

RSPA STRATEGIC PLAN: 2013-2017

Missouri State University

College of Health and Human Services (CHHS): Develop, assess and maintain quality educational programs consistent with the CHHS mission and University goals.

RSPA GOAL 1: RSPA will evaluate and strengthen its undergraduate program.

| Strategy: In order to ensure a quality program, the department will maintain established accreditation standards and routinely evaluate future accreditation needs. | | | |
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| <i>Persons Responsible</i> | <i>Measurable Objectives/Outcome</i> | <i>Resources Needed</i> | <i>Target/ Measurement Dates</i> |
| RSPA faculty, majors, alumni and practitioner focus groups | 1. Conduct a SWOT exercise for program improvement and development. <i>Response: Faculty felt the value of this exercise would be better served in fall 2015 after the Council on Accreditation for Parks, Recreation, Tourism and Related Professions hearing in September that could provide the program helpful feedback for this exercise.</i> | Workshop date | Fall 2014 after some data collection can be included |
| RSPA faculty and students | 2. Review senior exit feedback for curriculum improvement | Graduating seniors reporting | Annually May |
| RSPA faculty and practitioner's feedback. | 3. Review, revise or add Outcome Objectives for COAPRT 7.0 series to better reflect programmatic changes or improvement. <i>Response: No new outcomes added to the initial assessment plan, but rubrics for REC 211 Principles of Outdoor Recreation, REC 311 Outdoor/Adventure Pursuits, and REC 422 Recreation Facility and Area Management expected to be revised.</i> | Analysis of data collection of current 7.0 series | Annually May |
| RSPA faculty, students and practitioner focus group | 4. Redesign curricular program that is more reflective of the COAPRT 2013 Accreditation Guidelines. <i>Response: Target date revised in order to include COAPRT recommendations at Fall 15 Accreditation Hearing at NRPA</i> | Faculty time | Fall 2015/Spring 2016 |
| Program Director | 5. Intern students will achieve an overall mean of 4.0+ (5 point scale) or better from their final evaluation. <i>Response: Current data posted in our COAPRT report supports this goal.</i> | Final Evaluations | Fall, Spring, Summer |
| RSPA faculty | 6. All faculty and staff will be Master Advisor qualified <i>Response: All three FT faculty retain Master Advisor status.</i> | Attend workshop and maintain CEUs | Annually |
| Program Director | 7. To maintain six year graduation rate at 85% or better | Institutional research report | Summers |

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| | <i>Response: This data will be compiled after Summer graduation in fall to include AY14-15.</i> | | |
| RSPA faculty | 8. Identify 5 new internship placement sites annually for Sports Administration option. <i>Response: Will report with the internship placements sites at the end of summer term 2015.</i> | Faculty and majors | Annually September |
| RSPA faculty | 9. Provide additional Sports focus courses for Sports Adm. option. <i>Response: Program will offer a special topics class for summer 2015: Current Issues in Sports.</i> | Feedback from Sports Adm interns | This planning cycle |
| Faculty, Administration | 10. To add a Master's Degree option in Recreation <i>Response: Will need to address faculty staffing needs for delivering the undergraduate program before other future programmatic considerations.</i> | Faculty Time, GA Funding | This planning cycle |
| RSPA faculty | 11. Curricular feedback, post internship identifying strengths or weaknesses of preparedness for internship duties and responsibilities. <i>Response: This data is compiled for review during early fall faculty meetings. COAPRT recommendations will also become part of that discussion.</i> | Evaluation materials in internship packet | Summers |

CHHS: Develop relationships with internal and external constituencies to support academic programs and to fulfill our public affairs mission.

RSPA GOAL 2: To establish new initiatives within the Program to improve the quality of student and faculty engagement resulting in contributions to the profession and community partners.

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| Strategy: In supporting new initiatives, the RSPA program will seek new opportunities to broaden student visibility and applications beyond campus and Springfield. | | | |
| <i>Persons Responsible</i> | <i>Measurable Objectives/Outcomes</i> | <i>Resources Needed</i> | <i>Target/ Measurement Dates</i> |

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| RSPA faculty and students | 1. Consider establishing a graduation requirement for students to engage in specific number of community or professional hours. <i>Response: This has been informal faculty discussions on multiple occasions, to develop a plan with intent that would encourage students to engage in the public affairs mission as part of their formal educational experience. Revise timeline to also consider COAPRT feedback as part of any future plans in this area.</i> | Curricular process | Fall 15 |
| RSPA faculty and students | 2. Increase the number of students that attend state or national conferences in respective RSPA career fields. <i>Response: This is likely to also be linked to 2.01 above. Historically proximity to Springfield is always a deciding factor. MPRA will be in Springfield 2/15 and we have 60 students signed up for the conference the most since it was here 7 years ago.</i> | Promote in classes and consider incentive motive | Annually, ongoing |
| RSPA faculty and students | 3. Utilize social media for ongoing student input and program initiatives for professional development and public affairs activities. <i>Response: Currently social media primarily used to post job announcements we forward to students, or for them to communicate about joint class assignments or projects. We hope to have students take a lead role in how this could be facilitated. COAPRT report could serve as a springboard for this discussion.</i> | Faculty and RSPAA majors club | Ongoing |
| RSPA faculty and students | 4. Develop an opportunity for a program/cultural exchange to China for faculty and/or students. <i>Response: Dr. Gibson was the sponsor for an international outdoor experience to Australia for Summer 2015 through the MSU Study Abroad program but did not gather sufficient student interest to go. This would require lengthy planning and strategy for funding to be successful, but still a goal with our sister campus in China.</i> | Provost office, China partner university | At least once over the strategic planning cycle |
| RSPA faculty and students | 5. Establish a service or research contract with a leisure/recreation organization to generate revenue/in-kind benefits <i>Response: Most likely a project that would have the most potential for the REC 330 Leisure Research Applications course. Nothing to report at this time.</i> | Networking with recreation organizations | Establish a minimum of one per year |

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| RSPA faculty and students | 6. Host one special event activity a year that could serve as a recruitment or public affairs activity. Response: Ongoing--this has potential to partner with campus recreation and is also dependent on major's club leadership to be successful. Priority this academic year has been the COAPART preparations and need for faculty replacement for program support. Being short 25% is significant loss of workload support. | Faculty time | Ongoing, Annual report |
| RSPA faculty and students | 7. Faculty and students will be active in professional and/or community service and public affairs opportunities Response: | Faculty and student time | Ongoing, Annual report |

CHHS: Recruit, retain and support quality students who will become engaged citizens committed to using their education to fulfill the CHHS mission and University goals.

RSPA GOAL 3: To provide diverse opportunities for RSPA faculty and students to develop professionally by contributing to the knowledge of the professional field.

| Strategy: The RSPA Program will identify ways in which public affairs initiatives, and celebration of human diversity (broadly defined) are integrated into the undergraduate major curriculum. This integration may include service learning experiences and/or learning activities that take place at service learning placement sites, practicum and internship sites. | | | |
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| <i>Persons Responsible</i> | <i>Measurable Objectives/Outcome</i> | <i>Resources Needed</i> | <i>Target/ Measurement Dates</i> |
| Faculty and CASL director | 1. Identification of ways in which public affairs initiatives are reflected in individual courses, expansion or revision of existing courses and/or to incorporate service learning activities into existing courses. Response: Initial steps taken in this direction with submission of new course REC 300 Service Learning in Recreation, Sports, and Park Administration that will add a "component" service learning to the existing "integrated" already available in some course. | Faculty time, existing and new community partners | Annual report (Fall) |

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| RSPA faculty | <p>2. Provide opportunities for interaction through guest speakers in classes to discuss timely regional, national, and global professional issues.</p> <p><i>Response: Some of this already occurs depending on the course, subject matter and guest speaker, but faculty wish to include quest speakers that will share with classes the issues and challenges they currently facing from a pragmatic professional standpoint to help students better understand the dynamics of delivering recreation programs and services in today's society—ongoing.</i></p> | Community practitioners and visitor log | Annual report |
| RSPA faculty | <p>3. All faculty will engage in scholarly endeavors.</p> <p><i>Response: Faculty are active with the time they have available. With the loss of clerical support faculty have had to take on individual workload they never had before. Two faculty with expectations for future promotion to full professor and potential new hire means the addition of another young scholar—ongoing see faculty vitae.</i></p> | Faculty time | Annual report |
| RSPA faculty and students | <p>4. Students and/or faculty will make at least one professional presentation to a constituency group each semester.</p> <p><i>Response: In Strategic Plan 08-12 faculty compiled 19 presentations over 12 semesters, with no presentations in 4 semesters. Faculty do not always have control over timing of submissions and acceptance. This is believe to be a reasonable record for just three faculty reporting. With two and potentially a third (junior faculty member to hire) moving towards promotion, published scholarship is the faculty priority. It would be a more reasonable goal to include all scholarly work as measureable markers for each semester.</i></p> | Faculty and student time | Annual report |
| RSPA faculty | <p>5. Continue to maintain the highest student attendance among all Missouri university programs at MPRA Young Professional fall workshop and MPRA conference as room hosts.</p> <p><i>Response: We do not have a good tracking system to document this and are working with the MPRA staff to be able to generate an attendance report of these two events for the future. Reporting of this will begin with the MPRA conference February 2015.</i></p> | Faculty and RSPAA Majors club | Annual report |

CHHS: Recruit, retain and support quality students who will become engaged citizens committed to using their education to fulfill the CHHS mission

RSPA GOAL 4: To prepare well rounded and highly qualified graduates to meet the expectations and demands of the profession.

| Strategy: To establish the success of our students by validating the level of skill and knowledge they demonstrate among their peers and against national standards. | | | |
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| <i>Persons Responsible</i> | <i>Measurable Objectives/Outcome</i> | <i>Resources Needed</i> | <i>Target/ Measurement Dates</i> |
| RSPA faculty | <p>1. Consider raising GPA for admission, retention and internship placement.</p> <p><i>Response: This has been part of informal discussion and faculty meetings. There is agreement at this time to submit a program change to require a “C” or better grade for all REC course. Further discussion is being considered with regards to establishing a new GPA requirement from the current 2.2 to register for internship. Since these two components are programmatically link further discussion and their implications are under consideration looking at threshold data from previous semesters.</i></p> | Institutional Research data | Fall/Spring 13/14 |
| RSPA faculty and students | <p>2. Establish a student advisory board to assist with accreditation preparation and host visiting team.</p> <p><i>Response: At this time students in REC 490 Orientation to Internship and REC 423 Administration of Recreation, Sport, and Park Agencies, both senior level classes, have had the most opportunity to be included in this process with more involvement prior to the arrival of the COAPRT visitors.</i></p> | Majors | Fall 14/Sp15 |

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| RSPA faculty, students and practitioners | 3. Ninety percent of REC 491 majors will attain a “B” grade or better. <i>Response: Data through Fall 2014 is included in COAPRT report and exceeds this goal. Tracking of AY 2014-15 will occur in August 2015.</i> | Final grades | Annual report |
| Internship Coordinator, faculty, and students | 4. Evaluate field work placements for quality of experience. <i>Response: This is an ongoing process as part of the review of student internship portfolio, student reflection of agency and experience, and post internship debrief meeting. Data through Fall 2014 is included in COAPRT report. Tracking of AY 2014-15 will occur in August 2015.</i> | Student feedback and faculty time | Ongoing/Annual report |
| Faculty and students | 5. Increase full time employment in the field by 5% <i>Response: This has been a difficult if not impossible means to measure since we are dependent on graduates self-reporting to the program faculty or MSU Career Center. Extensive efforts were made for the COAPRT review that produced little reportable data to establish a benchmark or determine employment placements.</i> | Career Planning and Placement Data | Annually |
| Faculty and students | 6. Increase the number of graduates that pursue Masters education. | Self-reporting | Annually |

CHHS: Nurture--among students, faculty, and staff--an inclusive educational environment enriched by respect for diverse capabilities, backgrounds, thoughts and values

RSPA GOAL 5: To provide students with a variety of diverse academic and community experiences to better prepare them to meet and value community and cultural needs beyond their own cultural context.

| Strategy: Give students classroom experiences that required them to place values on community diversity factors they may not have previously considered. | | | |
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| <i>Persons Responsible</i> | <i>Measurable Objectives/Outcome</i> | <i>Resources Needed</i> | <i>Target/ Measurement Dates</i> |
| Program Director | 1. Meet or exceed the percentage of diversity representation of majors in the program as is reflected on campus. <i>Response: Data reported in COAPRT report that the program reflects 60/40 Caucasian/minority ratio compared to campus values of 70/30.</i> | Institutional Research office data | Ongoing, Annual report |
| Faculty | 2. Students will complete online diversity training for cultural and/or disabilities. <i>Response: Ongoing--the training module "In Their Shoes" previously used by the university is no longer available. The program is working with MSU H.R., Disability Resource Center, and Division for Diversity an Inclusion for an appropriate alternative.</i> | On-line resource | Ongoing, Annual report |
| Faculty and students | 3. Students will have the opportunity to interact with faculty and practitioners regarding ethical case studies as part of class discussion or field experiences. <i>Response: Ongoing, this is an expectation we hope to include with guest speakers in class from their own experience that can become part of the classroom experience. Currently, printed content related case studies from journals or textbooks are used as points of discussion, but students are more likely to engage with a case study experienced by a guest professional. Likely linked with 3.02 guest speaker opportunities in this report.</i> | Faculty and class time | Test and course grades in Core courses |
| RSPA faculty and students | 4. Guest speakers will represent diversity reflective of the university, program and community. <i>Response: Ongoing--this most often occurs with respect to gender, but the demographic of Springfield, the Springfield/Greene County Parks Department and surrounding communities significantly limit ethnic representation in RSPA as minorities.</i> | Guest Speaker Log | Ongoing, Annual report |

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| Faculty and students | <p>4. Students will be presented with opportunities to develop policies and procedures that focus on equity, diversity, accommodation, and non-discrimination in class activities.</p> <p><i>Response: Ongoing—faculty are working to make this an embedded concept in every course. This specifically occurs as classroom exercises and discussion in REC 205 Concepts in Therapeutic Recreation and in REC 190 Social Recreation, REC 422 Recreation Facilities and Area Management in the class Facility Planning Project, and REC 423 Administration of Recreation, Sport and Park Agencies as part of the Tobo Project.</i></p> | Faculty and class time | Test and course grades in Core courses Annually |
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