

**2014 DEPARTMENT OF RECREATION ADMINISTRATION
ADVISORY BOARD SURVEY RESULTS**

SPECIAL REPORT

**DEPT. OF RECREATION ADMINISTRATION:
ADVISORY BOARD:
2014 SURVEY RESULTS**

Department of Recreation Administration
Eastern Illinois University
Charleston, IL

July 2014

1. A list of the Department of Recreation Administration's nine (**generalist, non therapeutic recreation option**) student learning outcomes are provided below. From your professional perspective, how important are each of the outcomes as they relate to the recreation field? Rate your level of perceived importance for each of these outcomes. (Select one importance level for EACH outcome)

Question	Not Important	Somewhat Important	Important	Very Important	Don't Know/Unable to Judge	Total Responses	Mean
Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professionals 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.	0.00%	8.33%	41.67%	41.67%	8.33%	12	4.42
Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	0.00%	0.00%	33.33%	58.33%	8.33%	12	4.75
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.	0.00%	0.00%	25.00%	66.67%	8.33%	12	4.83
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.	0.00%	0.00%	8.33%	83.33%	8.33%	12	5.00
Students graduating from the program shall demonstrate the ability to question, examine, evaluate, and respond to problems or arguments related to the operations and strategic management/administration in parks, recreation, tourism and/or related professions.	0.00%	0.00%	50.00%	41.67%	8.33%	12	4.58
Students graduating from the program shall demonstrate the ability to comprehend and evaluate varied sources and write purposively and critically on topics related to the operations and strategic management/administration in parks, recreation, tourism and/or related professions.	0.00%	0.00%	58.33%	33.33%	8.33%	12	4.50
Students graduating from the program shall demonstrate the ability to comprehend and evaluate varied sources and prepare and deliver presentations and other formal speaking activities related to the operations and strategic management/administration in parks, recreation, tourism and/or related professions.	0.00%	8.33%	33.33%	50.00%	8.33%	12	4.50
Students graduating from the program shall demonstrate the ability to produce, analyze, interpret, and evaluate quantitative material related to the operations and strategic management/administration in parks, recreation, tourism and/or related professions.	0.00%	0.00%	58.33%	33.33%	8.33%	12	4.50
Students graduating from the program shall demonstrate the ability to be active, responsible citizens in diverse personal, professional, and civic contexts related to the operations and strategic management/administration in parks, recreation, tourism and/or related professions.	0.00%	8.33%	16.67%	58.33%	16.67%	12	4.75

2. A list of the Department of Recreation Administration's thirteen (**therapeutic recreation option**) student learning outcomes are provided below. From your professional perspective, how important are each of the outcomes as they relate to the therapeutic recreation field? Rate your level of perceived importance for each of these outcomes. (Select one importance level for EACH outcome)

Question	Not Important	Somewhat Important	Important	Very Important	Don't Know/ Unable to Judge	Total Responses	Mean
Students will demonstrate ability to conduct an ADA and therapeutic recreation barrier analysis.	0.00%	9.09%	27.27%	36.36%	27.27%	11	4.73
Students will demonstrate ability to direct a general recreation program for those with disabilities including developing evening activity plans and formative and summative evaluation.	0.00%	0.00%	27.27%	63.64%	9.09%	11	4.82
Students will identify a Therapeutic Recreation Setting that is of interest to them to prepare for their future career plans.	0.00%	18.18%	27.27%	45.45%	9.09%	11	4.27
Students will demonstrate knowledge of TR Practice Models.	0.00%	0.00%	36.36%	45.45%	18.18%	11	4.82
Students will demonstrate understanding of the roles of advocacy in Therapeutic Recreation.	0.00%	0.00%	45.45%	45.45%	9.09%	11	4.64
A) Students will demonstrate knowledge of leisure education models, principles and facilitation techniques. B) Students will demonstrate knowledge of development of educational materials/ workbooks/ games for therapeutic purposes.	0.00%	0.00%	63.64%	27.27%	9.09%	11	4.45
Students will demonstrate knowledge of comprehensive program planning in representative therapeutic recreation settings.	0.00%	0.00%	9.09%	81.82%	9.09%	11	5.00
Students will demonstrate knowledge of evidence based programming in specific program plan project.	0.00%	0.00%	45.45%	45.45%	9.09%	11	4.64
Students will demonstrate understanding of the ICF in therapeutic recreation services.	0.00%	0.00%	45.45%	9.09%	45.45%	11	5.00
Students will demonstrate the ability to understand and utilize assessment and documentation processes in therapeutic recreation settings.	0.00%	0.00%	27.27%	54.55%	18.18%	11	4.91
Students will demonstrate knowledge of issues in Therapeutic Recreation Administration.	0.00%	18.18%	45.45%	27.27%	9.09%	11	4.09
Students will demonstrate knowledge of selected agency contexts and current issues related to future internship placement.	0.00%	9.09%	45.45%	27.27%	18.18%	11	4.45
Students will demonstrate ability to present on topics in Therapeutic Recreation.	0.00%	0.00%	63.64%	27.27%	9.09%	11	4.45

3. How would you rate Eastern Illinois University Department of Recreation Administration (**generalist, non therapeutic recreation option**) students and recent graduates on the following competencies? (Select one rating for EACH competency)

Question	Not Competent	Somewhat Competent	Uncertain	Competent	Highly Competent	Don't Know/Unable to Judge	Total Responses	Mean
Finance (i.e., preparing program/event budget, collecting financial and/or operating data, etc.)	0.00%	0.00%	0.00%	54.55%	18.18%	27.27%	11	4.73
Human Resource Management (i.e., providing training, recruiting volunteers/staff, staff supervision, developing work schedules, etc.)	0.00%	18.18%	9.09%	36.36%	9.09%	27.27%	11	4.18
Programming (i.e., supervising programs, assessing programming needs, marketing programs, prepare programs and special events, etc.)	0.00%	0.00%	0.00%	45.45%	27.27%	27.27%	11	4.82
Operations (i.e., providing direct supervision of facility, network with related organizations, providing customer service, implement maintenance standards, etc.)	0.00%	0.00%	9.09%	54.55%	9.09%	27.27%	11	4.55

4. How would you rate Eastern Illinois University Department of Recreation Administration (**therapeutic recreation option**) students and recent graduates on the following competencies. (Select one rating for EACH competency)

Question	Not Competent	Somewhat Competent	Uncertain	Competent	Highly Competent	Don't Know/Unable to Judge	Total Responses	Mean
Foundational Knowledge (i.e., background, diagnostic groupings, theories & concepts, etc.)	0.00%	0.00%	0.00%	27.27%	27.27%	45.45%	11	6.18
Practice of TR/RT (i.e., strategies & guidelines, assessment, documentation, implementation, etc.)	0.00%	0.00%	0.00%	36.36%	18.18%	45.45%	11	6.09
Organization of TR/RT Service (i.e., TR service design, administrative tasks, etc.)	0.00%	0.00%	0.00%	45.45%	9.09%	45.45%	11	6.00
Advancement of the Profession (i.e., historical developments, standards, legislation & regulations, professional associations, etc.)	0.00%	0.00%	9.09%	18.18%	27.27%	45.45%	11	6.09

5. How would you rate the quality of resources and services provided by the Department of Recreation Administration? (Select one rating for EACH resource/service)

Question	Poor	Fair	Good	Very Good	Excellent	Don't Know/Unable to Judge	Total Responses	Mean
Classrooms (i.e., available technology, desks, physical condition, etc.)	0.00%	9.09%	9.09%	18.18%	18.18%	45.45%	11	12.82
Office Space & Meeting Rooms (i.e., available technology, tables, physical condition, etc.)	0.00%	9.09%	27.27%	18.18%	9.09%	36.36%	11	12.36
Personnel (i.e., faculty and staff)	0.00%	0.00%	0.00%	45.45%	45.45%	9.09%	11	12.64
Departmental planning (i.e., operational, strategic, comprehensive)	0.00%	0.00%	18.18%	36.36%	36.36%	9.09%	11	12.36
Financial (i.e., support for travel, marketing, events, etc.)	0.00%	27.27%	18.18%	18.18%	0.00%	36.36%	11	12.00
Student Major Clubs (i.e., Rec Club, Rho Phi Lambda, etc.)	0.00%	0.00%	27.27%	45.45%	9.09%	18.18%	11	12.18
Experiential Learning Opportunities for Students (i.e., special events, programs, guest speakers, etc.)	0.00%	0.00%	27.27%	45.45%	18.18%	9.09%	11	12.09
Outreach Services (i.e., consultations, contracts, grants secured, etc.)	0.00%	0.00%	9.09%	27.27%	9.09%	54.55%	11	13.09
Classroom Instruction (i.e., content quality, current/relevant, appropriateness, etc.)	0.00%	0.00%	0.00%	54.55%	27.27%	18.18%	11	12.64
Departmental Prestige (i.e., university, state-level, regional-level, national-level, etc.)	0.00%	0.00%	27.27%	54.55%	9.09%	9.09%	11	12.00
Departmental Presence (i.e., service to the field, research & scholarship contributions, etc.)	0.00%	0.00%	18.18%	45.45%	27.27%	9.09%	11	12.27
Perceived Value of the Degree within the Professional Field	0.00%	0.00%	9.09%	54.55%	36.36%	0.00%	11	12.27

6. As you reflect on the field, which of the following certifications do you believe are most valuable for new professionals? (Select all that apply)

Answer	Response	%
Certified Park and Recreation Professional (CPRP)	10	91%
Aquatics Facility Operator (AFO)	9	82%
Certified Therapeutic Recreation Specialist (CTRS)	9	82%
If other, please specify:	2	18%
Playground Safety Inspector Certification (CPSI)	2	18%
Turf & Ground Management Certifications	1	9%
Coaching Certification	1	9%
Personal Trainer Certification	1	9%
Collegiate Recreational Sports Professional (CRSP)	1	9%
Certified Youth Sports Administrator (CYSA)	1	9%
None	0	0%

7. What are the Department of Recreation Administration's greatest strengths?

Text Response
Faculty. Class size ratio. Hands on experience for students. Overall value for education.
Professors/teachers who want the best for the students. Accreditation. Fieldwork & Internship. University support. Student organizations (Rec Club, Rho Phi Lambda).
I believe the Department has recently secured passionate, community connected, involved and motivated Professors to inspire the young students at Eastern Illinois. Some of these Professors are not only preparing students in the classroom, but they are active in the field themselves which in turn they're able to pass along that knowledge as well as unique experiences for the students. I would definitely say that the wonderful and qualified staff is the greatest strength to EIU's Recreation Department. Eastern also excels in providing hands on experiences for the students as well. Such as Rec Club outings, Rho Phi Lambda service projects, TR Programming for adults with disabilities course, Consortium trip, IPRA Conference, Homecoming Race and many more.
The ability to teach students on practical experiences. The Professors teach based on practical not just theory.
Faculty are a driving force behind the Recreation Administration program at EIU. They deserve a lot of credit for their outreach and abilities.
1. Strong faculty team 2.university support 3. Strong tradition/alumni
Professional Staff members, great support of alumni, classes in McAfee Gym where events can be planned, scheduled, carried out and evaluated.

8. What are the Department of Recreation Administration's greatest challenges?

Text Response
Increasing enrollment in the department. Budgetary restraints. Maintaining and keeping the quality faculty.
Economy. The discovery of the major. Motivating students to network/get involved in major's organizations.
One challenge the department could potentially face is enrollment numbers decreasing within the department. Another challenge that could be turned into an opportunity would be to offer more competitive, by comparison to other Universities, courses. Possibly consider adding other options such as TR Clinical, TR Community, Outdoor Recreation, Tourism Management, and Adventure Therapy. You could also consider targeting, if you're not already, specialized therapies such as art, music, hippotherapy, etc.
Funding and Student numbers
I believe the challenges that exist are in moving the department forward professionally. I would like to see some advancement in recruiting.
1.maintaining its importance in times of diminishing resources
Drawing in students from the Southern part of the state, I am sure finances.

9. What changes, if any, would you like to see made to the Department of Recreation Administration?

Text Response
Continue with marketing strategies to gain enrollment for department. Work towards our department/school being the premier selection for students in Illinois when thinking "recreation".
More student involvement around campus to showcase what the major of Recreation Administration is all about.
N/A
None the Department continues to maintain a high level of knowledge in our field.
1.senior faculty heavily engaged in/at University and State level committees, boards, events, and functions to continually develop and nurture relationships with decision makers. 2. Comprehensive student recruitment marketing initiative concentrating on the 500 local park districts with annual goals based on department student capacity achievement.
Add another professional with more emphasis on recreation therapy.