, 1994, Recreation Chairs and Heads Meeting, University of Nevada, Las Vegas.

Research presentation accepted for "The Fifth International Symposium on Society and Resource Management from Dissertation entitled "Young Womens' Behavioral Intentions for Selected Backcountry Camping Experiences", June 7-10, 1994, Fort Collins, Colorado.

Presentation at 4th International Conference on Experiential Learning November 9-12, 1994, Washington D.C. Panel member with Alan Ewert, Cheryl Estes and John Hendee titled "Experiential Learning and the Natural Environment"

Book chapters: "Corporate Recreation Services and Wellness" and " Private Non-profits Organizations" in Recreation in Michigan: Great Professional Opportunities 1995, edited by van der Smission and Haskell, published by Kendall Hunt.

Presentation at Michigan Recreation and Parks Association annual meeting, February 5, 1996, Grand Rapids, MI. Panel member with V. Chiasson, A. Conklin, R. Paulson, L. Powell and D. Wallin titled "Interviewing, Marketing Yourself and Getting the Job".

Presentation at Resort and Comercial Recreation Association Annual Conference, November 4, 1996, Kiawah Island Resort, SC, titled "Student Portfolios: The New Resume or Student Assessment Tool"

Presentation "Media Mix: Using Apprpriate Technologies" at the 1997 Society of Park and Recreation Educator's (SPRE)Bi-Annual National Teaching Institute, with theme of Roots and Webs in technology, March 6-9 at Bradford Wood's University of Indiana.

## VITA

Scott Wurdinger  
Ferris State University  
Department of Leisure Studies and Wellness  
Recreation Leadership and Management  
College of Education  
401 South Street  
Big Rapids, Michigan 49307  
616-592-2670

### **Educational Background:**

- Ph.D.                    The Union Institute, Cincinnati, Ohio  
Major: Experiential Education  
December 1992
- M.A.                    University of Wisconsin, Madison, WI  
Major: Educational Policies Studies  
Emphasis: Philosophy of Education  
May 1988
- M.S.                    Mankato State University, Mankato, MN  
Major: Experiential Education  
June 1986
- B.A.                    Luther College, Decorah, IA  
Outdoor Education and Biology  
May 1984

### **Employment Experience:**

- Ferris State            Assistant Professor, Department of Leisure Studies  
University              and Wellness, Outdoor/Adventure Education Program  
Big Rapids, Michigan  
Aug. 1996-Present
- University of New      Assistant Professor, Department of Kinesiology  
Hampshire              Outdoor Education Program  
Durham, New Hampshire  
Aug. 1992-June 1996
- Graduate Faculty  
1994-Present
- Head Instructor  
UNH Universal Challenge Course Program  
Durham, New Hampshire  
Aug. 1992-Present

Edgewood College  
Instructor, Department of Education  
Madison, WI  
Sept. 1989-June 1992

**Employment Experience continued:**

Adventure-Based  
Experiential  
Educators  
Corporate Ropes Course Instructor/Builder  
Oconomowoc, WI  
November 1988-1989

Rogers Memorial  
Hospital  
Instructor  
Ropes Course Department  
Oconomowoc, WI  
November 1987-September 1989

Recreation Therapist  
Recreation Department  
December 1986-November 1987

Mankato State  
University  
Instructor, Upward Bound Program  
Education Department  
Mankato, MN  
Summer 1986

Instructor, Experiential Education  
Department, Mankato, MN  
September 1985-June 1986

Research Assistant, Experiential  
Education Department, Mankato, MN  
Summer 1985

Graduate Assistant, Intramural  
Department, Mankato, MN  
September 1984-June 1985

Instructor, Upward Bound Program  
Mankato, MN  
Technical Rock Climbing  
Summer 1985

Luther College  
Instructor, River Venture Program  
Decorah, IA  
Technical Rock Climbing and Canoeing  
Summer 1984

Teaching Associate, Physical  
Education Department-Outdoor  
Education, Decorah, IA  
January 1983-May 1984

Iowa Department  
Assistant Fisheries Biologist

of Natural Resources            Decorah Fish Hatchery, Decorah, IA  
Summer 1982

Camp Ewalu                    Technical Rock Climbing Instructor  
Strawberry Point, IA  
Summer 1981

**Employment Experience continued:**

University of Montana        Research Wolf Trapper  
Polebridge, MT  
Spring 1981

U.S. Fish and Wildlife Service    Biological Technician  
Timber Wolf and Whitetail Deer  
Project Ely, MN  
March 1980-March 1981

Voyageur Outward Bound        Instructor  
Ely, MN  
Winter 1979

**Teaching Experience:**

Ferris State University        Introduction to Leisure Services  
Programming and Evaluation of Leisure Services  
Risk Management  
Leadership and Supervision  
Leadership in Outdoor Pursuits  
Foundations to Outdoor Skills  
Camp Leadership and Programming  
Backpacking  
Cross Country Skiing  
Canoeing

University of New Hampshire      Philosophy and Methods of Outdoor Education  
Adventure Activities For Pedagogy Majors  
Internship Supervision for Pedagogy Majors  
Theory of Adventure Education

Outdoor Leadership  
Top Rope Rock Climbing  
Advanced Nordic Skiing  
Summer Backpacking Skills

**Teaching Experience continued:**

Graduate Seminar: Experiential Techniques For Classroom Teachers

Graduate Seminar: Adventure In The Classroom

Challenge Course Instruction for College Students  
and Corporate Organizations (50 one day courses)

Edgewood  
College  
Madison, WI

Seminar: History of American Education

Seminar: Issues in Education

Seminar: Philosophy of Education

Adventure- Based  
Experiential  
Educators Inc.  
Oconomowoc, WI

Implementing Adventure Education in the Public  
Schools, Sponsored by CESA (Eight one-day courses)

Ropes Course Instructor Training Course  
(10 five-day courses)

Ropes Course Staff Training Workshops  
(10 Two-day courses)

Ropes courses for Corporate  
Executives (Five three-day courses)

Rogers Memorial  
Hospital  
Oconomowoc, WI

Over 200 one-day ropes courses provided for the following programs:

Elementary and Secondary Education, Grades 6-12  
Emotionally Disturbed Adolescents, Grades 6-12  
Eating Disorders Patients  
Troubled Clergy  
Alcohol and Other Drug Abuse Patients

Mankato State  
University  
Mankato, MN

Seminar: Introduction to Experiential  
Education

Issues in the Learning Process,  
Education Course for Upward Bound Students  
Grades 9-12



Adventure Education Course  
Upward Bound Students, Grades 9-12

Luther College  
Decorah, IA

Seminar: Outdoor Education

River Venture Program: Rock Climbing Courses  
and Flatwater Canoe Instruction

Camp Ewalu  
Strawberry Point,  
IA

Adventure Education Program: Grades 9-12

**Teaching Experience continued:**

Voyageur Outward Winter Program: Winter Backpacking Trips,  
Bound School High School and Adult Students  
Ely, MN

**Presentations:**

Using Critical Analysis to Improve Teaching Effectiveness, AEE International Conference,  
Spokane, WA, Fall 1996

Career Exploration in Outdoor Education: A Panel Discussion, AEE Northeast Regional  
Conference, University of New Hampshire, Durham, New Hampshire, Spring 1996

Building a New Model in Experiential Learning Theory, AEE International Conference, Lake  
Geneva, Wisconsin, Fall 1995

Bridging the Gap Between Classroom and Experiential Learning, AEE Northeast Regional  
Conference, Lowell, Massachusetts, Spring 1995

Promoting Teacher Education Within the Association For Experiential Education, AEE Northeast  
Regional Conference, Lowell, Massachusetts, Spring 1995

Accreditation and Peer Review: A Win-Win for Experiential Programs and Professionals, AEE  
Northeast Regional Conference, Lowell, Massachusetts, Spring 1995

Approaches to Ethical Decision Making: A Panel Discussion, AEE International Conference,  
Austin, Texas, Fall 1994

Experiential Education, Traditional Education, and Adventure Education: How They Are Alike and  
How They Differ, AEE International Conference, Austin, Texas, Fall 1994

Experiential Education, Traditional Education, and Adventure Education: How They Are Alike and  
How They Differ, AEE Regional Conference, Ossipee, New Hampshire, Spring 1994

Misconceptions About Experiential Learning, AEE International Conference, Smugglers Notch,  
Vermont, Fall 1993

Ethical Decision Making in Experience Based Training and Development, AEE Regional

Conference, Springfield, Massachusetts, Spring 1993

Examining the Philosophy of Experiential Education, AEE International Conference, Minneapolis, Minnesota, Fall 1990

### **Publications:**

#### **Books and Manuals:**

Wurdinger, S. (1995). Philosophical issues in adventure education. (2nd ed.)  
Dubuque: Kendall / Hunt Publishing.

Wurdinger, S. (1994). Philosophical issues in adventure education. Dubuque:  
Kendall / Hunt Publishing.

Wurdinger, S. and Gass, M. (Eds.). (1993). Association for experiential  
education proceedings manual. Boulder: AEE.

Wurdinger, S. (1989). A rock climbing guidebook to blue mounds state park.  
Madison: Nautilus Printing and Publishing.

#### **Refereed Journals:**

Wurdinger, S. (1996). The theory and pedagogy of experiential education: A  
critical look at teaching practices. Journal of Experiential Education.  
19(2), 60-61.

Wurdinger, S. (1995). A critical interpretation of commonly held assumptions in  
adventure education. Journal of Adventure Education and Outdoor  
Leadership. 12 (1), 6-10.

Wurdinger, S. (1994). Examining the learning process used in adventure  
education. Journal of Adventure Education and Outdoor  
Leadership. 11(3), 25-27.

Gass, M. and Wurdinger, S. (1993). Ethical decisions in experience based  
training and development programs. Journal of Experiential Education.  
16(2), 41-47.

Wurdinger, S. (1991). Towards an open process for setting ropes course  
standards. Journal of Experiential Education. 14(1), 54.

Wurdinger, S. Are we off balance? (1990). Journal of Experiential Education.  
13(1), 44-46.

Wurdinger, S. (1987). The ethics of teaching virtue. Journal of Experiential  
Education. Spring 31-33.

Wurdinger, S. (1986). What makes for effective education? Mankato Statement.  
Spring, 19-20.

**Abstracts:**

- Wurdinger, S. (1996). Using critical analysis to improve teaching effectiveness. In the AEE Proceedings Manual. Boulder: AEE.
- Wurdinger, S. (1995). Building a new model in experiential learning theory. In the AEE Proceedings Manual. Boulder: AEE.
- Wurdinger, S., Smith, T., Lynch, J., Neve, G., Havens, M., and Cryer, J. (1994). Approaches to ethical decision making. In J. Villanueva (Ed) AEE Proceedings Manual. Boulder: AEE.
- Wurdinger, S. (1994). Experiential Education, traditional education, and adventure education: How they are alike and how they differ. In J. Villanueva (Ed) AEE Proceedings Manual. Boulder: AEE.
- Wurdinger, S. (1993). Misconceptions about experiential learning. In S. Wurdinger and M. Gass (Eds.) AEE Proceedings Manual. Boulder: AEE.
- Wurdinger, S. (1990). Examining the philosophy of experiential education. In the AEE Proceedings Manual. Boulder: AEE.

**In Press:**

- Wurdinger, S. (1997). Approaches to ethical decision making in experience based training and development programs. In S. Priest (Ed.) Experience Based Training and Development. Dubuque: Kendall/Hunt Publishing.
- Wurdinger, S. (1997). Foundational principles in experience based training and development programming. In S. Priest (Ed.) Experience Based Training and Development. Dubuque: Kendall/Hunt Publishing.

**Submitted:**

- Wurdinger, S., and Priest, S. (1996). Experiential learning: Integrating theory and application in the learning sequence. Journal of Educational Thought.
- Wurdinger, S. (1997). Philosophical issues in adventure education. (3rd edition) Dubuque: Kendall/Hunt Publishing Company.
- Wurdinger, S. (1997). Conducting a critical analysis to improve teaching practices. Journal of Experiential Education.

**In Progress:**

- Wurdinger, S. and Potter, T. (Eds). Controversial issues in adventure education. Intended publisher: Kendall/Hunt

Wurdinger, S. (1996). Differences in retention between information assimilation and experiential learning. Intended for the Journal of Experiential Education.

**Non-Teaching Professional Assignments:**

Ferris State University	1996, Honors Committee
	1996, Research Committee
University of New Hampshire	1995-96, 2002 Task Force for School of Health and Human Services
	1995-Present, Graduate Student Selection Committee
	1994-Present, Chairperson, Awards and Seminar Committee
	1994-Present, Advisory Board, Family Expedition Grant

**Non-Teaching Professional Assignments continued:**

	1993-Present, Kinesiology Department Awards and Seminar Committee
	1993-1994, Transformational Teamwork Committee
Association For Experiential Education (AEE)	1984-Present, Member
	1994-Present, Co-chair, AEE Schools and Colleges Professional Group
	1993-Present, Regular Reviewer, <u>Journal of Experiential Education</u> .
	1996 Fall Issue, Guest Editor, <u>Journal Of Experiential Education</u> .
	1996, Journal Advisory Committee, <u>Journal of Experiential Education</u> .
	1996, Co-convener, Northeast Regional AEE Conference, at the University of New Hampshire, Durham, NH
	1995-Present, Northeast AEE Region Advisory Council
	1993-1996, Northeast AEE Schools and Colleges Representative

**Certifications:**

1994-Present Basic Emergency Medical Technician  
1994-Present CPR

**Awards and Honors:**

1990-Present Exel/Peltonen Nordic Skiing Sponsorship

1993 UNH Outstanding Teacher, Awarded by Student  
Senate Greek and Academic Affairs Council

**Academic Interests:**

Adventure Education, Experiential Learning Theory, Team Building, Leadership, Philosophy of  
Education, Teacher Education, Adult Education, Alternative Education, Environmental Education,  
Educational Psychology

# APPENDIX G

**FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION  
GENERAL EDUCATION REQUIREMENTS - BACHELOR OF SCIENCE DEGREE**

**RECREATION LEADERSHIP and MANAGEMENT**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	
ENGL	250	English 2	3	
COMM	121	Fundamentals of Public Speaking	3	
ENGL	323	Proposal Writing	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS. Corporate Fitness/Wellness Programming - BIOL 205 & CHEM 114. Leisure Service Programming - 7-8 elective credits from the ones listed above. Outdoor/Adventure Programming - BIOL 111 or 116 & 3-4 credits from the ones listed above.				
			4	
			3-4	
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Elective Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 12 Credit Hours Required:</b>				
ECON	221	Principles of Economics 1	3	
PSYC	150	Introduction to Psychology	3	
SOCY	121	Introduction to Sociology	3	
SOCY	361	Leisure and Society	3	
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America or with contemporary Native American culture and civilization. (See College Catalog for suggested courses.)				

# FERRIS STATE UNIVERSITY

College of Education - Leisure Studies and Wellness

## RECREATION LEADERSHIP AND MANAGEMENT - 48 Semester Hours

REQUIRED		COURSE TITLE	S.H.	GRD.	PTS.
<b>PROFESSIONAL CORE - 36 HOURS REQUIRED</b>					
RMLS	121	Introduction to Leisure Services	3		
RMLS	180	Recreation Leadership and Supervision	3		
RMLS	240	Recreation for Special Populations	3		
RMLS	242	Program and Evaluation of Leisure Services	3		
RMLS	294	Field Experience in Leisure Services	3		
RMLS	320	Leisure Service Facility and Area Maintenance Management	3		
RMLS	345	Leisure Service Facility and Area Planning and Design	3		
RMLS	348	Risk Management for Leisure Services	2		
RMLS	430	Finance and Management of Leisure Services	3		
RMLS	468	Research Methods for Leisure Studies and Wellness	3		
RMLS	491	Internship in Recreation Leadership and Management	6		
RMLS	499	Recreation Leadership and Management Assessment	1		
		<b>TOTAL</b>	<b>36</b>		
<b>BUSINESS CORE - 12 HOURS REQUIRED</b>					
ACCT	201	Principles of Accounting 1	3		
MGMT	301	Applied Management	3		
MGMT	373	Human Resource Management	3		
MKTG	321	Principles of Marketing	3		
		<b>TOTAL</b>	<b>12</b>		
		<b>TOTAL HOURS REQUIRED FOR THE DEGREE</b>	<b>128</b>		
<b>NOTE: TRACK SPECIALTY COURSES ARE NOT "SEQUENCED OR SCHEDULED" EVERY YEAR, BUT ON A ROTATIONAL BASIS.</b>					
<b>NOTE: To qualify for the internship (RMLS 491), you must have an overall grade point average of 2.0, complete all of the Professional Core courses and your selected track courses with a GPA of 2.5 or better.</b>					



# FERRIS STATE UNIVERSITY

College of Education - Leisure Studies and Wellness

## RECREATION LEADERSHIP AND MANAGEMENT

### CORPORATE FITNESS/WELLNESS PROGRAMMING TRACK - 28 Semester Hours

REQUIRED		COURSE TITLE	S.H.	GRD.	PTS.
BIOL	301	Exercise Physiology	3		
CAHS	150	Food and Nutrition for Living	3		
FMAN	321	Principles of Facilities Management	3		
FMAN	451	Facilities Management and Operations	3		
PHED	338	Biomechanics	3		
PHED	436	Psychology of Fitness and Sport	3		
RMLS	213	Health Promotion in Workplace	2		
RMLS	316	Fitness Testing, Measurement, and Prescription	3		
RMLS	340	Commercial Recreation	3		
RMLS	427	Corporate Fitness/Wellness Program	2		
		TOTAL	28		
<b>ELECTIVES: AS NEEDED TO EQUAL 128 SEMESTER HOURS FOR GRADUATION</b>					
<b>NOTE: TRACK SPECIALTY COURSES ARE NOT "SEQUENCED OR SCHEDULED" EVERY YEAR, BUT ON A ROTATIONAL BASIS.</b>					
<b>NOTE: To qualify for the internship (RMLS 491), you must have an overall grade point average of 2.0, complete all of the Professional Core courses and your selected track courses with a GPA of 2.5 or better.</b>					



# APPENDIX H

**RMLS 499 SENIOR EXIT INTERVIEW/OUTCOMES ASSESSMENT QUESTIONS USED AND RESPONSES IN APRIL 1997**

**1. WITHIN THE REQUIRED PROFESSIONAL CORE COURSES WHAT WOULD YOU SAY WAS/ WERE THE LEARNING EXPERIENCE(S) WHICH IMPACTED YOUR LEARNING WHILE A STUDENT IN THE RLM PROGRAM. AND WHY?**

- Hands on learning was very helpful: finance, budgeting, design, maintenance, field experience, special populations, risk management.
- Maintenance (Appletown), special populations, grant proposal writing.
- Learned how to use spreadsheets, proposal writing- meeting with people and turned in proposal to them, research and tourism -why people participate or come to your location.
- Risk management opened eyes to problems.
- The appletown class-time involved and group setting, hands on works!!!!
- Projects, team settings, working in the community, working in a group settings, "Appletown" was great.
- Projects, presentations, real life experiences, variety of presentations, appletown was an eye opener to the real world- keep doing it.
- Aquatics, working with students with disabilities, awareness of more diverse recreation, liked more of hands on experiences.
- Programming class helped in developing outdoor recreation aspect for use back home.
- Outdoor pursuits class-likes Scott's teaching style, planning and design- learned about a lot of the things didn't think of before, facility maintenance class also good-helped to learn to work in group.
- RMLS 225 Outdoor Recreation Management and RMLS 320 more hands on.
- Fitness Prescription-want more.
- Fitness testing, biomechanics, using materials that will be used out in the field, special populations, programming, risk management, exercise physiology.

**2. WITHIN THE REQUIRED SELECTED EMPHASIS TRACK COURSES WHAT WOULD YOU SAY WAS/WERE THE LEARNING EXPERIENCE(S) WHICH IMPACTED YOUR LEARNING WHILE A STUDENT IN THE RLM PROGRAM. AND WHY?**

- Outdoor-Scott has been a great addition to the staff.
- Risk Management, general programming/scheduling.
- Facility management how to run and up keep of facilities-space needed for different groups, microcomputers.
- Leadership and outdoor pursuits, outdoor management all hands on, presentations help us teach class and be responsible.
- Facilities management classes.
- Maintenance class-good interaction and role playing, special populations class-was good class for awareness, biology and nature study course.
- Team structure-again appletown was a very realistic setting, programming class was beneficial, ie. tournaments and scheduling, facility management class was good .
- Aquatics for sports gained awareness of more water activities, facility management course.
- Liked being out in the field -hands on experience.
- Out in the field and doing things.
- Fitness testing, exercise physiology, risk management.
- Computers, finance, budgeting class.

### 3. WHAT WOULD YOU SAY ARE THE \_\_\_\_\_ OF THE RLM COURSE INSTRUCTIONAL EXPERIENCE

#### STRENGTH(S)

- Business areas of recreation, computers.
- Small class sizes/small department, Sue's demands forces you to work, relationship with most instructors,
- Teaching styles, good changes.
- Good combination of staff now, Sue and Scott available.
- Close and good communication with other students in program and staff .
- Program opens eyes to a broader field.
- Sue helps you learn other than answering questions for your, willing to help; Scott down to student level; like idea of going anywhere for intern.
- Volunteering that we had to do, Sue. B a very good professor, willing to help, Scott is also great to work and learn from.
- Hands on experience.
- Style of teaching, hands on.
- Classroom is small and you get to know people better-open door policy can talk to Sue at any time.
- Experience, Scott=experiential, Sue=all-around experience.
- Hands on very important, Dr. Hastings-Bishop challenged the students, very pleased w/staff, computers.

#### WEAKNESS(ES)

- Would like more courses on park/wildlife management, in research class w/computer program (have students do all the work), PRA not very structured.
- Would like to see more hands-on, more one day workshops.
- Was not happy with past professor-did not challenge enough.
- Need more experiential, not enough outdoor courses, need ropes course, longer experiences.
- Overall had a good experience w/the program.
- Lost classes in the past might hurt me. Internship and field experience needs to be more organized and stronger!!!
- Need more focus on commercial recreation and resort, more professors, transition between professors ( Scott, teacher before) was difficult.
- Feels she has missed out because there is no aquatics emphasis, would like to see faculty make judgements on students year to year not based on 1st year , tension between faculty.
- Not really, would like to see mountain EMS class or discussion on this.
- Not enough equipment or facilities.
- Need bigger separation between core course areas content from emphasis, ie to much outdoor emphasis content, need more certification access for corporate fitness students, more hands on experience for corporate fitness students.
- To much emphasis on outdoor recreation programming, need more general programming based opportunities.

### 4. WHAT ATTRACTED YOU TO

#### FSU

- Could get accepted originally in pre-dentistry.
- Baseball, financial aid, location.
- Had a son otherwise would have gone south.
- Was from golf program at first after seeing Recreation program changed.
- Originally in nursing-come to FSU for that , geographic location good, has a friend who liked small town setting.
- Brother attended here, wanted to be in education at first.
- Swim team and aquatics.
- Location.
- Started with public relations course, than found her way to RLM.
- To play football.

#### **4. FSU con't**

- Mom lives here, saw program in catalog.
- Had a brother here and that why he decided.
- Play softball.
- Legacy-dad went to Ferris, played football, the outdoors.

#### **RLM**

- Wanted to work with people and by word of mouth friend in program.
- Through baseball, and working with people in gym.
- Have been active all her life, heart is in fitness.
- A friend talked of program, nice environment Sue/Scott available, like being outside.
- Always liked outdoors, didn't like the competitive nature of nursing program.
- Talked to graduates of this program and that helped decide, likes outdoors and working with people.
- Aquatics.
- Variety.
- Not very well advertised!!!, went though the FSU catalog.
- Its what I like to do.
- Started out in education/ summer job in recreation took some recreation classes.
- Applied Biology, team member was in the RLM, started taking course and enjoyed the program.
- Was in technology (welding), Dean of Education prompted Walt into recreation, started taking classes and enjoys the program.

#### **GENERAL EVALUATION QUESTIONS:**

##### **1. A. WHAT ARE TWO ASPECTS OF THE PROGRAM THAT NEED TO BE IMPROVED ?**

- Larger computer area for group work, more support from upper administration concerning RLM.
- Not enough computers, printer problems, new desks and classroom equipment, variations in teaching styles.
- Classroom-the furniture, not enough professor-like to see more professors, more well rounded.
- More computers and equipment.
- Advertising of the program and FSU, pushing outdoor and programming only!!!
- Order the classes are given should stick to the program., need to hear more about other organizations like MRPA, NRPA, etc.
- Lack of recognition, reputation, more awareness of outside organizations (NIRSA, MRPA) more professors.
- Advertising of program, promote more, focus to much on outdoor to narrow mined.
- Seems to be improving with addition of Scott, no changes really needed.
- Has improved already a lot this year w/scott better equipment and equipment available to be checked out by students in the program.
- More hands on in fitness and testing areas, Kineslogy -students take more serious needs more structure and experiences.
- Equipment upgrades.
- Variety in faculty-only one few points in teaching, core clinical health experience in classes, to much outdoor recreation.

##### **B. WHAT ARE TWO ASPECTS THE PROGRAM SHOULD CONTINUE TO DO?**

- Scott's experiential education program, continue with group projects and hands on.
- Various computer software program experiences, case studies/survey, research.
- Have professionals talk to students-like when Fred came to class, research class-know how to put together.
- Promote through Ferris.
- Hands on experiences and field work should continue.
- Portfolio's need to be keepers, RMLS 499 have to attend a conference.
- Hands-on, field experiences, internships, presentations, team projects.

## **1. B. con't**

- Continue hands on-computers, budgeting, special pops, etc.
- Experiential learning.
- Risk management makes more understanding, wellness promotion in the workplace was a good experience, Camp Bulldog, open door good, computer lab good but not big enough.
- Continue to bet motivated staff, continue with experiential learning.
- Computers, business , group projects.

## **2. ANY GENERAL COMMENTS.**

- Really feels they are headed in the right direction.
- Feels program is on the right track.
- On right track, happy with RLM program.
- Have question regarding expansion of building-Will recreation program be first to use it rather than general population.
- Certification should be stressed.
- Look at the exit interviews as a help to the next generation of students!!
- More knowledge about national /state organizations (MRPA, etc.).
- Likes instructors.
- Class schedules are hard to accommodate when they are only offered once a year., need more public speaking, don't understand why commercial recreation is mandatory.
- More hours for the computer lab, classes are to informal, PE classes required, add recreation library, help students pursue more conferences.
- Core courses realigned to be more core specific, push professional organizations more, use sports medicine courses in corporate fitness emphasis.

**SUMMARY OF REVIEW SHEETS FOR THE STUDENT PORTFOLIO BY FACULTY AND ACADEMIC ADVISORY MEMBERS APRIL 1997 (NOTE: The ratings are combined for all student portfolios reviewed. These totals include ratings of one student's portfolio by more up to four people.)**

FOR EACH STUDENT BASE YOUR RATING UPON THE MATERIALS PRESENTED IN THE STUDENT'S PORTFOLIO

**1. COMMUNICATIONS: WRITTEN**

20 MORE THAN ADEQUATE  
27 ADEQUATE  
4 LESS THAN ADEQUATE  
1 NOT ASSESSABLE

**2. WORK EXPERIENCES:**

21 MORE THAN ADEQUATE  
22 ADEQUATE  
5 LESS THAN ADEQUATE  
4 NOT ASSESSABLE

**3. DEMONSTRATED PROFESSIONAL KNOWLEDGE OR SKILLS IN:  
(CHECK ONLY AREAS WHICH MATCH UP WITH STUDENT'S ENTRIES)**

**BUDGET/FINANCING**

9 EXCEEDED  
20 MET  
4 DID NOT MEET  
19 DID NOT ASSESS

**PROGRAM DEVELOPMENT/IMPLEMENTATION**

20 EXCEEDED  
24 MET  
2 DID NOT MEET  
6 DID NOT ASSESS

**TEST AND MEASUREMENT/HEALTH PROMOTION**

4 EXCEEDED  
6 MET  
0 DID NOT MEET  
42 DID NOT ASSESS



**REPORT/TECHNICAL/GRANT WRITING**

5 EXCEEDED  
29 MET  
1 DID NOT MEET  
17 DID NOT ASSESS

**MARKETING**

4 EXCEEDED  
22 MET  
3 DID NOT MEET  
23 DID NOT ASSESS

**SUPERVISION**

14 EXCEEDED  
20 MET  
2 DID NOT MEET  
19 DID NOT ASSESS

**MASTER PLANNING/DESIGN**

11 EXCEEDED  
20 MET  
3 DID NOT MEET  
18 DID NOT ASSESS

**EVALUATION OF PROFESSIONAL PERFORMANCE**

13 EXCEEDED  
23 MET  
3 DID NOT MEET  
16 DID NOT ASSESS

**4. THE STUDENT'S PORTFOLIO PROVIDES A SNAPSHOT OF THE SKILLS AND KNOWLEDGE OF A PROFESSIONAL.**

15 EXCEEDED  
26 MET  
7 DID NOT MEET  
4 DID NOT ASSESS

**THE FOLLOWING IS A SUMMARY OF COMMENTS COLLECTED FROM STUDENTS DURING THE 1995 & 1996 SENIOR EXIT INTERVIEWS: (THEY ARE DIVIDED INTO STUDENT CONCERNS ABOUT PROGRAM IN GENERAL AND PERCEPTION OF SKILLS AND KNOWLEDGE FOR APPLICATION IN THE PROFESSION)**

**PROGRAM CONCERNS:**

- lack of proper full time faculty for corporate fitness and wellness emphasis and supporting advisory role
- overall expression of need for more full time faculty (response to the restructuring plan)
- need for continuous new ways of providing "hands on experiences" in emphasis areas, I.e. testing and measurement for corporate fitness, more field experiences for the outdoor adventure education area, and general programming.
- need for more computers and computer lab, i.e. updating of hardware and software both IBM and MacIntosh
- expand the adventure education skill course offering beyond the present backpacking and canoeing
- increase the elective areas and business courses for students
- concerns for lack of budget support for program
- desire for more outside speakers from and field trips to professional related sites
- concern about lack of current information and content in some corporate fitness and wellness courses
- need for testing and measurement equipment for corporate fitness and wellness
- concern for content of course outside of RLM, i.e. exercise physiology (no hands on lab and material), grant proposal writing

**POSITIVE PROGRAM COMMENTS:**

- high overall ratings to quality of classroom teaching approaches
- program stays on top of current information
- positive marks for classroom projects which help prepare students for real work world and use the group approach, want even more types of projects
- courses which overall receive positive marks from students are special populations, maintenance, budget and finance, and programming course.
- positive marks for the use of computer applications as a tool.
- faculty helpful with field and internship experience placements.
- good sources of information for work experiences and course resources in the faculty offices
- feel program provides in depth approach of content and "hands on experiences".
- preparing student portfolios

**SUGGESTIONS:**

- more hands on and group projects
- more use of technology (computers) related to professional use
- have students do field experiences and internships someplace other than where the student has worked before.
- split the internship into two different sites.

## **STUDENT COMMENTS ABOUT PERSONAL PREPAREDNESS:**

-Students overall felt good about their experience with the RLM program. Many commented that they felt prepared for the internship. Strengths they listed included: gained certifications, work related experiences, computer skills, people skills, writing skills. They feel that they could use more applied skill experiences; in administrative duties, personal training, testing and assessment and working with special populations

## **GENERAL QUESTIONS ASKED BY INTERVIEWERS:**

What are the strengths of the RLM program? Weaknesses?

How would you rate the classroom instruction?

What courses were most beneficial? Not beneficial?

What professional associations or experiences are you affiliated with?

What kinds of practical experiences have you had in (emphasis)

What are the individual student's strengths and weakness?

What are the student's perceive areas of improvement?

How prepared do you feel you are for job market?

When did you become interested in the RLM program?

# APPENDIX I

RECREATION LEADERSHIP AND MANAGEMENT  
FIELD EXPERIENCE EVALUATION

Summer 1992-Fall 1996

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	SUPERIOR	NA	N
1. Professional Preparation	0	22 (21%)	51 (50%)	28 (27%)	2 (2%)	103
2. Participation	1 (1%)	11 (11%)	38 (37%)	52 (51%)	0	102
3. Originality	3 (3%)	19 (19%)	41 (41%)	34 (34%)	4 (4%)	101
4. Judgment	1 (1%)	18 (18%)	47 (47%)	34 (34%)	0	101
5. Effective Use of Discipline	1 (1%)	13 (13%)	34 (33%)	26 (25%)	29 (28%)	103
6. Communication	3 (3%)	25 (24%)	54 (53%)	20 (20%)	0	102
7. Leadership	4 (4%)	12 (12%)	40 (40%)	41 (40%)	4 (4%)	101
8. Rapport	1 (1%)	9 (9%)	32 (32%)	55 (55%)	3 (3%)	100
9. Interactions with Clients	2 (2%)	9 (9%)	41 (40%)	41 (40%)	9 (9%)	102
10. Adaptability	1 (1%)	11 (11%)	40 (39%)	47 (46%)	3 (3%)	102
11. Personality	1 (1%)	4 (4%)	36 (35%)	62 (60%)	0	103
12. Emotional Maturity	3 (3%)	12 (12%)	46 (47%)	34 (35%)	3 (3%)	98
13. Personal Conduct	1 (1%)	2 (2%)	42 (41%)	58 (56%)	0	103
14. Personal Appearance	0	10 (10%)	45 (45%)	45 (45%)	0	100
15. Capacity for Future	1 (1%)	5 (5%)	38 (37%)	58 (56%)	1 (1%)	103

RECREATION LEADERSHIP AND MANAGEMENT  
 INTERNSHIP FINAL EVALUATION  
 OLD FORM

Summer 1992 - Fall 1996

Rated 1-5 with 1 being the highest

	1	2	3	4	5	N
<b>Attitude</b>	28 (74%)	10 (26%)	0	0	0	38
<b>Work Initiative</b>	23 (64%)	13 (36%)	0	0	0	36
<b>Quality of Work</b>	24 (65%)	10 (27%)	3 (8%)	0	0	37
<b>Adaptability</b>	27 (75%)	9 (25%)	0	0	0	36
<b>Dependability</b>	28 (76%)	8 (22%)	1 (2%)	0	0	37
<b>Cooperation</b>	29 (78%)	8 (22%)	0	0	0	37
<b>Attendance</b>	29 (78%)	7 (19%)	1 (3%)	0	0	37
<b>Progress</b>	29 (78%)	6 (16%)	1 (3%)	1 (3%)	0	37

**RECREATION LEADERSHIP AND MANAGEMENT  
INTERNSHIP FINAL EVALUATION  
NEW FORM**

Summer 1992 - Fall 1996

Rated 1-5 with 1 being the highest

	0	1	2	3	4	5	N
<b>Job Performance</b>							
A. Completes assigned work/tasks on time and in a professional manner	0	31 (46%)	30 (45%)	4 (6%)	2 (3%)	0	67
B. Works with minimal supervision	0	36 (53%)	26 (38%)	5 (7%)	1 (2%)	0	68
C. Works quickly and efficiently	0	34 (50%)	25 (37%)	8 (11%)	1 (2%)	0	68
D. Performs tasks accurately	0	37 (54%)	22 (32%)	7 (10%)	2 (3%)	0	68
E. Offers practical suggestions, looks for new ways of doing things	0	31 (46%)	27 (40%)	8 (12%)	1 (2%)	1 (2%)	68
F. Performs well under pressure	0	27 (40%)	32 (47%)	9 (13%)	0	0	68
G. Anticipates/solves problems	0	26 (38%)	26 (38%)	15 (21%)	2 (3%)	0	69
H. Adapts to change	0	32 (47%)	29 (43%)	7 (10%)	0	0	68
I. Takes initiative in recognizing tasks to be done without directions	0	31 (47%)	24 (36%)	9 (14%)	2 (3%)	0	66
J. Shows maturity in selecting courses of action and making decisions	0	32 (48%)	28 (42%)	6 (9%)	1 (1%)	0	67
<b>Reliability</b>							
A. Reports to work on time	0	38 (57%)	23 (34%)	6 (9%)	0	0	67
B. Reports to work as scheduled	0	43 (64%)	18 (27%)	5 (8%)	1 (1%)	0	67
C. Works over/comes in when needed	0	48 (72%)	13 (19%)	5 (8%)	1 (1%)	0	67
D. Willingness to accept responsibility	0	46 (70%)	18 (27%)	2 (3%)	0	0	66
<b>Professional Relations/Attitude</b>							
A. Demonstrates pride in work	0	44 (65%)	20 (29%)	4 (6%)	0	0	68
B. Shows interest/enthusiasm for job	0	43 (61%)	21 (30%)	5 (7%)	2 (2%)	0	71
C. Respects supervisors	0	47 (66%)	19 (27%)	3 (4%)	2 (3%)	0	71
D. Accepts constructive criticism	0	34 (48%)	25 (35%)	10 (14%)	2 (3%)	0	71
E. Works cooperatively with and is accepted by agency staff/employees	0	46 (67%)	19 (28%)	4 (5%)	0	0	69
F. Is enthusiastic, generates interests, get other excited and motivated	0	39 (56%)	22 (31%)	9 (13%)	0	0	70
G. Is self motivated	0	35 (51%)	30 (43%)	2 (3%)	2 (3%)	0	69
H. Is friendly, courteous, tactful and relaxed with staff and participants	0	41 (59%)	25 (36%)	3 (4%)	0	0	69
I. Represents agency and self in a positive fashion	0	39 (57%)	27 (40%)	1 (2%)	1 (2%)	0	68
J. Shows interest and concern for the variety of participant/client needs	0	38 (55%)	29 (42%)	2 (3%)	0	0	69
<b>Personal Appearance and Grooming</b>							
A. Wears proper attire/shoes/name tag	0	42 (63%)	20 (30%)	5 (7%)	0	0	67
B. Is neat and well groomed	0	44 (65%)	18 (26%)	6 (9%)	0	0	68
C. Maintains good personal hygiene	0	44 (66%)	18 (27%)	5 (7%)	0	0	67

	0	1	2	3	4	5	N
<b>Work habits</b>							
A. Demonstrates safe work habits with equipment	6 (9%)	32 (50%)	19 (30%)	7 (11%)	0	0	64
B. Maintains clear/orderly work area on facility	2 (3%)	30 (47%)	18 (28%)	9 (14%)	5 (8%)	0	64
C. Possesses knowledge and skills or programming and programming development	2 (3%)	23 (37%)	28 (44%)	9 (14%)	1 (2%)	0	63
D. Displays quality leadership and supervision when working with staff and or participants	0	32 (50%)	24 (38%)	8 (12%)	0	0	64
E. Able to convey written ideas clearly in neat, accurate, and organized and organized professional manner	2 (3%)	17 (27%)	33 (52%)	10 (15%)	2 (3%)	0	64
F. Able to verbally express thoughts clearly, make points effectively and in an organized manner	0	24 (35%)	26 (41%)	13 (20%)	1 (1%)	0	64
G. Comfortable when speaking in front of group(s) of participants/clients or staff	2 (3%)	25 (39%)	24 (38%)	12 (18%)	0	1 (2%)	64
<b>Growth Potential</b>							
A. Shows interest in advancement	1 (2%)	38 (60%)	17 (27%)	6 (10%)	1 (1%)	0	63
B. Seeks opportunities to learn	0	38 (60%)	16 (25%)	7 (11%)	2 (3%)	0	63
C. Accepts added responsibility	0	40 (62%)	22 (34%)	2 (3%)	1 (1%)	0	65
D. Assists fellow workers	0	44 (69%)	18 (28%)	2 (3%)	0	0	64
E. Thinks constructively, shows initiative	0	37 (59%)	20 (32%)	5 (8%)	1 (1%)	0	63



# APPENDIX J

Appendix I

PROGRAM REVIEW PANEL EVALUATION

Program: RECREATION LEADERSHIP AND MANAGEMENT

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score 4.2



Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program

Average Score 3.2



Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program

Average Score 3



Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates

Average Score 3.6



Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market

Average Score 4.2



The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**6. Use of Profession/Industry Standards**

**Average Score** 4.2



Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

**7. Use of Student Follow-up Information**

**Average Score** 3.4



Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

**8. Relevance of Supportive Courses**

**Average Score** 4.2



Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

**9. Qualifications of Administrators and Supervisors**

**Average Score** 4.2



All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

**10. Instructional Staffing**

**Average Score** 2.6



Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**11. Facilities**

**Average Score** 2.4



Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

**12. Scheduling of Instructional Facilities**

**Average Score** 3.6



Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

**13. Equipment**

**Average Score** 2.4



Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

**14. Adaption of Instruction**

**Average Score** 4.2



Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

**15. Adequate and Availability of Instructional Materials and Supplies**

**Average Score** 2.8



Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.