Name of the Institution:
Grambling State University

Name and contact information for the CEO of the Institution:
Mr. Richard J. Gallot, Jr., JD, President
P.O. Drawer 607
Grambling, LA 71245
(318)274-2117
Prez@gram.edu

Name of the Parks, Recreation, Tourism and Related Professional Specializations Program:
Leisure Studies Program

Leisure Studies Program Self-Study Report in Preparation for the Re-Accreditation 2024 Review

Date of the Report:
December 2023

FOREWORD

This self-study report was prepared with contributions from faculty and students from the Department of Kinesiology, Sports & Leisure Studies (KSLS) at Grambling State University (GSU). Specifically, faculty and majors from the Leisure Studies Program (LSP) helped in the preparation of this document. The individuals included: Dr. Rodney Blackman (Assistant Professor & PEK Co-Advisor), Dr. Breleisha Gilbert (Assistant Professor & KSLS Internship Coordinator), Dr. Catalina Palacios (Assistant Professor) and Dr. Obadiah Simmons, Jr. (Head/Director & Associate Professor). LSP student majors also assisted with preparation of the report. The Leisure Studies Program (LSP) at Grambling State University (GSU) hosted a required COAPRT Reaffirmation Visit during the period of March 19 – 22, 2017 to verify the contents of a Self-Study Report submitted to the COAPRT Council on January 27, 2017. GSU's LSP received initial accreditation from the (former) Council on Accreditation (COA) in 1986—the first Historically Black College and University (HBCU) to receive such designation of its Recreation Services Program—and has maintained this status through 2017. For our previous visit, COAPRT Visitors included Dr. Debra Jordan (East Carolina University) who served as the Lead Visitor along with Ms. Kathy Hamilton Gore (North Carolina State University) as the Second Visitor. Originally scheduled for Spring 2016 consistent with the 5-year cycle, GSU requested and received a 1-year extension; thus, the visit in March 2017. In concluding their visit, Dr. Jordan and Ms. Gore conducted an Exit Meeting with: a) the LSP faculty; and, b) select GSU Administrators that included President Richard J. Gallot, Jr., (then) Provost Ellen Smiley and former College Dean Larnell Flannagan. In both Exit Meetings, an overview of the findings was shared. The Visitors Official Report was received by GSU via an Official Letter to President Gallot with a subsequent acknowledgement of the report on May 24, 2017. GSU concurred with the findings of the report without objection and immediately began addressing items cited as either Partially Met or Not Met Standards.

This Self-Study Report has been prepared for the impending Visit by Examiners with the Council on Accreditation of Parks, Recreation, Tourism and Related Professionals (COARPT) scheduled for the 2024 Spring Semester. GSU's 2017 LSP Self-Study Report served as the guiding document for the preparation of the 2023 Self-Study Report under the direction of KSLS Department Head Dr. Obadiah J.K. Simmons, Jr. and assisted by Leisure Studies Program faculty and Leisure Studies Program majors. Preparation of the 2023 Self-Study Report began in 2022-23. LSP faculty members have been collecting required information in preparation of the self-study. It is also noted that the position of Coordinator of Leisure Studies is has been held on an interim basis by Dr. Simmons.

Notable events and personnel changes at the University since July 2017 include: changes in institutional academic divisional and college leadership; the advent of the COVID-19 pandemic (March 2020); the displacement and relocation of select campus offices; a required institutional operational reduction in the University's Operating Budget resulting in a required one (1)-year freeze in the University's Operating Budget for 2023-24. Table 1 below identifies a chronology of key activities and/or other events that have occurred since the 2017 COAPRT Reaffirmation Visit of the Leisure Studies Program.

Under its current structure, the KSLS Department has two (2) primary areas: 1) Kinesiology with concentrations in the areas of *Health Promotion*, *Pedagogy*, and *Sport Management*; and, 2) Leisure Studies with concentrations in the areas of *General Recreation* and *Therapeutic Recreation*. With the exception of Pedagogy, all other areas of concentration require the completion of a total of 120 semester credit hours inclusive of an internship. The concentration in Pedagogy requires the completion of 122 semester credit hours.

It is also important to note here that our COAPRT Visit 9n 2017 occurred while COAPRT was a component of the NRPA. COAPRT has now separated from NRPA in its current structure. There is no specific area of concentration subjected to accreditation within the KSLS Department electing to focus accreditation activity over the entire Leisure Studies Program.

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Chronology of Activities/Events since 2017

Date(s)	Activity/Event	Commentary
May 2017	Leisure Studies Program (LSP)	LSP receives reaffirmation from COAPRT.
January 2018	LSP	Ms. Breleisha Gilbert hired as LSP faculty member
July 2018	College of Education	Dr. Simmons named interim Dean.
August 2019	College of Education	Dr. Debbie Thomas named new Dean.
March 2019	LSP	Dr. Catalina Palacios hired as new LSP faculty member.
May 2019	LSP	Dr. Rose Chew retires as LSP faculty member.
August 2019	KSLS Department	Dr. Rodney Blackman hired as new LSP faculty member.
March 2020	Institutional	COVID-19 pandemic alters institutional practices.
November 2020	GSU-LSP	COAPRT reaffirms GSU LSP program.
January 2021	LSP	Initial discussions regarding next COAPRT Self-Study.
July 2022	LSP	Dr. Gilbert earns PhD (Oklahoma State University).
January 2022	LSP	Ms. Yvonne Calvin retires as LSP faculty member.
October 2023	Institutional Leadership	President Gallot named UL System President (Jan 1, 2024)
November 2023	Institutional Leadership	GSU President Gallot named UL System President.
November 2023	GSU-LSP	Self-self-study notification and Visit for 2024.

1.0 Eligibility Criteria

A unit will be considered for accreditation only when the following 1.0 series of standards are met. Eligibility criteria apply throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the 1.0 series, the Council may withdraw accreditation at any time.

1.01 The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.
Suggested Evidence of Compliance: An organizational chart and documentation of existence of a university-approved curriculum (e.g., degree description from the University catalog).

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Department of Kinesiology, Sport and Leisure Studies (KSLS) is an academic unit located within the College of Education. The Leisure Studies Program (LSP) is one of two major tracks within the and serves as the authorized academic unit to administer and manage the curriculum. The LSP curriculum has two concentrations: General Recreation and Therapeutic Recreation. Students from both concentrations are required to take all recreation core classes. The LSP was established at Grambling State University in 1959 and was last accredited with the Council on Accreditation for Recreation, Park Resources and Leisure Services in 2012. The requirements for earning a degree in the Leisure Studies Program is listed in the GSU 2022 – 2024 General Catalog (pp. 156 – 157). The approved curriculum has been approved by the Louisiana Board of Regents' List of approved degree programs at Grambling State University (GSU).

LINK(S)

Organizational Chart
Semester by semester (gram.edu)
General Recreation Curriculum Sheet
Leisure Studies (TR) Curriculum Sheet
GSU General Catalo 202022-2024 (pp. 156 – 157)
https://apps.regents.state.la.us/Reports/Report.aspx?reportPath=/CRIN/CRINDLOAD **(**select institution: Grambling State University**)**

1.02 The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.
Suggested Evidence of Compliance: Documentation of institution's status and review dates.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

GSU is fully accredited by the Commission on Colleges of the Southern Association for Colleges and Schools Commission On Colleges. The University has maintained its accreditation since its initial accreditation in 1949. GSU's most recent visit was in 2020 with their next SACS Reaffirmation Visit scheduled for 2030.

LINK(S)

https://sacscoc.org/institutions/?state=LA&results_per_page=25&curpage=1&institution=0011N00001h9E1CQAU

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

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Currently, the department consists of three full-time members and one part-time faculty who teach courses within the Leisure Studies core curriculum. Full-time faculty also teach courses within each concentration. Teaching assignments of full-time departmental faculty members and adjunct faculty are recommended by the Leisure Studies Coordinator to the Department Head. LSP and other academic programs within the University have a teaching load determined by SACS Standards; that is, undergraduate faculty teach 12 credit hours per semester. Academic Policy as approved by the University of Louisiana System are outlined in the Grambling State University Faculty Handbook. The link below provides a complete record of department faculty teaching loads and assignments for the period of 2019 through 2022.

LINK(S)

Faculty Handbook (p. 46)
Faculty Teaching Load Forms
https://www.ulsystem.edu/wp-content/uploads/2017/11/Chpt_3_I_Academic_Staff.pdf (Section I/D (p. III -1)

1.04 A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions from a regionally accredited institution.
Suggested Evidence of Compliance: Curriculum vitae of faculty.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Curriculum vitae of faculty. Full-time Leisure Studies faculty members possessing either a terminal degree or Master's degree from regionally accredited institutions are identified in Table 1.04 (see below). Complete curriculum vitae of all Leisure Studies faculty members are also provide in Exhibit 1.04.

Table 1.04: Full-Time Faculty Degrees Earned

Faculty/Rank	Degree(s)/Yr	Area of Concentration	Institution
Rodney Blackman	Re.D./2002 M.A./1997 B.A./1988	Recreation & Park Administration; minor: Law Leisure Services Program Management Theology: Youth Ministry	Indiana University University of Northern Iowa The Master's University
Breleisha Gilbert	Ph.D./2022 M.S.R.L.S./2016 B.S/ 2012	Health, Leisure and Human Performance Therapeutic Recreation Biology-Biomedical Concentration	Oklahoma State University Texas State University Northwestern State University
*Theresa Gray-Jacobs	Ed.D./In Progress M.P.A../1997 B.S./1993	Sport Management (Doctoral Student) Health Services Administration Leisure Studies (Therapeutic Recreation)	United States Sports Academy Grambling State University Grambling State University
Catalina Palacios	Ph.D. 2017 M.S.2011 B.S. 1998	Health, Leisure and Human Performance- Recreation, and Tourism International Studies - Cultural Heritage and Tourism Development Communications	Oklahoma State University Oklahoma State University Universidad de las Americas-Puebla (UDLA), Mexico
Obadiah J.K. Simmons, Jr.	Ph.D./1988 M.A.T./1976 B.S./1974	Educational Administration (Admin of High Educ) Physical Education Secondary Education (Health, Phy Educ & Safety)	Texas A&M University (College Station) University of North Carolina (Chapel Hill) Grambling State University

[***Note**: Mrs. Theresa Gray-Jacobs currently serves as an Adjunct faculty member and is CTRS Certified.]

LINK(S)

LSP Faculty CV

1.05 All faculty members shall have competency and credentials in the subject matter for which they are responsible.
Suggested Evidence of Compliance: Curriculum vitae of faculty.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

While the list of credentials are identified below, information provided in Table 1.05 serves as evidence supporting Sub-standard 1.05. As part of our most recent CAEP (formerly NCATE) Self-Study and Leisure Studies Academic Program Review, Table 1.05 also serves to validate the competence and credentials required to demonstrate mastery of the requisite subject matter in the Leisure Studies Program.

Table 1.05: Competency & Credentials of Full-Time Faculty

Faculty	Agency	Area of Certification or Specialized Training	Certificate No. (Exp Date)
Rodney Blackman	Indiana Univ. Univ. of N. Iowa	Recreation Administration; Law Leisure Services Program Management	N/A
Breleisha Gilbert	NCTRC NRPA American Red Cross	CTRS Aquatic Faculty Operator (AFO) Lifeguard (ARC) Basic Water Safety (ARC) Swim Instructor (ARC)	(68361) 9/30/2026 December 2027 September 2025 June 2026 March 2027
Theresa Gray-Jacobs	NCTRC American Red Cross	CTRS CPR/First Aid Instructor	To Be Provided
Catalina Palacios	COAPRT	Online Training Certificate	N/A

LINK(S)

LSP Faculty CV

1.06 Each Program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than three years prior to submission of the self-study.
Suggested Evidence of Compliance: A record of attendance at COAPRT training

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

A record of attendance at COAPRT Training attendance by faculty that serve the program is located below. Current full-time faculty in the LSP that have attended several COAPRT training sessions that includes: Additionally, former LSP faculty Dr. Rose Chew and Ms. Yvonne Calvin along with Dr. Simmons attended the NRPA Annual Conference in New Orleans (2017); Dr(s). Simmons, Chew, and Gilbert attended the 2018 NRPA Conference in Indianapolis (IN); and, Dr. Breleisha Gilbert and Dr. Catalina Palacios attended the 2022 NRPA Conference virtually. Dr. Palacios attended the NRPA 2023 conference virtually. Drs. Blackman and Simmons attended the 2022 NRPA Conference (Phoenix, AZ). Adjunct faculty member Mrs. Theresa Gray-Jacobs attended the 2017 NRPA Conference in New Orleans (LA), the 2017 LRPA Conference in Baton Rouge (LA), the 2019 TRSSW Conference in Dallas (TX) and the 2019 Gulf States Therapeutic Symposium in Hattiesburg (MS). Dr. Catalina Palacios attended the 2023 NRPA Conference virtually); and, Dr. Palacios attended the COAPRT Online Training, March 2023.

LINK(S)

COAPRT Online Training (Dr. Palacios)

2.0 Mission, Vision, Values, and Planning

2.01 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.
Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Leisure Studies Program's (LSP) Mission, Vision and Values Statement are included below for review.

Mission Statement

The Mission of the Grambling State University (GSU) Leisure Studies Program (LSP)—in alignment with that of the College of Education along with that of the University—is to promote academic excellence, quality assurance and accreditation of its degree program inclusive of being committed to the preparation of competent, skilled young professionals in the Field of Leisure Studies.

Vision

The Vision of the Leisure Studies Program is to be among leaders in the field committed to honoring 21st century educational and industry standards for a global workforce.

Values Statement

The Leisure Studies Program values and expects all majors to:

- demonstrate a commitment to academic excellence;
- embrace accountability and pride in all efforts;
- continuously promote an environment conducive to healthy lifestyles;
- advocate diversity and inclusiveness in all activities;
- exemplify a sense of integrity and pride in community service; and,
- contribute to improving the quality of life for others.

LINK(S)

KSLS Mission, Vision, and Values Statement

2.01:02 The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.
Suggested Evidence of Compliance: Copies of the pertinent documents or specific URL locations.

2.01:02 The academic unit shall maintain an up-to-date Strategic Plan for the Program. This plan must include a) current mission, vision and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Department of Kinesiology, Sport, and Leisure Studies has an established five-year strategic plan for the department identified in the link(s) below. Additionally, Grambling State University's 5 year strategic plan is also included.

LINK(S)

GSU Strategic Plan FY 2020-2021 through 2024-2025
LSP STRATEGIC PLAN 2016-17 TO 2021-22

2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.
Suggested Evidence of Compliance: Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals).

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Prior to 2018, three (3) Level Tests were administered to Leisure Studies majors designed to test their Specialized Academic Program (SPA) at the Sophomore, Junior and Senior level. Two of the tests, Level Tests I & II, have since been eliminated and only the Level III is currently being administered at the Senior Level. The reason for this change was due principally to the difficulty of administering a seamless test at all three levels to test students who matriculated in such varied ways. As of now, only Level Test III is administered that consists of 50 Multiple Choice questions with 25 questions randomly selected from Level Tests I and 25 randomly selected questions from Level Test II for inclusion on the "new" Level Test III.

In addition to the Level Test III, the LSP program has been proactive in updating needed changes on the curriculum sheets. In order to stay in compliance with the new standards that the National Council for Therapeutic Recreation Certification (NCTRC) implemented in January 1, 2022, an additional Therapeutic Recreation Course was added for credentialing eligibility to sit for the national certification exam for Therapeutic Recreation concentration students only.

LINK(S)

LSP Curriculum Updates in Degree Program
Level III Test Data
Level Test III Syllabi
NCTRC Standards

2.03 The academic unit shall have institutionally approved degree requirements for all Programs being considered for accreditation.
DISCUSSION OF STATUS RELATIVE TO COMPLIANCE Degree requirements for the B.S. degree in Leisure Studies in both the General Recreation and Therapeutic Recreation concentrations are detailed in the 2022-2024 General Catalog for Grambling State University and on the General Recreation Curriculum Sheet and Leisure Studies (TR) Curriculum Sheet. The LSP faculty participate in curricular development, update activities, advisory boards and other curricular activities. Changes are made in accordance with updates in Standards and Evaluative Criteria for Baccalaureate Programs in Recreation, Park, Recreation, Tourism and Leisure Services. By attending professional meetings in the subject field, LSP faculty stay abreast of COAPRT Updates and best practices in the discipline.
LINK(S) KSLS Departmental Minutes (I didn't see them; are they here?. If not, please insert the link(s) here.)

2.04 The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.
DISCUSSION OF STATUS RELATIVE TO COMPLIANCE The Leisure Studies website indicates the core curriculum for Therapeutic Recreation and General Recreation are accredited by COAPRT. COAPRT Accreditation solely applies to the Leisure Studies Program (LSP) and **does not** extend to additional concentrations, programs, degrees, minors, or certifications that do not fall under the accreditation standards.
LINK(S) https://www.gram.edu/academics/majors/education/kinesiology/leisure/

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.5:01 The Program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP Assessment Plan via the KSLS Departmental Unit Assessment Plan is contained in the link below. It should be noted here that this particular plan was based on the previous University Strategic Plan which was updated in 2017-18 shortly after the change in University Leadership. As such, the LSP Unit Plan along with the KSLS Departmental Plan will undergo revision prior to the end of 2023-24

LINK(S)

Lsp202223AssessmentPlanResults061323SkjOjksJr.pdf (gram.edu)
https://www.gram.edu/offices/ie/docs/GSU%20Strategic%20Plan%20FY%202020-2021%20through%202024-2025.pdf

2.05 The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.

2.05:02 The Program shall demonstrate that data generated through the measurement tools are used solely for its assessment program not for instructor evaluation or other non- related functions.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP has updated its learning outcomes and assessment plan periodically in accordance with the institutional policy. The program has made every effort to maintain an assessment plan, which is updated and carried out each academic year. An assessment report for the current year and predictions for the next year are given to the Department Head in an Annual End-of-Year Faculty Report.

The LSP program has made every effort to enhance the learning outcomes and assessment plan to stay in compliance with COAPRT Standards. There are challenges with the assessment process (i.e. faculty turnover, limited training of adjunct faculty in assessment procedures and limited administrative resources to support data collection, analysis and reporting) the department will need to improve our assessment system. During the fall of 2019, the department began updating the assessment plan which included taking the Level Test, majors must have earned a "C" grade or better in LSP course and have completed the LSP courses series for all level courses.

The goal is to have the General Recreation and Therapeutic Recreation majors better prepared (competence and skills) at the point of graduation to take and pass certification examinations. Students are expected to sit for the exam at the next opportunity after graduation.

LINK(S)

Lsp202223AssessmentPlanResults061323SkjOjksJr.pdf (gram.edu)

2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

2.05:03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

No part of the assessment plan is used to evaluate faculty performance or other functions unrelated to learning outcomes assessment. In the 2019-22 annual report, none of the measures are used for instructor evaluation.

LINK(S)

Lsp202223AssessmentPlanResults061323SkjOjksJr.pdf (gram.edu)

2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

2.05:04 Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Annual Assessment Report includes recommendations based on data collected from our learning outcomes. These data guide the faculty in making decisions on curricular updates, course content and revised learning outcomes.

The LSP faculty have updated the website with the additional information below:

Students graduating from the program shall demonstrate the following entry-level knowledge:

Outcome I from Standard 7.01:
(a) Nature and Scope of the relevant park, recreation, tourism, or related professions and their associated industries. (b) techniques and processes used by professionals and workers in these industries; and (c) the foundation of the profession in history, science, and philosophy.

ASSESSMENT (Direct Measure):

7.01a Item measuring the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries. Assignment, to visit and interview a director from a recreation agency and develop a report on the scope and nature of the services provided by the agency.
7.01b Item measuring the techniques and processes used by professionals and workers in these Industries. Assignment, Community Research Project.
7.01c Item measuring the foundation of the profession in history, science and philosophy. Assignment Poster Presentation on the Pioneers of Recreation and Leisure Services.

CRITERIA:

a) 80 % of students in REC 301 (Program Planning in Recreation) will score 80% or better on related assignment as assessed by rubric: to visit and interview a recreation director from a government, not-for-profit, commercial, or private Recreation/Tourism facility or related industry and complete and present a report on the scope and nature of the services provided by the agency.

2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

2.05:04 Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions.

b) 80% of students in REC 301 (Program Planning in Recreation) will score 80% or better on assigned content of the Rubric measuring application of knowledge in completing a Community Recreation Research Project utilizing appropriate evaluation tools, techniques, and data analysis procedures.

c) 80% of students in Rec 350 (Leadership in Group Dynamics in Rec/Sport) will score 80% or better on assigned contents of the Rubric on the foundation poster presentations)

RESULTS:

a) ninety percent (90%) of students in REC 301 scored 80% or higher on assignment
b) ninety-one percent (91%) of students in REC 301 scored 80% or higher on the assignment
c) ninety-three percent (93%) of the students in REC 350 scored 80% or higher on the assignment

Outcome 2 from Standard 7.02:
Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

ASSESSMENT (Direct Measures):

REC 301 (Program Planning in Recreation) Assignment 1. Develop a diversity portfolio addressing the various dimensions of diversity. Assignment 2. Plan design, implement and evaluate a special event for diverse population in the community.

REC 350 (Leadership/Group Dynamics in Recreation and Sports) Assignment, Group Role Play focused on Conflict Resolution.

CRITERIA:

REC 301, 80% of students in will score 80% or higher on portfolio as assessed by contents of rubric
REC 301, 80% of students will score 80% or higher on Community Special Events Project as assessed by contents of Rubric.
REC 350, 80% of students will score 80% or higher on the Group Role Play assessed by Rubric.

RESULTS:

REC 301, 94% of students scored 80% or better on the contents of the Rubrics on the Diversity Portfolio.
REC 301, 91% of students scored 80% or higher the Community Special Event assignment.
REC 350, 90% of students scored 80% or better on the rubric for the Group Role Play assign-ment.

Outcome 3 from Standard 7.03:
Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

ASSESSMENT (Direct Measures):

REC 380 (Management of Leisure Studies) Assignment, Web search on an Organizational Chart from various agencies and a student development of an Organizational Chart for a Recreation and Leisure Organization or System.

CRITERIA:

Eighty percent (80%) of students in REC 380 will score 80% or better on the student developed Organizational Chart.

RESULTS:

REC 380, 90% of students scored 80% or better on the Rubric for the development of a Recreation and Leisure Organizational Chart.

LINK(S)

Annual Assessment Report 2016
Annual Assessment Report 2023
KSLS Departmental Minutes (Do we have more current KSLS Minutes … 2017 – 2022? If so, we need them here.)

2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0.

2.05:05 The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Grambling State University has consistently reported academic quality and student achievement on the Leisure Studies website since this standard was in place. The website and information on student and program achievement can be found here. Students also have the opportunity to attend conference for networking and academic advancement opportunities. Pictures are linked below

LINK(S)

Student Involvement Pictures
www.gram.edu/academics/kinesiology/leisurestudies

3.0 Administration

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

3.01:01 Responsibility and authority of the Program administrator to make decisions related to resources allocated to that Program.
Suggested Evidence of Compliance: Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Department Head/Director is the head administrator over the Department of Kinesiology, Sport and Leisure Studies (KSLS). Dr. Obadiah Simmons, Jr., currently serves in this capacity. Upon the retirement of Dr. Willie Daniel as Department Head/Director, Dr. Simmons was initially appointed by former Interim President Dr. Cynthia Warrick as recommended by the Dean and Interim Provost and Vice President for Academic Affairs in August 2014. The interim tag was removed in January 2016 with Dr. Simmons selected as Head/Director by former President Dr. Willie Larkin as recommended by the Provost and Vice President for Academic Affairs and the Dean of the College of Education.

The Department Head/Director oversees all academic, administrative, and personnel concerns within the department. His role and responsibilities within Leisure Studies includes hiring personnel, retention and evaluation of current personnel, course scheduling, overseeing accreditation, and allocating budgets and administering finances.

LINK(S)

https://www.gram.edu/faculty/docs/2019%20Faculty%20Handbook_January%207%202020.pdf (p. 104)

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

3.01:02 Adequacy of financial resources.
Suggested Evidence of Compliance: Appropriate financial documents and an evaluation of adequacy of financial resources assigned to the Program indicating an opportunity to succeed in the mission of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Leisure Studies Program's financial resources stem from the allocation to the Department of Kinesiology, Sports & Leisure Studies (KSLS) from GSU's Operating Budget. The link below provides the funding levels for the department as a unit within the College of Education.

While funding levels for faculty are consistent with the University of Louisiana System institutions, there continues to be debate regarding meeting levels consistent with similar institutions in the Southern Region of the United States. Gradual decreases in the Operating Budgets of "all" UL System institutions have been persistent since 2010.

LINK(S)

I'll need to find something that can be inserted here.

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

3.01:03 Implementation of personnel policies and procedures.
Suggested Evidence of Compliance: Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Information about employee policies and procedures is detailed throughout the Unclassified Personnel Handbook and Faculty Handbook. The policies and procedures are set in place by administration to ensure the faculty are supported and also maintain appropriate terms while working.

The Faculty Handbook and the Unclassified Personnel Handbook can be reviewed at the following link:

LINK(S)

https://www.gram.edu/faculty/policies/docs/Academic%20Freedom.pdf
https://www.gram.edu/faculty/policies/docs/Academic%20Freedom.pdf

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

3.01:04 Development and implementation of academic policies and procedures for the unit.
Suggested Evidence of Compliance: Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Academic policies and procedures are highlighted throughout the GSU Faculty Handbook and the GSU Unclassified Personnel Handbook, both were created by the administration at Grambling State University. Both handbooks give detailed policies to ensure the integrity of the academics and compliance with standards.

LINK(S)

https://www.gram.edu/faculty/docs/2019%20Faculty%20Handbook_January%207%202020.pdf (pp. 12 – 33)
https://www.gram.edu/offices/hr/policies/aaplan.php

3.02 The Program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation. *Suggested Evidence of Compliance:* Curriculum vita of the administrator or coordinator.
DISCUSSION OF STATUS RELATIVE TO COMPLIANCE The Department Head/Director carries the rank of **Associate Professor** and is **tenured** in the KSLS Department. Although the Department Head currently serves as Program Administrator, the Search Committee (SC) for the vacant position of Coordinator of Leisure Studies has completed the process with a recommendation from the SC Chair being forwarded to the Dean and KSLS Department Head. A state-imposed budgetary one (1)-year freeze on hiring at the onset of 2023-24 halted this process. It is anticipated that a Candidate for this position will be in place on or prior to August 15, 2024. Evidence (i.e. Letter of Appointment, signed Agreement, etc.) will also be provided.
LINK(S) **Dr. Obadiah Simmons Jr. CV** I'll try to get a copy of my annual contract to insert here; it will show my credentials and academic rank. Ms. Griffin might have a copy on file.

3.03 The Program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.
Suggested Evidence of Compliance: A description of the process through which workloads are established, along with actual assignments of the administrator or coordinator. Some Programs may have formal, written policies regarding workload. In those cases, the policy statements should be provided.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The program administrator has a workload assignment that is conducive to regular full-time faculty, consisting of 12 hours, per semester. Additional compensation is given for teaching an extra course, but an additional course is rarely, if ever given. In theory, the Program Administrator would normally have a reduced workload (9 hours). The shortage of departmental faculty has required that the Program Administrator would carry a teaching load of 12 hours per semester as would all departmental faculty.

LINK(S)

Is there another link that can be inserted/used here?

3.04 There shall be formal participation of faculty in setting policies within the academic unit.
Suggested Evidence of Compliance: Documentation of faculty participation in administrative policy development within the unit (e.g., minutes of faculty meetings, records of correspondence).

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP faculty meet regularly (one or two times monthly) throughout the academic year under the leadership of the Department Chairperson and maintain minutes. The faculty and chairperson discuss matters consistent with University policies, and policies relative to the LSP Program. Matters considered in these meeting include but are not limited to, curriculum development, graduation requirements, strategic planning, resource allocation, marketing, advising policies and procedures, course scheduling, assessment planning and reporting, community relations, and outreach, faculty recruitment, and alumni affairs.

The LSP Coordinator convenes meetings once a week with the LSP faculty and maintains minutes. Issues discussed are but not limited to, strengths and weakness of the program, trends and issues in the field that may impact the program, curriculum development, opportunities for improvement, assessment, planning and evaluation procedures.

LINK(S)

KSLS Departmental Minutes
LSP Minutes

3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.
Suggested Evidence of Compliance: Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

LSP faculty are consistently engaged with practitioners. The following methods are examples of compliance to this standard and the outreach LSP faculty have with Leisure Practitioners.

- Advisory Board: Many practitioners are on the LSP advisory board. During these advisory board meetings, the practitioners and LSP faculty discuss adjustments needed in the LSP curriculum or within the program in general. The practitioners are also able to call/visit at any time to offer suggestions.
- Internship Site-Visits: Each semester the LSP Internship Coordinator visits interns who are within one hour of the university. This gives the LSP Internship Coordinator and the practitioner (i.e. internship site supervisor) an opportunity to discuss the positive and the needed changes within the Leisure Studies Program.
- Internship Phone Calls: The LSP Internship Coordinator regularly contacts practitioners in the field and discusses items that can improve the program.
- Guest Practitioner Speakers: Practitioners are invited to the LSP to speak to students in courses and as special guests for lectures. Practitioners are able to interact directly with students and grasp the overall structure of the LSP and evaluate where strengths and weaknesses lie.

Throughout these different interactions, a tremendous amount of feedback has been received. Practitioners consistently praise the hands-on experience that our LSP majors receive. They are impressed with the core curriculum and feel it addresses a general grasp of the profession. One major improvement the LSP implemented was to bring in more guest and keynote speakers. This improvement is currently being addressed and will continue to be addressed in the future as LSP faculty schedule more guests to come. Admittedly, the COVID-19 pandemic curtailed meetings of the Advisory Board on a regular basis coupled with employment relocations and related transitions.

LINK(S)

Advisory Board Members
Advisory Board Minutes

3.06 The program has a practice of informing the public about the harm of degree mills and accreditation mills.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The following statement appears on the LSP's webpage:

> Important Information Regarding Degree Mills Please watch this important video (http://youtu.be/a1voHNMQDrk) regarding degree and accreditation mills. According to CHEA, "Degree mills and accreditation mills mislead and harm. In the United States, degrees and certificates from mills may not be acknowledged by other institutions when students seek to transfer or go to graduate school. Employers may not acknowledge degrees and certificates from degree mills when providing tuition assistance for continuing education. "Accreditation" from an accreditation mill can mislead students and the public about the quality of an institution. In the presence of degree mills and accreditation mills, students may spend a good deal of money and receive neither an education nor a useable credential." Read more on CHEA's website located at:
> http://www.chea.org/degreemills/

A public warning about the harm of degree mills and accreditation is located at www.gram.edu/academics/majors/education/kinesiology/leisure on the Grambling State University Leisure Studies website.

LINK(S)

https://www.chea.org/grambling-state-university
http://www.chea.org/degreemills/

3.07 The program has a practice of informing the public about their COAPRT accreditation status.
DISCUSSION OF STATUS RELATIVE TO COMPLIANCE A statement affirming the accreditation status of GSU's LSP now appears on the LSP web site located at www.gram.edu/academics/majors/education/kinesiology/leisure/. This statement is also included below and reads as follow: **Statement Regarding the Status of the Leisure Studies Program (LSP) at Grambling State University** Initially established in 1958, the Leisure Studies Program has prepared students entering the Field of Leisure Studies for over 58 years. The program was at Grambling State University (GSU) was the first Historically Black College & University (HBCU) to receive accreditation from the former Council on Accreditation (COA) in October 1986 and has maintained accreditation since that time. COA's name was changed to the Council on Accreditation for Parks Recreation and Tourism (COAPRT). GSU has maintained accreditation for 30 years. The inclusion of this statement on the GSU-LSP web page addresses Standard 3.07.
LINK(S) www.gram.edu/academics/majors/education/kinesiology/leisure/

4.0 Faculty

4.01 Professional development opportunities for academic unit faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.
Suggested Evidence of Compliance: A description of professional development resources and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

GSU is very supportive of faculty professional development. GSU financially supports professional development activities of full-time faculty members who are eligible to participate in a faculty development program that entitles the faculty funding for: the pursuit of and/or completion of terminal degrees; conferences; workshops; seminars, scholarly projects; and, sabbaticals. The GSU Faculty Senate also provides funding for faculty who are identified as Presenters at domestic and international conferences. Decisions of financial allocations to support professional development activities are determined and controlled by faculty members through the University Title III program and faculty Professional Development Committee. Additionally, KSLS Departmental funding via the University's Operating Budget supports LSP faculty professional development activities, when available, on an as needed basis (i.e. BOR/ULS meeting, SACSCOC Meeting, etc.). At times, the Offices of the Provost and Dean (COE) provides funding support when appropriate.

LINKS(S)

Gsu Faculty Senate Travel Funding Application
https://forms.office.com/Pages/ResponsePage.aspx?id=v1n43rBNZEGywZ2gVqTvuHFlnqzaj4xNmpbC_k4tmj9UQk9QTkw3MEZHTEZQRFFQNUY1RFpCQ1UxSi4u
https://www.gram.edu/offices/academic-affairs/qep/faculty.php

4.02 Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.
Suggested Evidence of Compliance: Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP faculty are continually encouraged to seek professional development experiences in the discipline of practice. It is the responsibility of the LSP to honor the encouragement. Although funds for the professional development (university-wide) were not at the overall level expected, the university support was equitable and representative across disciplines.

Faculty Development, Accreditation and Reaffirmation Program (FDARP), a Title III Funded Activity, is linked to the University's Strategic Five-Year Strategic Plan. It provides for faculty development opportunities that address the improvement of instruction, assist faculty with grant development, encourages interdisciplinary collaborations and provides for more faculty development opportunities with emphasis on research.

Additionally, FDARP provides professional development opportunities that include:

- Support of faculty travel to strengthen academics. Funds are available to support faculty attendance to conferences, meetings, workshops, and symposiums to secure information, training, or materials that will strengthen identified academic areas in the department, college/school and/or university;
- Support of faculty to obtain the doctorate degree in their subject field;
- Support to host faculty workshops; and,
- Support to infuse technology in the classroom such as Smart Boards, equipment checkouts, laptops, for instruction and student presentations.

Instructional support through training is also available for LSP (and all) faculty. Table 4.02 below notes specific training that has taken place involving KSLS/LSP faculty

LINK(S)

N/A

4.02 Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.
Suggested Evidence of Compliance: Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Table 4.02 – LSP Faculty Information Technology Training

Name(Last, First)	Dates(s)	Location	No.	Title
Blackman, Rodney	Spring 2020	Grambling, La	2	Quality Matters Online Training
Gilbert, Breleisha	Spring 2020	Grambling, La	2	Quality Matters Training
Palacios, Catalina	Spring 2020	Grambling, La	2	Quality Matters Online Training
Simmons, Jr., OJK	Spring 2020	Grambling, La	2	Quality Matters Online Training

Standard 4.02 found the LSP faculty have attended professional conferences, especially when supported with funds through the university. Although funds and time are sparse and not always available for professional development outside Grambling State University, GSU provides professional development workshops for faculty allowing them to stay abreast of current trends to enhance their teaching skills and other faculty responsibilities. Such was the case during the COVID-19 pandemic in March 2020. All GSU faculty were required to undergo online training through the Quality Matters course to support online delivery of courses. This was a way to address the pandemic and allow students to engage in coursework away from the campus.

Most importantly, the LSP faculty are committed to seeking out more opportunities for future professional growth. There will be additional staff hired, thereby providing more time for faculty members to participate in more professional development opportunities. LSP faculty are also fortunate to have the continuation of support from central administration.

4.02 Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.
Suggested Evidence of Compliance: Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives.

Professional Development and Conference Opportunities for Dr. Rose Chew (prior to retirement)

Conference Attendance:

- LRPA Conference, April 2017 (Lafayette, LA)
- LAHPERD Conference, 2017 (Baton Rouge, LA)
- NRPA Conference, 2017 (New Orleans, LA)
- NRPA Conference, 2018 (Indianapolis, IN)

Workshop Attendance:

Effects of Conference/Workshops on Teaching—Dr. Rose Chew

National Recreation and Park Association (NRPA) is the leading non-profit organization dedicated to the advancement of public parks, recreation and conservation. Its work draws national focus, and has a far reaching impact of success. During NRPA Conference in Las Vegas, education sessions were attended on decision making, management of facilities and staffing in parks and recreation. There were many networking opportunities with professionals in many areas of Parks and Recreation. These experiences provided the opportunity to build important connections, gain new ideas, and meet new professionals on a national level.

The Louisiana Association of Health, Physical Education, Recreation and Dance (LAHPERD) held a one-day session (2016) that focused on activities for all students with special needs (inclusion) students. This was to help students, and professionals to be prepared to get students healthier and more physically active in the years to come. The organization invited Health and Physical Education Teachers to become part of the national initiative by enhancing Health and Physical Education Programs in schools and providing opportunities for students to meet the recommended 60 minutes of daily physical activity during and after school.

Professional Development and Conference Opportunities for Ms. Yvonne Calvin (prior to retirement)

Conference Attendance:

- Gulf Coast Therapeutic Recreation Conference, 2017 (Hattiesburg, MS)
- LRPA Conference, Baton Rouge, LA, April 2018
- National Intramural-Recreational Sport Association Conference, Jackson, MS, February 25-27, 2016
- NRPA Conference, St. Louis, MS, 2016

Effects of Conference/Workshops on Teaching—Ms. Yvonne Calvin

Grambling State University and the Title III program afforded numerous opportunities to attend National, State and Local conferences, workshops, forums and training sessions. On the national level NRPA conferences attended provided a wealth of valuable information and topics presented by professionals and experts in the field of recreation and leisure studies. The knowledge and skills gained were aligned with information and topics taught to students in the Leisure Studies classes at Grambling, such as Program Planning, Design and Maintenance of Recreation Facilities, Community Recreation, discussions on Current Trends and Issues in the field and several other topics of benefit to students. Additionally, faculty attended the COAPRT Training sessions where information disseminated was vital to the reaffirmation of Grambling State University Leisure Studies Program. On the state level an invitation was extended to attend a Forum organized by the State of Louisiana which focused on discussions on helping students to matriculate through colleges and universities successfully. LRPA an affiliate of NRPA invites students and faculty to their annual conference and awards scholarships to Grambling students. Locally several workshops and training sessions has been available to the benefit of faculty, and students. Presented to the Leisure Studies faculty at Grambling was a discussion on "Licensure" for Louisiana state professional in Therapeutic Recreation. In general, having the opportunity to attend the many conferences, workshops and training sessions provided a great deal of useful knowledge and skills to ensure quality student instruction, student advocacy and faculty development.

Professional Development and Conference Opportunities for Dr. Gilbert

Effects of Conference/Workshops on Teaching—Dr. Gilbert

The Conferences and Workshops I have attended the past few years have extensively aided in better interactions with students. Particularly, in the TRSSW conference, the Internship Seminar that was attended helped with confirming the regulations of Internships and provided additional information for making the Internship process a success for students. Another workshop attended that was advantageous was the Spring Forum that was sponsored by the State of Louisiana. Several student success initiatives were discussed. Overall, a variety of information was learned throughout these conferences and workshops and allowed for the ability to help students more.

Professional Development and Conference Opportunities for Dr. Palacios

Effects of Conference/Workshops on Teaching—Dr. Palacios

The Conferences and Workshops I have attended the past few years have helped me to keep up-to-date in the Leisure Studies field. I have shared with my students relevant knowledge and current trends in the leisure, parks, and recreation field. I have also been able to build connections with professionals in the field and networking opportunities for KSLS students and Grambling State University.

LINK(S)

Dr. Rodney Blackman CV
Dr. Catalina Palacios CV
Dr. Breleisha Gilbert CV
Dr. Obadiah Simmons Jr. CV
Mrs. Theresa Jacobs CV (adjunct)

4.03 The Program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.
Suggested Evidence of Compliance: A description of hiring practices and processes or associated policies at the institution.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The department utilizes institutional recruitment and hiring practices when searching for hiring vacancies intended to attract a diverse pool of applicants. Per the Employee Policy Manual:

LINK(S)

HR Office employment (hiring) practices and policies
Position Announcement

4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.
Suggested Evidence of Compliance: A copy of workload policy and evidence of policy conformity.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The University uses SACSCOC Standards to assign faculty workloads (teaching loads). With regards to the undergraduate degree program in Leisure Studies, all full-time faculty have a workload (teaching load) equal to 12 credit hours per semester. Faculty have the option to accept additional assignments including course overloads and/or duties for supplementary compensation. Compensation is based on an established pay grade according to faculty rank and noted in the faculty handbook. The workload (teaching load) process and extra service amounts—also noted in the GSU Faculty Handbook—are administered consistently between units across campus throughout the University.

LINK(S)

GSU Faculty Handbook
Faculty Workload policy
Faculty Teaching Loads

4.05 Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.
Suggested Evidence of Compliance: A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

University policies governing promotion, tenure, leaves, workloads (teaching loads) and financial support are applied uniformly throughout the University. Governance is through GSU Faculty Handbook. To determine faculty salaries, the University uses SREB and CUPA based on disciplines. Applicable forms cited can be located on the University's web page.

LINK(S)

HR Office employment (hiring) practices and policies
Position Announcement

4.06 Full-time faculty members with appointments to the parks, recreation, tourism, and related professions Program shall instruct at least 60 percent of the required courses within the curriculum.
Suggested Evidence of Compliance: Last three years of teaching assignments of all staff responsible for teaching in the Program.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Faculty in the Leisure Studies Program teach 60% of courses in the core curriculum as evidenced by teaching load forms for all Instructors-of- Record. Copies of the LSP faculty Teaching Load Forms for the period beginning with 2019-20, 2020-21 and 2021-22 are available below.

LINK(S)

Faculty Teaching Loads

4.07 Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact Program quality, consistent with the missions of the institution and the academic unit.
Suggested Evidence of Compliance: Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Faculty in the Leisure Studies Program are fully engaged in professional development and scholarly activity to the extent of available institutional resources. Below provides a glimpse of the activity of Leisure Studies Program faculty through 2015-16.

Table 4.07 Scholarly and Professional Development (2019 – 2022)

Dr. Rodney Blackman	**Dr. Rodney Blackman CV**
Dr. Breleisha Gilbert	**Dr. Breleisha Gilbert CV**
Theresa Gray-Jacobs, M.S., C.T.R.S.	**Mrs. Theresa Jacobs CV (adjunct)**
Dr. Catalina Palacios	**Dr. Catalina Palacios CV**

The University continues to support faculty professional development opportunities and encourage all full-time faculty to engage in scholarship. The University Title III grant supports the following: 1) faculty travel, 2) faculty skilled enhancement workshops, 3) a faculty computer laboratory, 4) short-term equipment loaner initiative, 5) faculty support for obtaining the doctorate in critical-academic areas and 6) retention of consultants with special expertise. Through the grant, faculty (university-wide) have been able to travel for professional development as linked to skills and competencies needed for program accreditation and reaffirmation.

LINK(S)

https://www.gram.edu/offices/academic-affairs/qep/faculty.php

5.0 Students

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

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Leisure Studies Program is collects information from graduating seniors in their *Exit Survey* administered through the Office of Career and Professional Development. This survey is administered by the Office of Career and Professional Development. The online survey is available after entering the Office of Career and Professional Development website under the Software Support links in the left-hand column. Information from the exit survey solicits feedback from the students' overall undergraduate experience, especially within the classroom, internship, and interactions with faculty. In addition to the exit questionnaire, the faculty feel more student involvement can and should be rendered. Therefore, the following changes will be put into place starting in 2017. Student representatives will have the opportunity to come to staff meetings monthly and are encouraged to share concerns and also participate in the discussion. In addition, more questionnaires will be given to students to analyze their academic experiences and to evaluate where faculty and staff can improve.

Input from students is also received by way of dialogues with members of the undergraduate clubs namely the KSLS Majors Club along with members of Phi Epsilon Kappa Professional Fraternity, Inc. LSP majors have an opportunity to converse with Club Advisors who typically share any and all concerns, issues or challenges encountered by students during KSLS Departmental Meetings. Students also have the opportunity to provide input on any item or concern through call meetings, social media via the KSLS Facebook page or scheduling a meeting with any faculty member and/or the department head.

LINK(S)

Link to KSLS Majors Club
Link to PEK web page

5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.
Suggested Evidence of Compliance: Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Policies relative to admission, retention and dismissal of students from the Leisure Studies Program typically mirror those required for all students majoring in a degree program from the College of Education.

LINK(S)

LSP Policy Manual
College of Education (gram.edu)
Advisement Flow Chart
https://www.gram.edu/offices/registrar/regulations/reg24.php

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

5.03:01 Academic advising.
Suggested Evidence of Compliance: Degree planning documents, policies, and a description of procedures.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The LSP faculty are responsible for advising majors assigned to them according to areas of concentration. A LSP Advisement Handbook was developed with Advisors input to provide Advisors with information and act as a guide to Advisors to make a positive impact on the matriculation of the KSLS Student. Each Advisor is required to maintain an updated (by semester) list of advisees. This list is available upon request of the department head via the GSU Help Desk operated by the Information Technology Center (ITC). Advisors are required to reconcile their list of advisees each semester in light of the arrival of new students, students changing their majors, transfer students arriving each semester, and related items that impact retention (i.e. academic, economic, etc.). GSU operates a revolving admissions process that enables new students to begin their studies at the beginning of each semester or summer session.

The Advisors Handbook contains several forms of utmost importance to the Advisor. These forms include an:

- Admissions Criteria for Louisiana High School Graduates;
- Undergraduate Advisement Flowchart to include Leisure Studies Program Advisors Advisee Assignments;
- Senior Comprehensive Application Process;
- Internship Application Process;
- Advisors Evaluation Form;
- Undergraduate Curriculum Sheets;
- Advisee Check-List;
- Academic Advising Contract;
- Protocol- COE and Degree Program Admission; and,
- Additional Forms that include the KSLS and Leisure Studies Course Substitution Forms, Request for Permission to Audit Course, Major/ Minor Declaration Form, and a detailed Semester Advisee Check-List.

LSP utilizes an Advisement Evaluation Form modified from the GSU Advisement Evaluation Form. Developing the LSP Advisement Evaluation Form was a recommendation of the (former) COA Onsite Visiting Team (in 2011) for the LSP Advisement Evaluation Form and Academic Advisement Forms. To be considered complete, forms require signatures of the Academic Advisor and Advisee. After completion of the advisement process, the Advisement Forms are filed in the Advisee's folder and locked in a file in the advisor's office. Any breach of a signed Advisement Form listing the Schedule of Classes for any semester or summer school session of enrollment is the consequence of the advisee. Any change in the Schedule of Classes for any semester or summer session must be approved by the academic advisor "before the change is made". Additionally, a course identified as ED 201 (Advisee Report) is designed to enhance the advisement system within the College of Education. Although this is a zero (0) credit hour course, LSP majors along with all majors in the College of Education are required to complete 4 units and is included in their degree program. Students enroll in a specific section offered according to the area of concentration in their degree program. All faculty in the KSLS Department are assigned a specific section of ED 201: Advisee Report according to the area of concentration that is described in the 2022–2024 General Catalog, LSP majors meet periodically throughout the semester to monitor their progress toward degree, reviewing their degree plan making

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

5.03:01 Academic advising.
Suggested Evidence of Compliance: Degree planning documents, policies, and a description of procedures.

adjustments where appropriate, and pre-registering for the subsequent semester when period for pre-registration begins each semester.

As recommended during the previous COAPRT Visit, the LSP faculty devised a formal evaluation process within the LSP advisement process. The LSP has designed an instrument (Exhibit 1) to strengthen the process for evaluating academic advisement. This process will allow students to evaluate the LSP advisement process. A new evaluation process has been piloted and adopted as an adequate measure to assess the quality of the students' advising session and assistance provided by the LSP Advisor.

Procedure: Each semester students meet with their Advisor in a weekly advisee course (ED 201) and meet again near the end-of-the-semester. Students also meet with their Advisor one-on-one to establish their future schedule and their progress towards graduation. At the end of their advisement course or soon after their one-on-one meeting, the Advisee will fill-out the LSP Advisement Evaluation Form and return it to the KSLS Department Administrative Assistant. The Department Head will then review the LSP Advisement Evaluations for effectiveness and share the results with the appropriate advisor. This process occurs each semester to ensure the Academic Advisement Process continues to be effective for all LSP students (See Exhibit 1).

Exhibit 1

Leisure Studies Program Advisement Evaluation Form

Department of Kinesiology, Sport & Leisure Studies
LEISURE STUDIES MAJOR ADVISEMENT EVALUATION FORM

FALL 20__ Spring 20__ Summer I 20 __ Summer II 20 __

Part of the **Leisure Studies Program (LSP) Assessment and Strategic Plan** is to conduct an evaluation of the student advisement process. Please take a moment to complete this evaluation; **do not print or sign your name** anywhere on this document. In the box above, **please indicate the semester or sessions that you have been advised for**; you may use either a pen or pencil to complete the document. Please return the completed this advising evaluation document to the **KSLS Department** located in the **Fredrick C. Hobdy Assembly Center (Room 148)**. **Thank you** for your cooperation.

Area of Concentration (place an X in the space): ___ General Recreation ___ Therapeutic Recreation
Name of KSLS Advisor: _____
Office Location of Advisor (Room #): _____ Approximate Date of Advisement: _____

Classification (X): _ Freshman (1 – 29 hrs) _ Sophomore (30 - 59 hrs) _ Junior (60 - 89 hrs) _ Senior (90 hrs +)

Please rate the effectiveness of the LSP advisement process by placing an (X) in the column that reflects your opinion.

No.	Evaluation Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I understand the purpose of the LSP advisement process as stated by my Advisor.					
2.	My Advisor appears to be organized, relevant and well-informed.					
3.	My Advisor has also discussed career options in the field of Leisure Studies either in one-on-one advising and/or during a class session.					
4.	My Advisor is well informed and knowledgeable of the LSP curriculum.					
5.	My Advisor provides relevant information about LSP career options and answers questions I may have satisfactorily.					
6.	As part of my advisement, I have received information regarding preparing professional and/or career portfolios along with resumes.					
7.	My Advisor has also advised me to participate in campus career seminars and related information sessions along with the importance of obtaining professional credentials.					
8.	The LSP advisement process is of value to me in progressing toward the completion of my undergraduate degree.					
9.	My Advisor provides opportunity in ED 201 (Advisee Report) for pre-semester/session advise-ment.					
10.	Overall, the LSP advisement process is efficient.					

What additional information have you received from your Advisor regarding career opportunities in the field of Leisure Studies?
_____

What would you like to see different, added or eliminated to make this LSP Advisement process more efficient and/or effective?
_____

Additional comments: _____

VISITOR EVALUATION

LINK(S)

https://www.gram.edu/academics/catalog/docs/General%20Catalog%202022-2024.pdf

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

5.03:02 Professional and career advising. *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Students gain professional and career advisement through the REC 498 (Senior Comprehensive) course. LSP majors are assigned to create and critique resumes, cover letters, assigned workshops and career fairs to attend sponsored by the GSU Office of Career and Professional Development. In addition, lectures are presented in class to explain professional behavior, decorum and dress code for internships/careers.

Advisement sessions with students and advisors are also held where students can seek personal and professional career help. Students now have a formal evaluation process to see if the advisement process is working for career help also (see 5.03.01). Items contained on the LSP Advisement Form seek feedback on career advisement provided by LSP Advisors.

Student professionalism and career success are top priorities with the LSP faculty. The following are examples of the evidence to demonstrate:

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

5.03:02 Professional and career advising. *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials.

- **Resume and Cover Letter**: Students are prepared before their internship to develop a resume and cover letter. Students are first taught how to make a resume and cover letter by the LSP internship coordinator. The student then brings the first draft of their resume and cover letter to the Career Services Office. Career Services gives the students additional tips and then also corrections. After the student makes adjustments to their resume and cover letter after their visit to the Career Services, the student then meets with the LSP Internship Coordinator one-on-one to finish a final draft. This process helps students apply for internships, but is also essential for finding jobs after graduation.

- **Internship Portfolios**: Each student is required to put together an internship portfolio. This includes their professional work as an intern, including their weekly journals, capstone project, and weekly reports of experience. Students are instructed that their portfolio can be used as a resource for a future job interview or as a reference when working in the field.

- **Social Media (Facebook)**: Most LSP students use social media, including Facebook. In 2017, the LSP began a Facebook page for students and alumni. Through Facebook, students and alumni are able to connect and therefore, increase networks. In addition, the LSP internship coordinator posts job opportunities on the Facebook page. Facebook has shown to be a great avenue to reach out to more students and alumni and increase visibility in the profession.

- **Professional Credentialing**: Students are encouraged throughout their undergraduate studies and after their graduation to obtain sit for national exams and acquire their credentials in their field.

In addition to services provided to Leisure Studies Program majors by faculty advisors, the University's Office of Career and Professional Development provides an array of services to "all" students irrespective of major (www.gram.edu/student-life/services/career-center). With an obvious slant toward upperclassmen, staff from the Office of Career and Professional Development interface with a number of academic departments regarding the services available along with providing support for items such as resume building, etiquette and interviewing skills just to name a few.

LINK(S)

Career Services Calendar of Events
Career Services Newsletter
Student Exit Survey

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

Suggested Evidence of Compliance: A copy of the relevant policy or specific URL locations and evidence of compliance with the policy.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

See Grambling State University's FERPA statement below

LINK(S)

https://www.gram.edu/offices/registrar/ferpa/

5.05 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service. *Suggested Evidence of Compliance:* Records of attendance at conferences, as well as participation in such activities as delivery of presentations, service as room hosts, involvement in majors' clubs, and service in professional program planning and logistics.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

LSP majors are members of the Louisiana Association for Health, Physical Education, Recreation and Dance (LAHPERD) and the Louisiana Recreation and Park Association (LRPA). Students are also encouraged to participate and be active in local, state, and national organizations. The visitors cited that a lack of participating in these organizations was because of the lack of funding. While this is an issue, the following report also demonstrates how, despite the financial limitations, the LSP has managed to allocate sufficient funds to provide students with opportunities. In the future, the LSP will continue to work to identify alternative opportunities for students and exhaust all available campus resources (i.e. SGA, Honors College, etc) available to them via student organizations. Furthermore, the LSP will explore external donations to assist with sending more students to conferences. For example, a private donor donated funds in 2014 for eight (8) students to attend the ATRA conference in Oklahoma City. The LSP will continue this endeavor in finding and offering more professional opportunities for our LSP students. Photos in the link below documents LSP majors engaged in professional development activities.

Leisure Studies Program majors—as are all KSLS majors—are provided opportunities to participate in professional conferences, meetings and workshops as frequently along with funding will permit. Students are also encouraged to be involved in professional organizations. The following are examples of student involvement in professional organizations:

- 2018: 1 student attended the National Conference for Therapeutic Recreation.
- 2019: 3 people attended the local LRPA conference.
- 2019: 6 students attended the TRSSW conference.
- 2021: 4 students attended the stat LAPHERD conference.
- 2022: 4 students attended the NIRSA Conference
- 2022: 5 students attended the TRSSW conference
- 2023: 4 students attended the Gulf Coast Therapeutic Recreation.

LINK(S)

Photos of KSLS/LSP Majors at Conferences

6.0 Instructional Resources

6.01 Administrative support services shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.
Suggested Evidence of Compliance: A description of administrative support services and an evaluation of the adequacy of those services, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Kinesiology, Sport & Leisure Studies (KSLS) Department has access to administrative support from various entities. The KSLS Department has an Administrative Assistant who directly assists the Department Head and Leisure Studies faculty with clerical and office support. The Administrative Assistant assigns/monitors all students assigned to the KSLS Department for their College Work-Study assignment inclusive of assigning these students to assist and/or support faculty as may be requested. The College of Education also provides academic support to departments in the college via an Administrative Aide or a Laboratory Technicians upon approval of the Dean. Additionally, Leisure Studies faculty utilize staff from the Departments of Information Technology Center (ITC) and the Office of Distance Learning (ODL) for any technical issues and training including training the Learning Management Systems (LMS).

Leisure Studies faculty have desktop computers/printers in their respective offices and are provided laptops and/or projectors as needed from Academic Support areas. Five (5) classrooms (Rooms 164 -165 & 167 - 169) located in the Fredrick C. Hobdy Assembly Center are equipped with smartboards and wall-mounted technology screens that are set-up for class instruction. Grambling State University is also moved to a new LMS via Canvass in 2017 and has since updated classroom technology features that appear to be more user friendly for both faculty and students.

LINK(S)

http://www.gsutigers.com/ssp/news?news_id=187
https://en.wikipedia.org/wiki/Fredrick_C._Hobdy_Assembly_Center#/media/File:Frederick_C._Hobdy_Assembly_Center_IMG_3659.JPG
https://www.gram.edu/offices/academic-support/distance-learning/staff.php
https://www.gram.edu/offices/academic-support/distance-learning/
https://www.gram.edu/offices/infotech/

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

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The KSLS department is housed in the Fredrick C. Hobdy Assembly Center at Grambling State University. The LSP faculty each have an office adequate and equal to other disciplines in the university. The office space is adequate to store student information, textbooks, etc. In addition, these offices are sufficient in size to effectively work and to maintain confidentiality with classroom information and when addressing students' overall privacy. Furthermore, the KSLS department also maintains an equipment room with supplies for classroom activities.

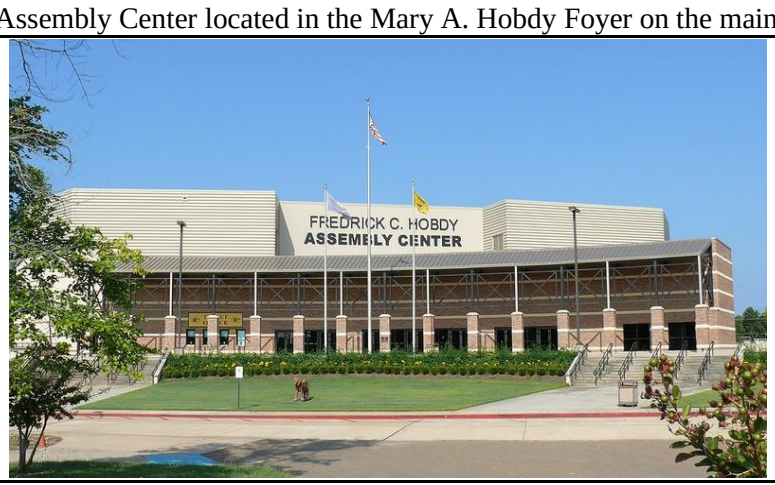
LINK(S)

6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.
Suggested Evidence of Compliance: Description of such resources and documentation of adequacy of these areas.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

LSP students and faculty have access to the KSLS Departmental Conference Room, eight classrooms, a computer laboratory along with a dance studio. The establishment of an Exercise Physiology Laboratory is in progress for student instruction, practice, research, and study. Meeting spaces for student organizations and announcements of activities is facilitated through Student Affairs. Additional spaces for study is provided in the student lounge area located in the Favrot Student Union and in the Fredrick C. Hobdy Assembly Center located in the Mary A. Hobdy Foyer on the main corridor of the Second Level.

LINK(S)



6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit.
Suggested Evidence of Compliance: Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Fred C. Assembly Center, which has Wi-Fi capacity, has sufficient instructional resources to facilitate the program. Noted previously, the Assembly Center has eight well equipped class rooms. Two of the rooms are equipped with a Smart Board. There is an Exercise Physiology Laboratory that is currently being updated with specialized instructional equipment from Title III funds, an Academic Enhancement Resource Center via computer laboratory. Each classroom has heavy duty desk and chairs. The Mary A. Hobdy Foyer is spacious enough to accommodate multipurpose movement-oriented activities, lectures and classes.

In instances where a student with special needs will be attending a course, the Instructor-of-Record will receive notification from the University's Student Counseling Center regarding needs of the student. The student is instructed to identify her/himself to the Instructor-of-Record for plans to be developed to address the needs.

The Assembly Center meets all ADA requirements to include lavatories, elevators, Braille markings and parking. Planned modernization, renovation and restoration

6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit.
Suggested Evidence of Compliance: Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources.

of select outdoor spaces at Grambling State University will provide additional opportunities for students majoring in both the General Recreation and Therapeutic Recreation programs to enroll in additional courses specifically geared toward Leisure Studies programming and enhance the overall quality of instruction in the KSLS Department. In terms of off-campus opportunities, the LSP also has access to the Methodist Children's Home Outdoor Sanctuary that includes rope courses, equestrian therapy, hiking trails, gardening, etc. Other venues available to students enrolled in the LSP include the Ruston Park and Recreation Association (RPAR) and the Shreveport Park and Recreation Association (SPAR).

LINK(S)

Links of photos

6.05 Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.
Suggested Evidence of Compliance: A description of the adequacy of resources to the unit and services for individuals with disabilities and an evaluation of the adequacy of those resources and services, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Fredrick C. Hobdy Assembly Center is equipped with sufficient technology to implement the basic curriculum. The classrooms include up-to-date laptop computers, smartboards with audio and video conference capabilities and the building has excellent Wi-Fi services. The Computer Lab, located on the First Floor of the Assembly Center, is available for classroom usage.

The Office of Disability Services, located in the GSU Student Counseling Wellness and Resource Center is to ensure access for students with documented disabilities be able to contribute to the development of self-advocacy. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. The center serves as an advocate for students in determining appropriate consideration.

LINK(S)

Photos of classrooms, labs, etc. here.

6.06 All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.
Suggested Evidence of Compliance: Proof of compliance with current ADA requirements.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Fredrick C. Hobdy Assembly Center was opened in 2007, where the Department of Kinesiology, Sport & Leisure Studies is housed. The KSLS Main Office is located in Room 148 and houses offices for the Coordinator of Kinesiology along with the Coordinator of Leisure Studies. Immediately upon entering the main office, hard copies of all undergraduate and graduate curriculum sheets are available for GSU students and the general public. All official departmental documents (i.e. curriculum sheets, student files etc.) are maintained in secure file cabinets; a designated locked room is also home to secured student's records. The faculty corridor serves as home to all faculty offices in Suite 173 (A-U). The building is in compliance with the city of Grambling, state and federal building codes and the ADA guidelines.

LINK(S)
? ?
? ?
Maybe pictures of ADA accessible areas in the building, elevators, ramps, etc.

6.07 Library resources and access shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.
Suggested Evidence of Compliance: Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Grambling State University has been serviced by the A.C. Lewis Memorial Library up until 2021 which was the main library centrally located on the campus. Construction of what will be a New Digital Library—scheduled to open in 2024—will serve as the University's central library. Library services have been temporarily relocated to the Second Floor of Charles P. Adams Hall. The A.C. Lewis Memorial Library was initially constructed in 1961 and updated in 2000 and again in 2002. At the time, it was adequately equipped with library resources and electronic databases to support the LSP. The LSP annually has an opportunity to place request to update the library collection with new books and related resources consistent with the Leisure Studies discipline. Since the 2017 Fall Semester, the LSP program has been granted a book purchase budget of $1,500.00. It should be noted here that all academic departments are provided an annual book allocation. Specifically, the KSLS Department has received hard-copies and electronic copies of select journals related to recreation, park, and tourism on a regular basis.

LINK(S)

Library Collection of Park, Recreation, and Tourism Books and Journals
https://www.gram.edu/library/
https://www.gram.edu/library/electronicresources.php

6.08 Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.
Suggested Evidence of Compliance: Documentation of computing and computing support services and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Grambling State University (GSU) has many options for Information Technology. Technology support and services are considered a major strength in the delivery of educational program offerings at GSU. LSP faculty have a desktop computer and printer, as well as access to other state of the art equipment and technologies, including Smart Boards, laptops, projectors, copy/scanner machines, scantron machine for exams, etc. Students have a computer technology fee assessed each semester that supports student computer equipment and laboratories. The largest computer laboratory is located in the Jacob T. Stewart Building, with approximately 100 computers, specifically for student use. This computer center remains open throughout the week until midnight, with different hours of operation on weekends. In addition, the Kinesiology, Sport Management & Leisure Studies Department has a separate Computer Laboratory specifically for our majors housed in the Assembly Center Room 176. This Computer Laboratory is used for classes to meet in when necessary and for individual use for students.

LINK(S)

https://www.gram.edu/offices/infotech/stc.php

7.0 Learning Outcomes

Three learning outcomes comprise the majority of this series of standards:

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations management and strategic management/administration in parks, recreation, tourism and/or related professions.

It is incumbent upon the Program to determine the specific bodies of knowledge applicable to these three learning outcomes. That decision must reflect current literature and current practice in each of the three areas. ***As an example***, a hypothetical program might define each of the learning outcomes as follows.

7.01, Foundational Knowledge, includes background, nature, and scope of the profession, and its history, philosophy, and social and behavioral science underpinnings.

7.02, Provision of Services and Experiences, includes recreation programming, event management, interpretation, and site design and management

7.03, Management/Administration, includes planning, organizing, leading, staffing, directing, controlling, reporting, financial management, resource acquisition, marketing, pricing, strategy, partnerships, and positioning.

Learning Outcome	*Your Program's Interpretation*
7.01 Foundational Knowledge	Includes background, nature, and scope of the leisure studies profession, its history, philosophy, individual, social, and behavioral perspectives, and the role of the profession in the economy.
7.02 Provision of services that facilitate targeted human experiences and embrace personal and cultural dimensions of diversity	Includes designing, leading, implementing, and evaluating leisure, recreation, and tourism services and experiences for an increasing diverse society.
7.03 Management/ Administration	Includes the skills to be efficient and effective to manage human resources, risk management, marketing procedures, finances, and budgets.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.
Suggested Evidence of Compliance
Description of curriculum relevant to the standard
Link to syllabi of relevant courses and required readings
Sample assignments and exams relevant to the standard
Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The Leisure Studies program has evident of meeting standard 7.01 according to the attached COAPRT 7 Series Templates. This standard was met by content across four courses within the core curriculum: REC 201, REC 350, REC 380, and REC 408. **REC 201**: Students are provided foundational knowledge including a historical, social, spiritual, psychological and economical perspective of outdoor recreation. Students learn about various types of outdoor activities, adventure recreation, ecotourism, education in the outdoor, as well as principles of management of outdoor recreation settings. Students learn about visionaries and practitioner pioneers who show the need to preserve land, establish programs, and develop concepts of leisure in natural resources. **REC 350:** Students learn principles, techniques, theories, strategies and terminology applied to leadership, decision-making and group dynamics as it relates to the field of leisure services.

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.01:01 Students are provided with sufficient opportunities to achieve this learning outcome.
Suggested Evidence of Compliance
Description of curriculum relevant to the standard
Link to syllabi of relevant courses and required readings
Sample assignments and exams relevant to the standard
Degree plan confirming that relevant class(es) are required

REC 380: Students will learn about the management of leisure services in relationship to business, society, and economy. **REC 408:** Students learn evaluation tools and methods, and the ability to collect and utilize evaluation information. Students will identify roles, responsibilities and duties of a professional in the leisure service field. Finally, students will recognize trends and issues related to the delivery of leisure services. Sample syllabi from three courses related to this standard are included. The **Curriculum** from each emphasis area demonstrate that these courses are required of all Leisure Studies students. Sample assignments and course materials from these courses are attached to demonstrate the content covered and how that content is assessed.

LINK(S)
General Recreation Curriculum Sheet

Leisure Studies (TR) Curriculum Sheet

REC 201 Syllabus

REC 201 Sample Discussions

REC 201 Outdoor Recreation Experience/Reflection

REC 350 Syllabus

REC 380 Syllabus

REC 408 Syllabus

REC 408 Research Proposal

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
Suggested Evidence of Compliance
Links to tests, assignments, rubrics and brief explanation of their relevance to the standard
Description of content validity, i.e., relevance and representativeness of each assessment tool or process
Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Students engage in a number of assignments related to developing a foundational knowledge of the parks, recreation, and tourism or related professions and their associated industries; techniques and processes used by professionals and workers in these industries; and, the foundation of the profession in history, science and philosophy. In particular, students enrolled in **REC 380**, one of the core courses in the curriculum, have completed an assignment called Leisure Services Agency in which students engage in the creation and management of leisure services in relationship to business, society, and economy. For the past four years, students have met this metric according to the standard we have set with between 75% and 100% earning at least 75% or above. Students also learn the principle, techniques, theories, strategies and terminology applied to leadership, decision-making and group dynamics as it relates to the field of leisure services. In particular, student enrolled in **REC 350**, one of the core courses in the curriculum, have completed assignments in which they are asked to apply techniques and processes used by professionals and workers in the field. For the past four years, students have met this metric according to the standard we have set with between 75% and 100% earning at least 75% or above. Students also learn techniques and processes used by professionals and workers in these industries. In particular, students enrolled in **Senior Comprehensive complete assignments related to this standard to help students learn professionalism. Assignments include developing a resume, cover letter, and preparing for job interviews. Students have consistently performed between 70% and 100% earning 70% or above on these assignments as per the metric in our accreditation report**.

LINK(S)

REC 380 Leisure Services Agency
REC 350 Case Study
REC350 Activity Program
REC 350 Sample Discussions
Senior Comprehensive Checklist

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
Suggested Evidence of Compliance
In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

To assess whether learning outcomes were met, instructors of core courses were asked to select the assignments that related to the courses learning outcomes. The desired goal was for at least 70% of students would meet this goal on each assignment. In each year, the vast majority of the assignments related to the 7.01 standard met the targeted goal. In cases where the assignment did not meet the targeted goal, actions have been taken to improve in the future. In each year, there are multiple assignments that had 100% of students earning 70% or higher. Please note there are instances where data are skewed due to the situation with COVID-19. Our courses were transitioned to be offered either fully online or hybrid in Canvas due to the COVID-19 emergency. The range for each year from 2019 to 2023 is listed below for each course.

REC 201: Outdoor Recreation
2020: 90% of students earning 70% or above to 100%
2021: 90% of students earning 70% or above to 100%
2022: 85% of students earning 70% or above to 100%
2023: 63% of students earning 70% or above to 100%

REC 350 Leadership & Groups in Recreation & Sport
2019 Fall: 77% of students earning 70% or above to 100%
2020 Fall: 86% of students earning 70% or above to 100%
2021 Fall: 72% of students earning 70% or above to 100%
2022 Fall: 75% of students earning 70% or above to 100%
2023 Fall: 74% of students earning 70% or above to 100%

REC 380 Management of Leisure Services
2019 Fall: 80 % of students earning 70% or above to 100%
2020 Spring: 74% of students earning 70% or above to 100%
2020 Fall: 67% of students earning 70% or above to 100%
2021 Spring: 79% of students earning 70% or above to 100%
2021 Fall: 52% of students earning 70% or above to 100%
2022 Spring: 79% of students earning 70% or above to 100%
2022 Fall: 94% of students earning 70% or above to 100%
2023 Spring: 74% of students earning 70% or above to 100%
2023 Fall: 74% of students earning 70% or above to 100%

REC 408: Research and Computer Use in Recreation
2019 Fall: 86% of students earning 70% or above to 100%
2020 Spring: 58% of students earning 70% or above to 100%
2020 Fall: 58% of students earning 70% or above to 100%
2021 Spring: 86% of students earning 70% or above to 100%
2021 Fall: 79% of students earning 70% or above to 100%
2022 Spring: 74% of students earning 70% or above to 100%
2022 Fall: 80% of students earning 70% or above to 100%
2023 Spring: 82% of students earning 70% or above to 100%
2023 Fall: 66% of students earning 70% or above to 100%

LINK(S)

Annual Accreditation Report 2023
Annual Accreditation Report 2022
Annual Accreditation Report 2021

7.01 Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.
Suggested Evidence of Compliance
List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

As discussed in the Annual Accreditation Reports from 2021 to 2023, results of learning outcomes assessment are used for monitoring and improving quality of the programs. For instances where students were not as high on achieving the learning outcomes, course instructors have made strives to revising the curriculum, including redesigning and adding new assignments, using checklists and rubrics, and improving communications with students.

LINK(S)

Annual Accreditation Report 2023
Annual Accreditation Report 2022
Annual Accreditation Report 2021

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02:01 Students are provided with sufficient opportunities to achieve this learning outcome.
Suggested Evidence of Compliance
Description of curriculum relevant to the standard
Link to syllabi of relevant courses and required readings
Sample assignments and exams relevant to the standard
Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

REC 301, REC 327 Data and course materials

This standard was met by content across courses within the core curriculum. **TREC 302**: Students are exposed to an array of disabling conditions and their limitations. Students will learn proper techniques to use when involving the disable in physical activities. Students will also be familiar with current U.S. laws affecting people with disabilities. Sample syllabi from the courses related to this standard are included. The curriculum from each emphasis area demonstrate that these courses are required of all Leisure Studies students. Sample assignments and course materials from these courses are attached to demonstrate the content covered and how that content is assessed.

LINK(S)

Therapeutic Recreation Curriculum
General Recreation Curriculum
TREC 302 Syllabus
TREC 302 Sample Discussions

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
Suggested Evidence of Compliance
Links to tests, assignments, rubrics and brief explanation of their relevance to the standard
Description of content validity, i.e., relevance and representativeness of each assessment tool or process
Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Students engage in a number of assignments related to their ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. Students enrolled in **TREC 302**, engage in assignments created to give students a sense of understanding to those who may be different from them and can be seen in the links below.

REC 301, REC 327 information.

LINK(S)

TREC 302 Reasonable Accommodations Assignment
TREC 302 Media Assessment

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
Suggested Evidence of Compliance
In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

To assess whether learning outcomes were met, instructors of core courses were asked to select the assignments that related to the courses learning outcomes. The desired goal was for at least 70% of students would meet this goal on each assignment. In each year, the vast majority of the assignments related to the 7.02 standard met the targeted goal. In cases where the assignment did not meet the targeted goal, actions have been taken to improve in the future. In each year, there are multiple assignments that had 100% of students earning 70% or higher. Our courses were transitioned to be offered either fully online or hybrid in Canvas due to the COVID-19 emergency. The range for each year from 2019 to 2023 is listed below for each course.

TREC 302 Disabling Conditions
2020: 88% of students earning 70% or above to 100%
2021: 88% of students earning 70% or above to 100%
2022:93 % of students earning 70% or above to 100%
2023:85% of students earning 70% or above to 100%

LINK(S)

Annual Accreditation Report 2023
Annual Accreditation Report 2022
Annual Accreditation Report 2021

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.
Suggested Evidence of Compliance
List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

As discussed in the Annual Accreditation Reports from 2021 to 2023, results of learning outcomes assessment are used for monitoring and improving quality of the programs. For instances where students were not as high on achieving the learning outcomes, course instructors have made strives to revising the curriculum, including redesigning assignments, using checklists and rubrics, and improving communications with students.

LINK(S)

Annual Accreditation Report 2023
Annual Accreditation Report 2022
Annual Accreditation Report 2021

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03:01 Students are provided with sufficient opportunities to achieve this learning outcome.
Suggested Evidence of Compliance
Description of curriculum relevant to the standard
Link to syllabi of relevant courses and required readings
Sample assignments and exams relevant to the standard
Degree plan confirming that relevant class(es) are required

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

This standard was met by content across courses within the core curriculum: REC 201, REC 380.

REC 201: Students are provided basic facts, concepts, principles, and procedures of management/ administration, financial and human resource management.

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03:01 Students are provided with sufficient opportunities to achieve this learning outcome.
Suggested Evidence of Compliance
Description of curriculum relevant to the standard
Link to syllabi of relevant courses and required readings
Sample assignments and exams relevant to the standard
Degree plan confirming that relevant class(es) are required

REC 380: Students learn about the management of leisure services in relationship to business, society, and economy. Sample syllabi from three courses related to this standard are included. The curriculum from each concentration area demonstrate that these courses are required of all Leisure Studies students. Sample assignments and course materials from these courses are attached to demonstrate the content covered and how that content is assessed.

LINK(S)

General Recreation Curriculum Sheet
Leisure Studies (TR) Curriculum Sheet
REC 380 Syllabus
REC 201 Syllabus

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
Suggested Evidence of Compliance
Links to tests, assignments, rubrics and brief explanation of their relevance to the standard
Description of content validity, i.e., relevance and representativeness of each assessment tool or process
Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

Students engage in a number of assignments related to their ability to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. Students enrolled in **REC 380**, engage in assignments created to give students an opportunity to learn management policies and practices contribute to the quality of leisure and recreation experiences. Students demonstrate the ability to plan, organize, coordinate, schedule, implement, and evaluate resources for meeting demands of society.

LINK(S)

REC 380 Marketing Plan
REC 380 Case Study

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
Suggested Evidence of Compliance
In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

To assess whether learning outcomes were met, instructors of core courses were asked to select the assignments that related to the courses learning outcomes. The desired goal was for at least 70% of students would meet this goal on each assignment. In each year, the vast majority of the assignments related to the 7.03 standard met the targeted goal. In cases where the assignment did not meet the targeted goal, actions have been taken to improve in the future. In each year, there are multiple assignments that had 100% of students earning 70% or higher. Our courses were transitioned to be offered either fully online or hybrid in Canvas due to the COVID-19 emergency. The range for each year from 2019 to 2023 is listed below for each course.

2019 Fall: 80 % of students earning 70% or above to 100%
2020 Spring: 74% of students earning 70% or above to 100%
2020 Fall: 67% of students earning 70% or above to 100%
2021 Spring: 79% of students earning 70% or above to 100%
2021 Fall: 52% of students earning 70% or above to 100%
2022 Spring: 79% of students earning 70% or above to 100%
2022 Fall: 94% of students earning 70% or above to 100%
2023 Spring: 74% of students earning 70% or above to 100%
2023 Fall: 74% of students earning 70% or above to 100%

LINK(S)

Annual Accreditation Report 2023
Annual Accreditation Report 2022
Annual Accreditation Report 2021

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement.
Suggested Evidence of Compliance
Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

As discussed in the Annual Accreditation Reports from 2021 to 2023, results of learning outcomes assessment are used for monitoring and improving quality of the programs. For instances where students were not as high on achieving the learning outcomes, course instructors have made strives to revising the curriculum, including redesigning assignments, using checklists and rubrics, and improving communications with students.

LINK(S)

Annual Accreditation Report 2023
Annual Accreditation Report 2022
Annual Accreditation Report 2021

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04:01 Students are provided with sufficient opportunities to achieve this learning outcome.
Suggested Evidence of Compliance
Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

REC 416- Internship in Recreation: There is consistent evidence that students have had ample opportunity to complete "no less than 400 clock hours and no fewer than 10 weeks" as a part of their internship experience. During the Spring 2020 and Fall 2020 semesters many of the student internships were impacted by COVID-19 but was able to comply with the standard virtually. The academic and agency internship supervisors worked exceptionally hard to help students find creative ways of completing the credit hours necessary for graduation.

Course Description for Internship: Students will be in a supervised field-based experience at an approved agency/organization providing general recreation, therapeutic recreation, leisure education, sport management, or related service for a minimum of 560 hours over a minimum of 14 weeks. The administrator must be a certified leisure professional, certified therapeutic recreation specialist, or equivalent. This class is designed to provide students with hands-on application in order to understand leisure service delivery in their area. In addition, therapeutic recreation interns should seek out opportunities to complete the APIE process. Service learning opportunities and hours can also be gained during your internship based on additional hours to your organization.

Weekly Report Form: Student must submit a weekly report form each week with internship supervisor's signature on it. Each weekly report form should be filled out daily and have detailed information about what the student has accomplished each day. Fourteen weekly report forms are required for passing the course.

Weekly Journal Entries: Students make a weekly journal entry and hand in via Moodle. Students generally report on their internship, their successes and problems/concerns, seek advice, ask about resources, etc. Students are required to post at least 14 journal entries during the semester. Journal entries should not be less than 250 words.

LINK(S)

Student Internship Handbook
REC 416 Internship

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.
Suggested Evidence of Compliance
Links to tests, assignments, rubrics and brief explanation of their relevance to the standard
Description of content validity, i.e., relevance and representativeness of each assessment tool or process
Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

1. **Capstone Project**:

The Capstone Project is designed to be a culminating experience toward the end of the students' internship experience. It will bring together all the knowledge students have gained in their Leisure Studies major and should show their breadth of knowledge in Recreation. This is a project which is needed by the agency, not just dreamed up to provide an experience for you. It is research which will help the agency develop and evaluate programs and activities. This can be a cooperative venture with others in the class if the scope of the project merits it. **Developmental** - This involves the development of program, assessment, or curriculum. It is a project which is needed by the agency in order to carry on their programs. Develop a leisure education curriculum for a specific group Develop a computerized database of recreation resources in a local site Develop a computerized database of program activities for recreation therapists/professionals Develop, implement, and evaluate a new program for the agency **Course of Action** 1. Talk to the professionals of the agency of your choice 2. Develop a project with dates, expectations, and end products. 3. Submit a proposal to the KSLS Internship Advisor. A. Project sheet with professional's signature B. Calendar of project's dates C. Description of your expected time involvement D. KSLS Internship Supervisor's or Academic Advisor's signature 4. Work the project 5. Submit the end product of the final project or a written report of the project by the end of the internship.

2. **Portfolio:**

Students will develop an internship portfolio throughout the semester highlighting all of their accomplishments. All portfolios will differ between students, because no one has had "exactly" the same experience. However, listed below are some 'required' components that are needed in all of the portfolios. Above and beyond these requirements, students can include additional sections based on their personal experiences. Required Components:

- Cover Page
- Table of Contents
- Weekly Reports (14)
- Weekly Journals (14)
- Capstone Project (Proposal/Final Report)
- Case Study (Therapeutic Recreation Majors Only)
- Midterm Student Evaluation
- Final Student Evaluation
- Paper: Overall Experience
- Appendix

Optional Ideas:

- Meetings
- Conferences
- Workshops
- Activities/Interventions

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template.

Suggested Evidence of Compliance

Links to tests, assignments, rubrics and brief explanation of their relevance to the standard

Description of content validity, i.e., relevance and representativeness of each assessment tool or process

Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)

- Assessments
- Programming

LINK(S)

REC 416 Internship Syllabi
Capstone Proposal Form

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

Suggested Evidence of Compliance

In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The GSU Leisure Studies Program requires 80% of the students to receive a score of 80% or higher on internship assignments and in the overall course to ensure Standard 7.04 has been met. The following rubric is established to give a reference for the overall course grade. The students need a 70% to pass the course; however, as mentioned above, the Leisure Studies Program requires 80% on individual assignments and the overall grade in order to meet 7.04 standard requirements by 80% of the students.

Evaluation Procedures

B. University instructor will evaluate students on the following:

Weekly Journals 5 each (75 total)
Weekly Reports 5 each (75 total)
Mid/Final Evaluation 10 each (20 total)
Personal Evaluations 10 each (20 total)
Capstone Project 65 pts
Overall Experience Paper 25 pts
PowerPoint Presentation 20 pts
Portfolio 40 pts
Case Study (TR) 25 pts

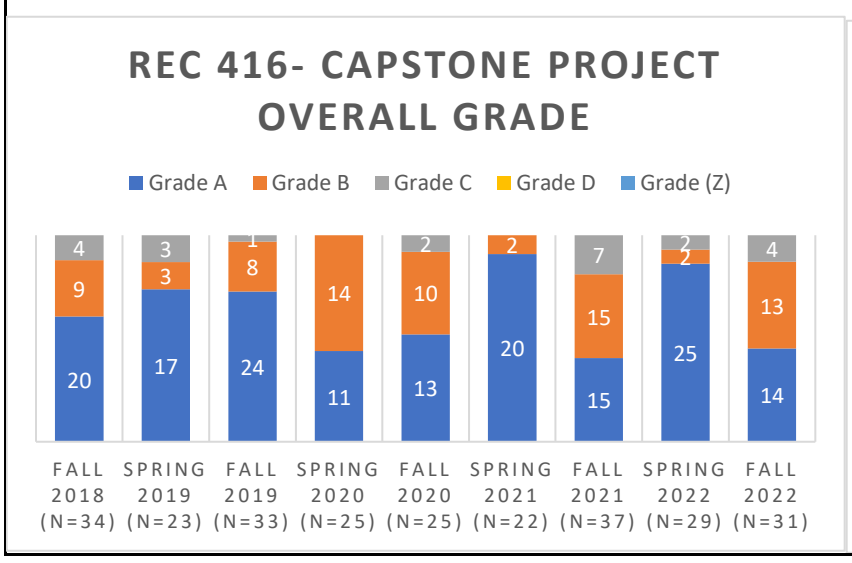
TOTAL POINTS 340 points

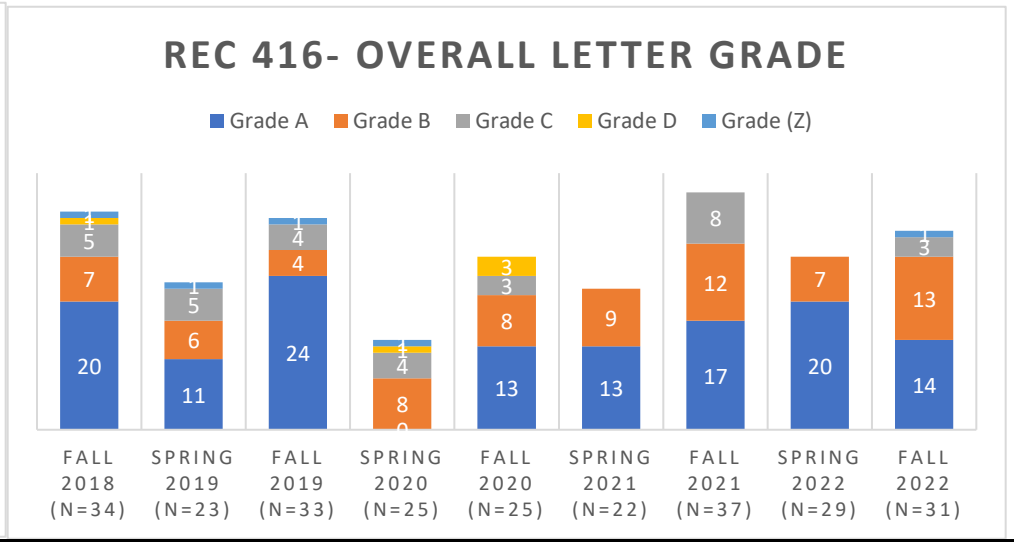
Therapeutic Total Points 365 points

Grading Scale:

100-90% = A
80-89% = B
70-79% = C
69-Below=Not Passing

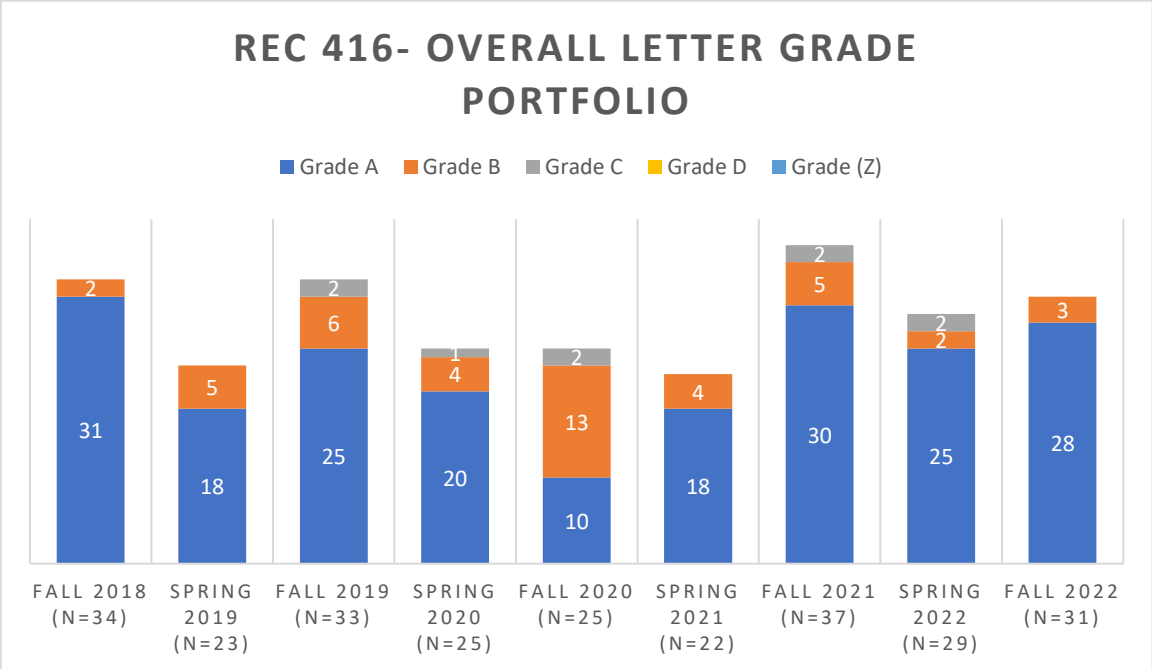
*Note: The sample includes all students registered for the REC 416 Course, including some who are outside the LSP curriculum





7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.
Suggested Evidence of Compliance
In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful



LINK(S)

Portfolio Rubric
REC 416 Internship Syllabi

7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement.
Suggested Evidence of Compliance
Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making.

DISCUSSION OF STATUS RELATIVE TO COMPLIANCE

The capstone provides students the opportunity to implement their own program at the internship site that they feel would enhance the program even if absent. The objective is to give the student the opportunity to creatively find ways to improve their own way of decision making by giving the opportunity to advocate, market, budget, finance, promote, design and development their own intervention. The portfolio provides detail and visual representation of what was expected and performed during their internship. The portfolio can also serve as documentation when making the decision of job placement and interviews. The data associated with the learning outcome supports that 80% of the students successfully completed the assignments mentioned with a 70% or above.

LINK(S)

N/A

Examples of Direct and Indirect Measures of Learning Outcomes

Direct Measures of Learning Outcomes	Indirect Measures of Learning Outcomes
Capstone assignment quality	Advisory Board Evaluation
Comprehensive Examination	Alumni Survey Benchmarking
Internship evaluation	Curriculum Review Results
Performance of relevant skills	Employer Survey Results
Portfolio Evaluations	Exit Interview Results
Pre/Post Test Results	Focus Group Results
Presentation Quality	Graduate School Acceptance Rates
Project Quality	Honors/Awards Received by the Program
Standardized Test Results	Placement Data
Thesis/Project Quality	Satisfaction
Video/Audiotape Production	School Performance
Written Assignment Evaluations	Student Evaluations of their Learning
Writing Exam Results	Transfer Acceptance Rates