


# RPLS Assessment Results 2003-09

## *Conceptual Framework of the RPLS Assessment Plan*

 The figure below provides an overview of the conceptual framework of the Recreation, Parks and Leisure Studies Department Assessment Plan. In addition, data required by the college will be added to the assessment discussion for 2008-09.

	<b>Internal Indicators</b>	<b>External Indicators</b>
<b>Student Level</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course-embedded Student Learning Outcomes (every semester)</li> <li><input type="checkbox"/> Internal scholarships/awards (yearly)</li> <li><input type="checkbox"/> % students on Dean's list (every semester)</li> <li><input type="checkbox"/> Graduation rate and honors (yearly)</li> <li><input type="checkbox"/> Internship completion (every semester)</li> <li><input type="checkbox"/> Cortland Rec Conference (yearly)</li> <li><input type="checkbox"/> Activity level of CCRA (yearly)</li> <li><input type="checkbox"/> Pass rate on the comprehensive exams (every semester)</li> <li><input type="checkbox"/> Portfolio submission documenting changes in cultural competence (done in REC 271, 393, 470 and during advising)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> NCTRC exam results (yearly reporting)</li> <li><input type="checkbox"/> NRPA CPRP exam results (yearly reporting if available)</li> <li><input type="checkbox"/> Intern supervisor ratings (every semester)</li> <li><input type="checkbox"/> External scholarships/awards (yearly)</li> <li><input type="checkbox"/> Rho Phi Lambda inductees (yearly)</li> </ul>
<b>Program Level</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progress toward departmental goals (strategic plan) (every semester)</li> <li><input type="checkbox"/> Internal surveys of students (e.g., advising survey) (as needed)</li> <li><input type="checkbox"/> Quantitative changes in cultural competence of students, as measured at baseline (REC 271), mid (REC 407) and post (REC 475)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reaccreditation with NRPA (yearly reporting; every five years self-study and external review)</li> <li><input type="checkbox"/> Alumni surveys (every year by Career Services; every 2-3 years by the department)</li> <li><input type="checkbox"/> Job/grad school placement rates (yearly by Career Services)</li> <li><input type="checkbox"/> Faculty accomplishments (yearly in Annual Report)</li> <li><input type="checkbox"/> Alumni Advisory Committee review of annual report and strategic plan (yearly)</li> </ul>

## 2008-09 Program Assessment

### *Enrollment*

- **Enrollment remains relatively steady in the Recreation, Parks and Leisure Studies Department**  
 Figure 2 shows the enrollment pattern over the last ten years. The Graduate Program enrollment has leveled off, while the undergraduate program remains lower than desired. The Department has set the ideal number of students at 160 full-time undergraduate and 40 full-time/part-time mix graduate students. Therefore, our goal is to increase enrollment in the B.S. degree programs by at least 40 students. Table 1 below shows a headcount of our current undergraduate and graduate students from Fall 2008 data provided by OIRA.

**Table 1. Headcount of Current Students in the Different Majors in the RPLS Department (Fall 2008)**

Program Area	Total Students
BS REC :	27
BS OREC:	46
BS RMGT:	17
BS TR:	22
<b>TOTAL BACHELORS</b>	<b>112</b>
MS REC:	40
MSEd RE/RED	10
<b>TOTAL MASTERS</b>	<b>50</b>
<b>TOTAL RPLS MAJORS</b>	<b>162</b>

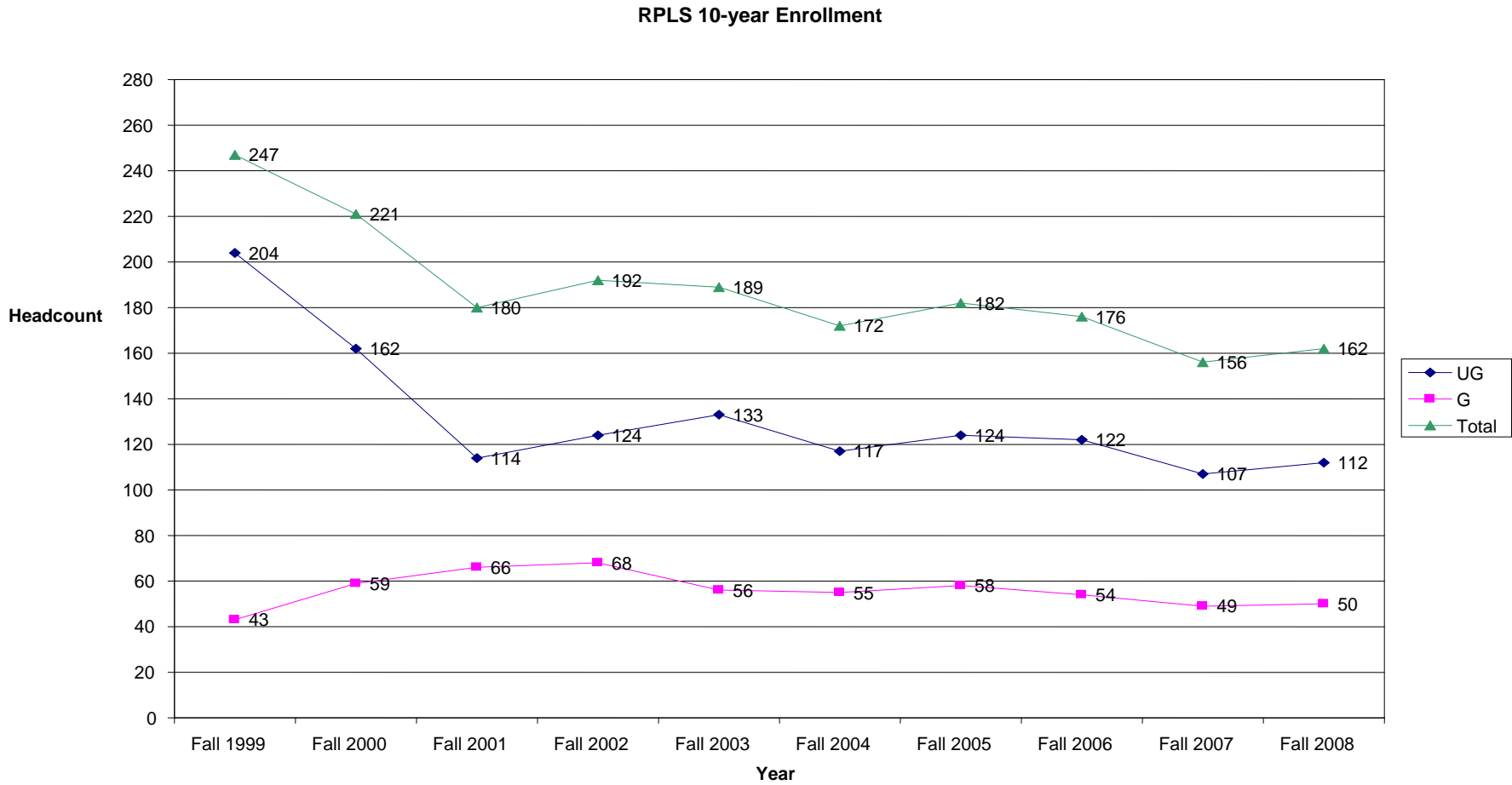
### *Student Retention*

- **Retention rate of first year students who started in Fall 2007**  
 Table 2 shows the retention rate of first year students who matriculated in Fall 2007. We do not have a high number of first year students in general, but once they start, they stay.

**Table 2. Retention of first year students who matriculated Fall 2007**

	Percent of students retained for 3 or more semesters
RPLS Dept.	100%
College	82%

Figure 2. Enrollment Trends in the RPLS Department



## Graduation Rate

### Graduation rate of students who started in Fall 2002

Table 3 shows the graduation rate of first year students who matriculated in Fall 2002. Since our majors have many students who change into our major in their sophomore or junior year, the lower 4 year graduation rate is expected (data provided by OIRA).

Table 3. Graduation rate of RPLS compared to college.

	<b>6yr graduation rate</b>	<b>5yr graduation rate</b>	<b>4yr graduation rate</b>
RPLS Dept.	69%	62%	23%
College	63%	61%	38%

## Degrees Granted

### Number of Degrees Granted over the Past 10 Years

Table 4 shows the number of degrees granted in each of our undergraduate and graduate majors over the last ten years. This is a large number of degrees in relation to our overall enrollment. We graduate a high rate of students from our degree program..

Table 4. Degrees Granted in RPLS and Percent of Overall Enrollment.

<b>Major Code</b>	<b>Major</b>	<b>Degree</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
OREC	Outdoor Recreation	BS	6	3								
REC	Recreation	BS	17	31	28	41	35	36	32	47	45	36
RMGT	Recreation Management	BS	3	1								
TR	Therapeutic Recreation	BS	12	6								
RE	Recreation Ed.	BSED*						2	11	17	22	13
<b>Total BS degrees granted</b>			<b>38</b>	<b>41</b>	<b>28</b>	<b>41</b>	<b>35</b>	<b>38</b>	<b>43</b>	<b>64</b>	<b>67</b>	<b>49</b>
Total RPLS UG enrollment (% total graduated)			107 (36%)	122 (34%)	124 (23%)	117 (35%)	133 (26%)	124 (31%)	114 (38%)	162 (40%)	204 (33%)	213 (23%)
REC	Recreation	MS	11	8	8	13	13	19	13	10	9	8
RED	Recreation Education (Cert. K-12)	MSED	5	10	6	4	13	8	4	3	1	5
<b>Total Masters degrees granted</b>			<b>16</b>	<b>18</b>	<b>14</b>	<b>17</b>	<b>16</b>	<b>27</b>	<b>17</b>	<b>13</b>	<b>10</b>	<b>13</b>
Total RPLS Graduate enrollment (% who graduated)			49 (33%)	54 (33%)	58 (24%)	55 (31%)	56 (29%)	68 (40%)	66 (26%)	59 (22%)	43 (23%)	36 (36%)
<b>Total Degrees</b>			<b>54</b>	<b>59</b>	<b>42</b>	<b>58</b>	<b>51</b>	<b>65</b>	<b>60</b>	<b>77</b>	<b>77</b>	<b>62</b>

\* major no longer offered

## Student Credit Hours Generated

### Student credit hours and faculty for Fall 2008

Tables 5, 6 and 7 show student credit hours produced in the department. It is important to note that graduate assistants teaching one credit classes in the department are included in the part-time faculty number. Also, 2 adjunct faculty paid by external money from a grant area also included in the adjunct faculty count (.44 total), so the number of adjunct faculty in the department is inflated. This in turn affects all other computations.

Table 5. Student Credit Hours in Relation to Full and Part-Time Faculty

	Total Faculty Work-load Credit Hours Taught	Total Student Credit Hours Produced	Average Student Credit Hours Produced Per Dept. Faculty FTE	Total Student Credit Hours Produced Per Full-Time Faculty	Average Student Credit Hours Produced Per Full-Time Faculty	Total Student Credit Hours Produced Per Part-Time Faculty	Average Student Credit Hours Produced Per Part-Time Faculty FTE
RPLS Dept.	165	1,721	129.4	1,187	169.6	534	84.8
Prof. Studies	1556	22,263	184.6	17,543	274.1	4,720	83.4
OVERALL COLLEGE TOTAL	5674	96,485	206.0	67,716	247.1	28,770	148.0

Table 6. Course Level Distribution.

	Total Lower Division Courses (100 - 299)	Total Credit Hours Produced in Lower Division Courses	Total Upper Division Courses (300 - 499)	Total Credit Hours Produced in Upper Division Courses	Total Graduate Level 1 Courses (500 - 599)	Total Credit Hours Produced in Graduate Level 1 Courses	Total Graduate Level 2 Courses (600 - 799)	Total Credit Hours Produced in Graduate Level 2 Courses
RPLS Dept.	17	534	19	865	6	141	8	181
Prof. Studies	212	9297	327	10633	30	1081	51	1252
OVERALL COLLEGE TOTAL	897	55197	1003	34542	106	2962	157	3784

Table 7. Percent Courses Taught by Full or Part-time

	Total Courses Taught for Credit	Total Courses Taught for Credit by Full-Time Faculty	Percentage of Courses Taught for Credit by Full-Time Faculty	Total Courses Taught for no Credit (e.g., Labs)	Total Courses Taught for no Credit by Full-Time Faculty (e.g., Labs)	Percentage of Courses Taught for no Credit by Full-Time Faculty (e.g., Labs)
RPLS Dept.	50	30	60.0%	0	0	0
Prof. Studies	553	311	56.2%	60	29	48.3%
OVERALL COLLEGE TOTAL	1,893	1,162	61.4%	265	135	50.9%

## Average Class Size

- Average class size in RPLS affected by the number of outdoor courses and service learning courses**  
 The average class size in RPLS is 13.4 students. The average class size across the college is 20.4. In RPLS, we have several 1 credit outdoor courses that have to be capped at 12, as the classes do backcountry trips that dictate small groups using minimum impact techniques. In addition, we are limited by transportation and equipment resources. We have several courses with service learning and clinical hours attached, again limiting the number of students that can be handled in the courses.

## Pass Rates on Certification Exams

- Pass rate on the CTRS national certification exam**  
 As can be seen in the report provided by the National Council for Therapeutic Recreation Certification in Appendix C, SUNY Cortland students did not do as well on the national certification exam as in previous years. The national pass rate on the exam was 73.1%. The pass rate for Cortland was 59.1%. The mean score on the exam was lower than the national average (6.26 points lower). The knowledge area on the exam that seemed to be problematic for students continues to be “Background Information” and “Planning the Intervention.” Appendix C also gives the 10-year results for SUNY Cortland. This year’s results reflect those reported last year, and so much lower than previous years, that it must be considered in context. The faculty will closely watch the results over the next few years, and work on curricular changes next year.
- Pass rate on the CPRP national certification exam**  
 This year was the first year that the Certified Park and Recreation Professional certification program was administered at the national versus the state level. The national office of the Certification Board was unable to provide a report to colleges this year, due to the transition. Data will be provided in next year’s report for this year.

## Summary of internship evaluations

### ○ Ratings by intern site supervisors

In final internship evaluations, all of the 34 received positive feedback from professionals who supervised them in the field. Below (Table 8) are the ratings given by site supervisors for the interns.

**Table 8.** Internship Site Supervisor Ratings

Mean Rating on Final Evaluation (out of 5)	Rating Compared to Other Students Supervised at Site (n= responses on this item)	Would You Employ? (n= responses on this item)	Would You Recommend to Other Employers (n= responses on this item)
Mean = 4.4 Range = 3.2 to 5.0	Top 5% - 17 Top 10% - 7 Top 25% - 1 Top 50% - 3  n/a – 4 (first intern)	Yes = 28 No = 2 n/a = 4	Yes = 32 No = 0 n/a = 2

## Results of the Assessment of Course-Embedded Student Learning Outcomes

### Results of student outcomes assessment plan based on accreditation standards

The RPLS Student Learning Outcomes Assessment contains 24 course-embedded learning outcomes in 15 important learning areas based on the COA national accreditation standards. The assessment of learning ranged from in-course test results, to demonstration of skills in labs, to community-based assignments, to research projects. Students must earn “C” or better to be counted as successfully meeting the learning outcome. The table below summarizes the results of measurement of each outcome, showing the percent of students who successfully met the outcomes in each area. As can be seen in Table 9, general overall success was achieved by students learning key concepts in the courses in the major. A detailed list of learning activities and corresponding outcomes is available in the department.

**Table 9.** Summary of Course-Embedded Student Learning Outcomes.

Met At: Student Learning Areas:	# of Outcomes	100% level	90%- 99% level	85%- 89% level	80%- 84% level	Below 80% level	Total
<b>CORE</b>							
1) Understanding conceptual foundations			1	1			2
2) Understanding ethical principles and professionalism**	1	1					2
3) Understanding roles, interrelationships, and use of diverse delivery systems			1			1	2
4) Understanding of the importance of leisure service delivery systems for diverse populations				1		1	2
5) Understanding inclusive practices as they apply to programs and services, and design of areas and facilities				1		1	2
6) Understanding variety of programs and services to enhance quality of life	1				1		2
7) Ability to use various leadership techniques**	1						1
8) Ability to apply basic principles of research and data analysis**			1			1	2
9) Understanding principles and procedures of budgeting and financial management						1	1
10) Understanding principles and practices of safety, emergency, and risk management**			1				1
11) Field experiences	3	1					4
<b>SPECIFIC TO MAJORS</b>							
12) Understanding the use of the law in management						1	1
13) Understanding the body of law governing natural resources recreation management and its applications in natural resource settings							Course not offered
14) Understanding program management						1	1
15) Understanding of & ability to select, conduct, analyze, & interpret a variety of assessment techniques & procedures to determine client & program needs**	1						1
<b>TOTALS:</b>	7	6	3	1	7		24
<b>“RPLS REPORT CARD”</b>	<b>A+</b> 29%	<b>A</b> 25%	<b>B+</b> 13%	<b>B</b> 4%	<b>&lt;B</b> 29%		<b>100%</b>

\*\*These learning areas also address the all-college goal that students possess the skills to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

## Other Indicators of RPLS Student Success

### RPLS student scholarships and awards

Several RLS students were honored with awards or scholarships this past year. Listed in Table 10 are many of the significant scholarships and awards of which the department has knowledge.

**Table 10.** Student Scholarship and Award Winners.

Scholarship/Award	Student (s)
Alpha Sigma Lambda (external)	Gary Towner
Alumni OEP Award (internal)	Lindsey Jackson
Carlson Award (internal)	Jeff Radcliffe
Doe Scholarship (external)	Sarah Wryk
Fran Tokar CNYRPS Scholarship (external)	Jennifer Smiley; Monica Vatalaro
Gaus Scholarship (internal)	Maria Hart
Goodale Scholarship (internal)	Nick Olson
Institute for Civic Engagement Award (external)	David Burnette
Knox Scholarship (internal)	Adam Prue
MacPhee Award (internal)	Caleb Vansickle
MacPhee Scholarship (internal)	Naoko Nagasaki; Monica Vatalaro
Mauro Award (internal)	Naoko Nagasaki
Metcalf Award (internal)	Monica Vatalaro
New York State Recreation and Parks Society Friends Scholarship (external)	Michael Anderson; Lindsey Brown
New York State Therapeutic Recreation Society Student of the Year	Whitney Mayer
National Outdoor Leadership School Scholarship	Brandon Seymore
Outstanding RPLS Senior Award (voted on by fellow students) (internal)	Jeff Radcliffe
Rho Phi Lambda National Scholar Award (external)	Eugene Borzendowski, Lindsey Brown, Katherine Conant, Jon Cooney, Brandi Crowe; Shefanie Higgins, Kristiana Kalb, Andra Smith, Dan Sullivan, Josh Teeter
SUNY Chancellor's Award	Tim Rodriguez
SUNY Cortland Top 5% Freshman (external)	Julia Karpinski
SUNY Cortland Top 5% Sophomores (external)	Cara Shulman; Steven Simmons
SUNY Cortland Top 5% Juniors (external)	Brenden Eng
SUNY Cortland Top 5% Seniors (external)	Gary Towner
Who's Who Among America's Students Award (external)	Michael Anderson, Ellie Barvichak; James Lalley; Sue Lepak; Whitney Mayer; Megan Mack Nicholson; Dannielle Perry; Dan Sullivan; Kokie Tarik; Josh Teeter; Garrett Weaver  Jon Cooney; Doug Gould; Kaila Moore; Kyle Peterson; Dan Porter; Brandon Seymore; Shaileen Swan; Alycia Trump; Monica Vatalaro
Yerka Award (internal)	David Burnette
Yuke Chin Memorial Scholarship	Naoko Nagasaki

### Students on the Dean's List

This year, 23 RPLS students were on the Dean's List in the Fall Semester (21%) and 35 (31%) were on the Dean's List Spring Semester.

### Students on the President's List

The President's List honors students who achieved straight "A's" in the semester. This year, 6 RPLS students were on the President's List in the Fall Semester (5%). Spring Semester 2008, 4 students were on it (3.6%).



**🎁 Students on the Part-Time Student Award for Academic Achievement List**

This list honors students who are attending part-time, but maintain a GPA of 3.3 or higher. One RPLS student was on this list.

**🎁 Continued high number of graduates**

In the undergraduate commencement booklet in May 2009, 22 RPLS students were listed as receiving their degrees (Outdoor Recreation=8; Recreation=7; Recreation Management=5; Therapeutic Recreation=2). Of these, 1 was summa cum laude, 1 were magna cum laude, and 3 were cum laude (23% of graduates were with honors). Twenty RPLS masters students were listed in the graduate commencement booklet (16 MS and 4 MEd). Four of the graduates had GPA's of 4.0 or higher.

**🎁 Successful internship completion**

This year, 34 RPLS students enrolled in Internship (REC 475 and REC 606). Of those, 100% successfully completed this capstone experience in the major.

**🎁 Another highly successful Annual Student Cortland Recreation Conference**

In November, the 58<sup>th</sup> Annual Cortland Recreation Conference, planned and implemented by students under the guidance of Patrick Mercer, attracted participants from across the state of New York and nation. Carol Ash, New York State Office of Parks, Recreation, and Historic Preservation, was the keynote Metcalf Speaker. See details of the conference at the end of this report in Appendix B.

**🎁 Active CCRA student organization**

CCRA was very active this year, under the leadership of Emily Kishbaugh, President and Dr. Eddie Hill, Advisor. See details of their activities in the CCRA report in Appendix B.

**🎁 Graduate student pass rate on Comprehensive Examinations**

This year, the graduate comprehensive examination was given both semesters. Of the 21 students who sat for the exam, 66.7% passed. See details about the Graduate Program in Appendix B.

**🎁 Master's thesis and project completion**

The following student completed theses this academic year:

**Table 11. Master's Thesis and Project Completion**

<i>Student</i>	<i>Topic</i>	<i>Chair</i>	<i>Committee</i>
Heather Duke (thesis)	Does intensive recreational therapy intervention with prisoners help to create a more fulfilling, quality "leisure life" during incarceration?	Dr. S. Wilson	Dr. V. Wilkins
Whitney Mayer (thesis)	An exploration of the influence of specialized recreation involvement on inclusive leisure	Dr. L. Anderson	Dr. V. Wilkins L. Penney McGee

**🎁 Portfolio advising/assessment results**

In the Senior Seminar, students presented their portfolios to peers and faculty, documenting what they perceived to be important learning outcomes. 100% of the students completed the oral portfolio presentation successfully.

Every student in the major completed two portfolio reflection papers during the academic year and a final portfolio paper in Senior Seminar. Themes from the portfolio papers showed the following:

- Perceived changes – work is more in-depth and more complex, more precise, focused and clear; there is a sense of increased self-expression and self-awareness; there is an increase in leadership skills, diversity awareness, improved writing, increased ability to communicate, and an increased level of activism
- Theme of effort given, academically and professionally
- Theme of an increased awareness of the value and importance of recreation to our society
- Theme of benefiting from the balance of hands on learning with classroom theory
- Theme of an increased knowledge of the breadth of opportunities in the recreation field
- Theme of feelings of pride and accomplishment as students and developing professionals
- Theme of feeling a “fit” with the recreation major and profession
- Theme of course relevance
- Theme of integration of content across courses

## External Indicators of RPLS Student Success

### National Therapeutic Recreation Certification exam scores

See page 19 and Appendix C.

### Rho Phi Lambda inducts members

Eleven new members were inducted into the SUNY Cortland Chapter (Alpha Eta) of the national honorary fraternity for recreation, parks and leisure studies, Rho Phi Lambda. To achieve this honor, students must show evidence of academic excellence in scholarship, leadership, and service to campus or community. They must be in the upper 15% of their class and have a minimum GPA of 3.2 in professional courses for undergraduates and 3.5 for graduate students. Students inducted were:

Undergraduate	Graduate
Jon Cooney	Eugene Borzendowski Lindsey Brown Katherine Conant Brandi Crowe Stefanie Higgins Kristiana Kalb Andra Smith Dan Sullivan Josh Teeter

## External Indicators of RPLS Program Success

### Graduate Survey 2007 shows strong results for RPLS Department

Table 12 shows the results on several indicators of program quality from the Graduate Survey 2007, completed by the SUNY Cortland Career Services Office. The survey respondents included 939 of 1,251 students who graduated from Cortland in May, August, and December 2007 (75% response rate). Of those, 37 undergraduate recreation majors were sampled, with 28 responding (a response rate of 76%). The table provides the ratings of

recreation graduates in comparison to all students who graduated. The ratings for the RPLS Department were fairly positive across the board, with most students being satisfied or very satisfied for each indicator. Particularly strong areas were the internship; the quality of and access to faculty in the department, and quality of advising.

Of note, one unedited comment was recorded by a recreation major in the survey: "The recreation dept. has wonderful professors. I enjoyed getting to know them and taking away their knowledge they taught me and using it in the "working world."

**Table 12. Indicators of Program Quality from the "Graduate Survey 2007"**

Indicator of Program Success	Student Population (n)	1 very dissatisfied	2 dissatisfied	3 neither satisfied nor dissatisfied	4 satisfied	5 very satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Rating of academic studies for preparation for life and work	Recreation (20) All Students ( )	0 0	0 1	5 13	50 56	45 31
Rating of internships for preparation for life and work	Recreation (17) All Students (312)	0 3	0 5	12 12	35 34	53 47
Quality of the faculty in the major department	Recreation (20) All Students (634)	0 .5	0 3	10 11	15 39	75 47
Access to faculty support in major	Recreation (20) All Students (632)	0 .3	0 2	5 9	25 38	70 51
Quality of faculty advisement	Recreation (20) All Students (628)	0 4	0 9	15 15	25 39	60 33

#### Placement rate after graduation

Of the 27 RPLS students who responded to the employment question, 19 of 27 were employed full-time in the field, 3 were employed full-time and seeking employment in the field, and 3 were unemployed. 7 were full-time in graduate school and 1 was part-time in graduate school. In response to the salary question, respondents reported a range of \$20,000 to \$36,600 and an average salary of \$24, 848.

#### Numerous faculty accomplishments

RPLS faculty continued to be highly productive this year, at a local, state, regional, and national level, another indicator of RPLS program success. See Faculty Section below for details on faculty scholarly activity.

#### Alumni Advisory Committee gives positive feedback on department

The Alumni Advisory Committee was sent the RPLS 2007-2008 Annual Report in June, 2008, and asked to provide feedback on how they see the department doing in terms of the quality and quantity of its work. The feedback, though less of a response rate from the committee, was highly positive. Main strengths identified were:

- Strong and dedicated faculty
- Strong service to campus, community and profession
- The work of the NYS Inclusive Recreation Resource Center
- Outdoor opportunities
- Civic engagement
- Metcalf Endowment reaching its goal of \$100,000.
- New faculty
- New department name

Areas of improvement or concern voiced by the Alumni Advisory Committee were:

- Faculty stretched too thin

- Results of SUNY Cortland students on the CTRS Exam
- “I have read the annual report and as I usually report I am wowed by the number of activities that the students and the faculty at Cortland are involved in. I'm happy that the department has been renamed. We don't want to lose our roots in our parks systems!”

The honest and supportive feedback of the Alumni Advisory Committee continues to be useful and their involvement in our program invaluable.

**Prometric**  
National Council for Therapeutic Recreation Certification  
Testing Years: 2006, 2007, and January 2008

School Report

**178 STATE UNIVERSITY NEW YORK-CORTLAND**



Total Score Information		
	School	National
N	22	2,642
Mean	60.32	66.58
% Pass	59.1	73.1
% Fail	40.9	26.9



Diagnostic Score (Scaled)	Diagnostic Scaled Score Information													
	Background		Diagnostic Groupings and Populations Served		Assessment		Planning the Intervention		Implementing the Individualized Intervention Plan		Documentation and Evaluation		Organizing and Managing Services / Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	15	68.2	6	27.3	5	22.7	15	68.2	9	40.9	10	45.5	8	36.4
2	7	31.8	16	72.7	17	77.3	7	31.8	13	59.1	12	54.5	14	63.6
% of Test	8		14		14		20		21		13		10	
Mean	1.32		1.73		1.77		1.32		1.59		1.55		1.64	
Std. Dev.	0.47		0.45		0.42		0.47		0.49		0.50		0.48	
Median	1.233		1.813		1.853		1.233		1.654		1.583		1.714	

Diagnostic Score (Scaled)

Description

1. Performance is below the level of minimum competency.

2. Performance is at or above the minimum acceptable competency level.

# Assessment Report 2007-08

## ○ Results of student outcomes assessment plan based on accreditation standards

The RPLS Student Learning Outcomes Assessment contains 26 course-embedded learning outcomes in 15 important learning areas based on the NRPA national accreditation standards. The assessment of learning ranged from in-course test results, to demonstration of skills in labs, to community-based assignments, to research projects. Students must earn “C” or better to be counted as successfully meeting the learning outcome. The table below summarizes the results of measurement of each outcome, showing the percent of students who successfully met the outcomes in each area. As can be seen in Table Three, general overall success was achieved by students learning key concepts in the courses in the major. A detailed list of learning activities and corresponding outcomes is available in the department.

**Table Three.** Summary of Course-Embedded Student Learning Outcomes.

Met At:	# of Outcomes	100% level	90%-99% level	85%-89% level	80%-84% level	Below 80% level	Total
<b>Student Learning Areas:</b>							
<b>CORE</b>							
1) Understanding conceptual foundations			2				2
2) Understanding ethical principles and professionalism**	2						2
3) Understanding roles, interrelationships, and use of diverse delivery systems	1	1					2
4) Understanding of the importance of leisure service delivery systems for diverse populations	1		2				3
5) Understanding inclusive practices as they apply to programs and services, and design of areas and facilities			1	1			2
6) Understanding variety of programs and services to enhance quality of life	1					1	2
7) Ability to use various leadership techniques**				1			1
8) Ability to apply basic principles of research and data analysis**			1			1	2
9) Understanding principles and procedures of budgeting and financial management						1	1
10) Understanding principles and practices of safety, emergency, and risk management**				1			1
11) Field experiences	1	2			1		4
<b>SPECIFIC TO MAJORS</b>							
12) Understanding the use of the law in management					1		1
13) Understanding the body of law governing natural resources recreation management and its applications in natural resource settings	1						1
14) Understanding program management						1	1
15) Understanding of & ability to select, conduct, analyze, & interpret a variety of assessment techniques & procedures to determine client & program needs**	1						1
TOTALS:	8	6	4	3		3	26
“RLS REPORT CARD”	A+ 31%	A 23%	B+ 19%	B 12%		<B 15%	100%

\*\*These learning areas also address the all-college goal that students possess the skills to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

## Other Indicators of RLS Student Success

### ○ RLS student scholarships and awards

Several RLS students were honored with awards or scholarships this past year. Listed in Table Four are many of the significant scholarships and awards of which the department has knowledge.

**Table Four.** Student Scholarship and Award Winners.

Scholarship/Award	Student (s)
Alpha Delta Junior Scholarship (external)	Shaileen Swan
Alpha Sigma Lambda (external)	Kevin Greenough, Orion Roeder
Alumni OEP Award (internal)	Shaileen Swan
Carlson Award (internal)	Joshua Paulson
Doe Scholarship (external)	Breelan Ward
Fran Tokar CNYRPS Scholarship (external)	Kara Carrino
Society for Parks and Recreation Educators Future Scholars Award (external)	Josh Bochniak
Gaus Scholarship (internal)	Kara Carrino, Maria Hart
Goodale Scholarship (internal)	Nick Olson
Institute for Civic Engagement Scholarship (external)	Tim Rodriguez
Knox Scholarship (internal)	TBA
Kristen O'Neil Scholarship (external)	Kara Carrino
MacPhee Scholarship (internal)	Laura Gehen, Kara Carrino
Mauro Award (internal)	Marcie Forsythe, Breelan Ward
Metcalf Award (internal)	Orion Roeder
Most Improved Club (external)	Outdoor Adventure Club; President Kara Carrino
New York State Recreation and Parks Society Friends Scholarship (external)	Kara Carrino, Whitney Mayer
Northeast Recreation Research Symposium Student Scholarship (external)	Lin Zhang, Ellie Barvinchak
Outstanding Leadership Award (external)	Tim Rodriguez
Outstanding RPLS Senior Award (voted on by fellow students) (internal)	Orion Roeder
Overseas Academic Program Award (external)	Katie Elliot, Tim Rodriguez
Phi Kappa Phi Honor Society (external)	Samantha Armstrong, Matthew Nuesell, Tim Rodriguez, Orion Roeder
Residence Hall Student Club Award (external)	Running Club (President Tim Rodriguez)
Rho Phi Lambda National Scholar Award (external)	Michael Anderson, Jaqueline Johnston, Tim Rodriguez, Orion Roeder, Richard "Ben" Rowell, Katie Sutliff, Lin Zhang
SUNY Cortland Top 5% Juniors (external)	Gary Towner
SUNY Cortland Top 5% Seniors (external)	Samantha Armstrong, Orion Roeder, Kevin Greenough
Uschald International Study Scholarship (external)	Samantha Armstrong
Who's Who Among America's Students Award (external)	Peter Angie, Samantha Armstrong, Shane Brown, Nicole Carrigan, Kara Carrino, Amanda Downs, Katie Elliot, David Ellis, Kevin Greenough, Jacqueline Johnston, Ken McLaughlin, Matt Nuesell, Joshua Paulson, Tim Rodriguez, Melissa Roeder, Orion Roeder
Yerka Award (internal)	Orion Roeder

### ○ Students on the Dean's List

This year, 13 RPLS students were on the Dean's List in the Fall Semester (13%) and 25 (25%) were on the Dean's List Spring Semester.

### ○ Students on the President's List

The President's List honors students who achieved straight "A's" in the semester. This year, 2 RPLS students were on the President's List in the Fall Semester (2%). Spring Semester 2008, 1 student was on it (1%).

- **Students on the Part-Time Student Award for Academic Achievement List**  
This new list honors students who are attending part-time, but maintain a GPA of 3.3 or higher. Fall 07 and Spring 08 each had one RPLS student on this list.

- **Students on probation, suspended, or dismissed**  
It is important to note that not all students excelled this year. In the table below are listed the number of students on probation, suspended, or dismissed due to academic performance.

**Table Five.** Students Experiencing Academic Difficulty (data provided by Associate Dean).

Semester	Probation	Suspension	Dismissal
Fall 2007	1	2	1
Spring 2008	3	2	1

- **Continued high number of graduates**  
In the undergraduate commencement booklet in May 2008, 38 RPLS students were listed as receiving their degrees (Outdoor Recreation=6; Recreation=14; Recreation Management=6; Therapeutic Recreation=12). Of these, 1 was summa cum laude, 3 were magna cum laude, and 4 were cum laude (21% of graduates were with honors). 13 RPLS masters students were listed in the graduate commencement booklet (10 MS and 3 MEd). Two of the graduates had GPA's of 4.0 or higher.
- **Successful internship completion**  
This year, 42 RPLS students enrolled in Internship (REC 475 and REC 606). Of those, 100% successfully completed this capstone experience in the major.
- **Another highly successful Annual Student Cortland Recreation Conference**  
In November, the 57<sup>th</sup> Annual Cortland Recreation Conference, planned and implemented by students under the guidance of Dr. Wayne Stormann, attracted over 350 participants from across the state of New York and nation. Catherine O'Keefe, University of South Alabama, was the keynote Metcalf Speaker. See details of the conference at the end of this report in Appendix A.
- **Active CCRA student organization**  
CCRA was very active this year, under the leadership of Erin McCrady, President in the fall and Marcie Forsythe, President in the spring, and Dr. Susan Wilson, Advisor. See details of their activities in the CCRA report in Appendix A.
- **Graduate student pass rate on Comprehensive Examinations**  
This year, the graduate comprehensive examination was given both semesters. Of the 18 students who sat for the exam, 70.6% passed. See details about the Graduate Program in Appendix A.
- **Master's thesis and project completion**  
The following student completed theses this academic year:



**Table Six.** Master’s Thesis and Project Completion

<i>Student</i>	<i>Topic</i>	<i>Chair</i>	<i>Committee</i>
Joseph Halus (project)	The development of a wilderness intervention for student at risk in the judicial system	Dr. S. Wilson	D. Anderson N. Pasquarello
Melissa Roeder (project)	Development and evaluation of a recreation referral service protocol for the Inclusive Recreation Resource Center	Dr. L. Anderson	Dr. S. Wilson L. Penney McGee
Jacqueline Johnston (thesis)	Status and needs for inclusive recreation in New York: A focus group approach	Dr. S. Wilson	Dr. L. Anderson L. Penney McGee
Lin Zhang (thesis)	An examination of gambling impacts on SUNY Cortland students	Dr. W. Stormann	Dr. E. Dong

○ **Active, engaged students**

Undergraduate and graduate students were engaged in a variety of service and scholarly activities this year. See earlier entry for a sample of service activities.

○ **Portfolio advising/assessment results**

In the Senior Seminar, students presented their portfolios to peers and faculty, documenting what they perceived to be important learning outcomes. 100% of the students completed the oral portfolio presentation successfully. Every student in the major completed two portfolio reflection papers during the academic year. Themes from the portfolio papers showed the following:

- Perceived changes – work is more in-depth and more complex, more precise, focused and clear; there is a sense of increased self-expression and self-awareness; there is an increase in leadership skills, diversity awareness, improved writing, increased ability to communicate, and an increased level of activism
- Theme of hard work academically and professionally
- Theme of an increased awareness of the value and importance of recreation to our society
- Theme of benefiting from the balance of hands on learning with classroom theory
- Theme of an increased knowledge of the breadth of opportunities in the recreation field
- Theme of feelings of pride and accomplishment as students and developing professionals
- Theme of feeling a “fit” with the recreation major and profession

**External Indicators of RPLS Student Success**

○ **National Therapeutic Recreation Certification exam scores**

As can be seen in the report provided by NCTRC in Appendix B, SUNY Cortland students did not do as well on the national certification exam as in all previous years. The national pass rate on the exam was 72.7%. The pass rate for Cortland was 65.2%. The mean score on the exam was lower than the national average (3.65 points lower). The knowledge area on the exam that seemed to be problematic for students was “Background Information” and “Planning the Intervention.” One student self-reported that he had failed the exam 3 times, and did not use testing accommodations, even though he has a documented learning disability.

Appendix B also gives the 10-year results for SUNY Cortland. This year’s results are so different, and so much lower than previous years, that it must be considered in context. However, the faculty will closely watch the results over the next few years to determine if this year is an aberration, or a trend.

○ **Ratings by intern site supervisors**

In final internship evaluations, nearly all of the 42 received positive feedback from professionals who supervised them in the field. Below (Table 7) are the ratings given by site supervisors for the interns.

**Table Seven.** Internship Site Supervisor Ratings

Mean Rating on Final Evaluation (out of 5)	Rating Compared to Other Students Supervised at Site (n= responses on this item)	Would You Employ? (n= responses on this item)	Would You Recommend to Other Employers (n= responses on this item)
Mean = 4.5 Range = 3.16 to 5.0	Top 5% - 13 Top 10% - 7 Top 25% - 1 Top 50% - 2	Yes = 23 No = 2*  <small>*includes a site in Costa Rica, who could not employ intern</small>	Yes = 26 No = 0

○ **Rho Phi Lambda inducts members**

Seven new members were inducted into the SUNY Cortland Chapter (Alpha Eta) of the national honorary fraternity for recreation, parks and leisure studies, Rho Phi Lambda. To achieve this honor, students must show evidence of academic excellence in scholarship, leadership, and service to campus or community. They must be in the upper 15% of their class and have a minimum GPA of 3.2 in professional courses for undergraduates and 3.5 for graduate students. Students inducted were:

Undergraduate	Graduate
Tim Rodriguez, Poland, NY Orion Roeder, Tully, NY Katie Sutliff, Lafayette, NY	Michael Anderson, Ithaca, NY Jacqueline Johnston, Liverpool, NY Richard Ben Rowell, Cortland, NY Lin Zhang, Dryden, NY

**External Indicators of RPLS Program Success**

○ **Graduate Survey 2006 shows strong results for RPLS Department**

Table Eight shows the results on several indicators of program quality from the Graduate Survey 2006, completed by the SUNY Cortland Career Services Office. The survey respondents included 722 of 1,254 students who graduated from Cortland in May, August, and December 2006 (58% response rate). Of those, 33 undergraduate recreation majors were sampled, with 18 responding (a response rate of 55%). The table provides the ratings of recreation graduates in comparison to all students who graduated. The ratings for the RPLS Department were fairly positive across the board, with most students being satisfied or very satisfied for each indicator. Particularly strong areas were the internship; the academic courses and their relevance; the quality of and access to faculty in the department.

Of note, one unedited comment was recorded by a recreation major in the survey: “The Recreation Program is great!”

**Table Eight.** Indicators of Program Quality from the “Graduate Survey 2006”

Indicator of Program Success	Student Population (n)	1 very dissatisfied	2 dissatisfied	3 neither satisfied nor dissatisfied	4 satisfied	5 very satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Rating of academic studies for preparation for life and work	Recreation (5) All Students (192)	0 1	20 2	40 17	60 53	0 28
Rating of internships for preparation for life and work	Recreation (8) All Students (176)	13 5	13 5	13 20	38 31	25 39
Relevance of major courses to career	Recreation All Students (165)	0 1	0 2	0 13	100 59	0 25
Quality of the faculty in the major department	Recreation (13) All Students (478)	0 0	7 3	15 13	15 42	62 40
Access to faculty support in major	Recreation (13) All Students (476)	0 0	0 1	23 12	23 38	54 48
Quality of faculty advisement	Recreation (13) All Students (476)	0 5	0 6	38 19	31 35	31 34

○ **Placement rate after graduation**

Of the 11 RPLS students who responded to the employment question, 8 of 11 were employed full-time in the field, 2 were full-time in graduate school and 1 was part-time in the field. Only 6 students replied to the salary question, with a range of \$10,000 to \$39,000 and an average salary of \$29,800.

○ **Numerous faculty accomplishments**

RPLS faculty continued to be highly productive this year, at a local, state, regional, and national level, another indicator of RPLS program success. See Section IV and V for details on faculty scholarly activity.

○ **Alumni Advisory Committee gives positive feedback on department**

The Alumni Advisory Committee was sent the RPLS 2006-2007 Annual Report in June, 2007, and asked to provide feedback on how they see the department doing in terms of the quality and quantity of its work. The feedback was highly positive. Main strengths identified by the Committee were:

- Strong and dedicated faculty (e.g., faculty teaching awards, leadership, research)
- Strong service to campus, community and profession
- Establishment of the NYS Inclusive Recreation Resource Center and the grant itself
- Outdoor opportunities and EGOR
- Civic engagement
- Reappointment of Lynn Anderson as chair

Areas of improvement or concern voiced by the Alumni Advisory Committee were:

- Loss of Dr. Ken Cohen
- Faculty stretched too thin

The honest and supportive feedback of the Alumni Advisory Committee is always taken seriously and their involvement in our program invaluable.

# NCTRC School Report

Prometric

## National Council for Therapeutic Recreation Certification

Testing Years: 2005, 2006, and 2007

School Report

178 STATE UNIVERSITY NEW YORK-CORTLAND



Total Score Information		
	School	National
N	23	3,343
Mean	62.91	66.56
% Pass	65.2	72.7
% Fail	34.8	27.3

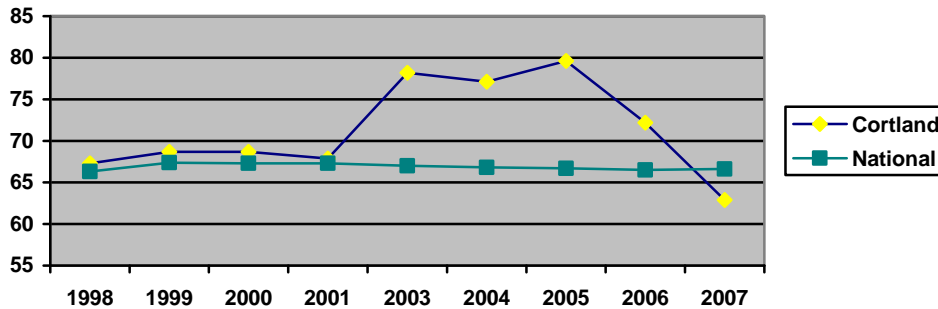
Diagnostic Score (Scaled)	Diagnostic Scaled Score Information													
	Background		Diagnostic Groupings and Populations Served		Assessment		Planning the Intervention		Implementing the Individualized Intervention Plan		Documentation and Evaluation		Organizing and Managing Services / Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	13	56.5	7	30.4	7	30.4	14	60.9	10	43.5	10	43.5	8	34.8
2	10	43.5	16	69.6	16	69.6	9	39.1	13	56.5	13	56.5	15	65.2
% of Test	8		14		14		20		21		13		10	
Mean	1.43		1.70		1.70		1.39		1.57		1.57		1.65	
Std. Dev.	0.50		0.46		0.46		0.49		0.50		0.50		0.48	
Median	1.385		1.781		1.781		1.321		1.615		1.615		1.733	

Diagnostic Score (Scaled)

Description

- Performance is below the level of minimum competency.
- Performance is at or above the minimum acceptable competency level.

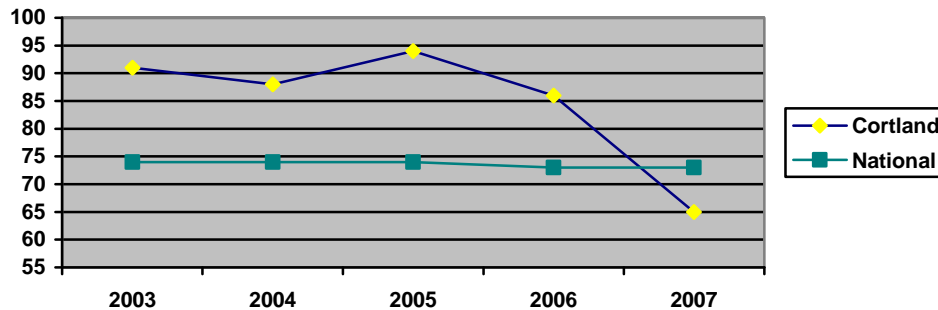
### NCTRC Exam Results for SUNY Cortland for 10 Years – Mean Scores



\*In 2002, NCTRC did not provide exam results to any universities due to a change in their contract with the Educational Testing Services.

### NCTRC Exam Results for SUNY Cortland for 5 Years – Pass Rates

(NCTRC has only provided pass rates since 2003)



# Assessment Report 2006-07

## ○ Results of student outcomes assessment plan based on accreditation standards

The RLS Student Learning Outcomes Assessment contains 26 course-embedded learning outcomes in 15 important learning areas based on the NRPA national accreditation standards. The assessment of learning ranged from in-course test results, to demonstration of skills in labs, to community-based assignments, to research projects. Students must earn “C” or better to be counted as successfully meeting the learning outcome. The table below summarizes the results of measurement of each outcome, showing the percent of students who successfully met the outcomes in each area. One area, #12 – Understanding the body of law governing natural resources recreation management and its applications in natural resource settings, has not yet been assessed. The course in which it is based (REC 4/549) is in the Natural Resources Recreation Management accreditation option and has yet to be taught due to low enrollment. As can be seen in Table Three, general overall success was achieved by students learning key concepts in the courses in the major. A detailed list of learning activities and corresponding outcomes is available in the department.

**Table Three.** Summary of Course-Embedded Student Learning Outcomes.

Outcomes Met At:	# of	100% level	90%- 99% level	85%- 89% level	80%- 84% level	Below 80% level	<i>Total</i>
<b>Student Learning Areas:</b>							
<b>CORE</b>							
1) Understanding conceptual foundations			2				2
2) Understanding ethical principles and professionalism**	2						2
3) Understanding roles, interrelationships, and use of diverse delivery systems	1	1					2
4) Understanding of the importance of leisure service delivery systems for diverse populations	1	1					2
5) Understanding inclusive practices as they apply to programs and services, and design of areas and facilities			1		1		2
6) Understanding variety of programs and services to enhance quality of life			1		1		2
7) Ability to use various leadership techniques**				1			1
8) Ability to apply basic principles of research and data analysis**			1		1		2
9) Understanding principles and procedures of budgeting and financial management				1			1
10) Understanding principles and practices of safety, emergency, and risk management**			1				1
11) Field experiences	1		4				5
<b>SPECIFIC TO MAJORS</b>							
12) Understanding the use of the law in management						1	1
13) Understanding the body of law governing natural resources recreation management and its applications in natural resource settings							n/a
14) Understanding program management			1				1
15) Understanding of & ability to select, conduct, analyze, & interpret a variety of assessment techniques & procedures to determine client & program needs**			1				1
<b>TOTALS:</b>	5	14	2	3	1		23
<b>“RLS REPORT CARD”</b>	A+ 20%	A 56%	B+ 8%	B 12%	<B 4%		100 %

\*\*These learning areas also address the all-college goal that students possess the skills to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

## Other Indicators of RLS Student Success

### ○ RLS student scholarships and awards

Several RLS students were honored with awards or scholarships this past year. Listed in Table Four are many of the significant scholarships and awards of which the department has knowledge.

**Table Four.** Student Scholarship and Award Winners.

Scholarship/Award	Student (s)
Alpha Delta Junior Scholarship (external)	Tim Rodriguez
Alpha Sigma Lambda (external)	Ben Hale, Joshua Paulson
Alumni OEP Award (internal)	Doug Gould, Wanie Santos
Banse Award (external)	David Hamilton
Carlson Award (internal)	Ben Hale
Chancellor's Award for Student Excellence (external)	David Hamilton
Civic Engagement and Leadership Award (external)	Brandy Boden, Tim Rodriguez
Cribari Memorial Scholarships (external)	Katherine Sclafani
Doe Scholarship (external)	Marcie Forsythe
Fran Tokar CNYRPS Scholarship (external)	Ben Hale
Gaus Scholarship (internal)	Kara Carrino, incoming freshman Maria Hart
Goodale Scholarship (internal)	Nick Olson
Knox Scholarship (internal)	Tim Rodriguez, Chris Garno
MacPhee Award (internal)	Nicole Welch
MacPhee Scholarship (internal)	Samantha Armstrong, Chandra Richardson
Mauro Award (internal)	James Ruda
Metcalf Award (internal)	David Hamilton
New York State Recreation and Parks Society Friends Scholarship (external)	Samantha Armstrong
New York State Therapeutic Recreation Association Student of the Year Award (external)	Kristen Lamphear
New York State Therapeutic Recreation Association Student Scholarship (external)	Kristen Lamphear
Outstanding Non-Traditional Student Award	Joyce Chamberlain, Kevin Greenough, David Hamilton
Outstanding RLS Senior Award (voted on by fellow students) (internal)	Ben Hale
Phi Eta Sigma Freshmen Honor Society (external)	Kara Carrino
Phi Kappa Phi Honor Society (external)	Ben Hale, David Hamilton
Rho Phi Lambda National Scholar Award (external)	Brandy Boden
SUNY Cortland Best Student Writing Portfolio Award (external)	Kevin Greenough
SUNY Cortland Top 5% Sophomores (external)	Joshua Paulson
SUNY Cortland Top 5% Juniors (external)	Kevin Greenough
SUNY Cortland Top 5% Seniors (external)	Samantha Armstrong, Ben Hale, David Hamilton
Tau Sigma Honor Society (external)	Marty Conger, Michael O'Connell, Nicole Welch
Uschald International Study Scholarship (external)	Anne Scharmberg
Who's Who Among America's Students Award (external)	Samantha Armstrong, Patrick Attoma, Katie Elliot, Kevin Greenough, Ben Hale, David Hamilton, Tracy Korhmann, Michael O'Connell, Nicole Welch
Yerka Award (internal)	Ben Hale

### ○ Students on the Dean's List

This year, 19 RLS students were on the Dean's List in the Fall Semester (15%) and 22 (19%) were on the Dean's List Spring Semester.

### ○ Students on the President's List

The President's List honors students who achieved straight "A's" in the semester. This year, 3 RLS students were on the President's List in the Fall Semester (2%). Spring Semester 2007, 7 students were on it (6%).

○ **Students on the Part-Time Student Award for Academic Achievement List**

This new list honors students who are attending part-time, but maintain a GPA of 3.3 or higher. Fall 06 and Spring 07 each had one RLS student on this list.

○ **Students on probation, suspended, or dismissed**

It is important to note that not all students excelled this year. In the table below are listed the number of students on probation, suspended, or dismissed due to academic performance.

**Table Five.** Students Experiencing Academic Difficulty (data provided by Associate Dean).

Semester	Probation*	Suspension	Dismissal
Fall 2006	9	4	2
Spring 2007	9	6	1

\*no data received from Associate Dean

○ **Continued high number of graduates**

In the undergraduate commencement booklet in May 2007, 42 RLS students were listed as receiving their degrees. Of these, 3 were summa cum laude, 3 were magna cum laude, and 4 were cum laude (24.4% of graduates were with honors). 17 RLS masters students were listed in the graduate commencement booklet (12 MS and 5 MEd). Three of the graduates had GPA's of 4.0 or higher. Josh Bochniak, MS REC-EOE gave the "Farewell Remarks" at the Graduate Commencement Ceremony.

○ **Successful internship completion**

This year, 41 RLS students enrolled in Internship (REC 475 and REC 606). Of those, 100% successfully completed this capstone experience in the major.

○ **Another highly successful Annual Student Cortland Recreation Conference**

In November, the 56<sup>th</sup> Annual Cortland Recreation Conference, planned and implemented by students under the guidance of Dr. Wayne Stormann, attracted over 350 participants from across the state of New York and nation. Dr. Gerald Fain, Boston University, was the keynote Metcalf Speaker. See details of the conference at the end of this report in Appendix A.

○ **Active CCRA student organization**

CCRA was very active this year, under the leadership of Ben Hale, President, and Dr. Ken Cohen, Advisor. See details of their activities in the CCRA report in Appendix A.

○ **Graduate student pass rate on Comprehensive Examinations**

This year, the graduate comprehensive examination was given both semesters. Of the 25 students who sat for the exam, 72.7% passed. See details about the Graduate Program in Appendix A.

○ **Master's thesis and project completion**

The following student completed theses this academic year:

**Table Six.** Master's Thesis and Project Completion

<i>Student</i>	<i>Topic</i>	<i>Chair</i>	<i>Committee</i>
Josh Bochniak (thesis)	The relationships between solitude attainment, extraversion, and self-actualization of participants in a wilderness solo experience	Dr. A. Young	Dr. S. Todd
Jason Erdman (thesis)	The role of self-efficacy in determining participant perception of trip success in a university-based outdoor adventure program	Dr. L. Anderson	Dr. A. Young

○ **Active, engaged students**

Undergraduate and graduate students were engaged in a variety of service and scholarly activities this year. See earlier entry for a sample of service activities.

### ○ **Portfolio advising/assessment results**

In the Senior Seminar, students presented their portfolios to peers and faculty, documenting what they perceived to be important learning outcomes. 98% of the students completed the oral portfolio presentation successfully. Every student in the major completed two portfolio reflection papers during the academic year. Themes from the portfolio papers showed the following:

- Perceived changes – work is more in-depth and more complex, more precise, focused and clear; there is a sense of increased self-expression and self-awareness; there is an increase in leadership skills, diversity awareness, improved writing, increased ability to communicate, and an increased level of activism
- Theme of hard work paying off academically and professionally
- Theme of learning specific knowledge across different courses, and documenting those outcomes in the portfolio
- Theme of an increased awareness of the value and importance of recreation to our society
- Theme of satisfaction with professors, courses, and numerous supports available
- Theme of benefiting from the balance of hands on learning with classroom theory
- Theme of an increased knowledge of the breadth of opportunities in the recreation field
- Theme of feelings of pride and accomplishment as students and developing professionals

A few quotes help highlight the richness of the portfolio reflection papers: “When I was volunteering at Hutchings Psychiatric Center, it really made me excited about my future. The fact that I am going to be helping individuals lead a quality lifestyle through a form of recreation and leisure is exciting in itself!” “The portfolio helps me look back on what we have done and it shows me how much I have grown since last semester. It also shows me what I have to work on in order to be stronger in some areas.” “My last semester fell together beautifully and all of my classes intertwined in an eerie way. I learned how to plan, construct, manage, and program a recreation facility as well as how to cover myself legally. Not once in my entire college career has a semester made so much sense!” “Already I can tell that I am making improvements and accomplishments in something I love to do. I am excited to think about the future because of all of the possibilities I am making for myself, and because I finally feel like I have found a career path where I can have fun, be happy, and feel fulfilled at the same time.”

## **External Indicators of RLS Student Success**

### ○ **National Therapeutic Recreation Certification exam scores**

As can be seen in the report provided by NCTRC in Appendix B, SUNY Cortland students continue to do well on the national certification examination for therapeutic recreation, but did show a lower pass rate than in previous years. The national pass rate on the exam was 73.4%. The pass rate for Cortland was 85.7%. The mean score on the exam was higher than the national average (5.75 points higher). The knowledge area on the exam that seemed to be problematic for students was “Background Information.”

This year, NCTRC conducted a study to determine how many students who graduate from TR programs actually sit for the national certification and go on to become a CTRS. SUNY Cortland participated in the study. Results show that only 58.8% of our graduates go on to sit for the exam, as compared to 62.3% of all schools surveyed. Of those who do sit for the exam, 92.11% pass, as compared to 88.3% for all schools surveyed. The relatively low conversion rate from graduation to certification is of concern, and will be the focus of the Assessment Committee and department faculty next year. NCTRC passed a new standard this year that allows students to take the national exam during their internship semester. We will explore whether we can require students to take the exam to graduate.



○ **Ratings by intern site supervisors**

In final internship evaluations, nearly all of the 41 received positive feedback from professionals who supervised them in the field. Below (Table 7) are the ratings given by site supervisors for the interns.

**Table Seven.** Internship Site Supervisor Ratings

Mean Rating on Final Evaluation (out of 5)	Rating Compared to Other Students Supervised at Site (n= responses on this item)	Would You Employ? (n= responses on this item)	Would You Recommend to Other Employers (n= responses on this item)
Mean = 4.3 Range = 2.2 to 5.0	Top 5% - 8 Top 10% - 4 Top 25% - 3 Top 50% - 1	Yes = 17 No = 1	Yes = 19 No = 0

○ **Rho Phi Lambda inducts members**

Five new members were inducted into the SUNY Cortland Chapter (Alpha Eta) of the national honorary fraternity for recreation, parks and leisure studies, Rho Phi Lambda. To achieve this honor, students must show evidence of academic excellence in scholarship, leadership, and service to campus or community. They must be in the upper 15% of their class and have a minimum GPA of 3.2 in professional courses for undergraduates and 3.5 for graduate students. Students inducted were:

Undergraduate	Graduate
Kara Carrino, Baldwinsville, NY Katie Elliott, Cortland, NY Benjamin Hale, Walton, NY	Josh Bochniak, Ithaca, NY Donna Dvoracek, Deposit, NY

**External Indicators of RLS Program Success**

○ **Graduate Survey 2005 shows strong results for RLS Department**

Table Eight shows the results on several indicators of program quality from the Graduate Survey 2005, completed by the SUNY Cortland Career Services Office. The survey respondents included 521 of 1,217 students who graduated from Cortland in May, August, and December 2005 (43% response rate). Of those, 35 undergraduate recreation majors were sampled, with 11 responding (a response rate of 31%). The table provides the ratings of recreation graduates in comparison to all students who graduated. The ratings for the RLS Department were fairly positive across the board, with most students being satisfied or very satisfied for each indicator. Particularly strong areas were the internship; the academic courses and their relevance; the quality of and access to faculty in the department; and development of teamwork, computer skills, and leadership skills.

Of note, one unedited comment was recorded by a recreation major in the survey: “The Recreation and Leisure Studies Department had some of the best people ever. They enhanced my experience 100 times.”

**Table Eight.** Indicators of Program Quality from the “Graduate Survey 2005”

Indicator of Program Success	Student Population	1 very dissatisfied	2 dissatisfied	3 neither satisfied nor dissatisfied	4 satisfied	5 very satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Rating of internships for preparation for life and work	Recreation	0	0	0	60	40
	All Students	4	5	12	36	42
Rating of academic studies for preparation for life and work	Recreation	0	0	25	63	13
	All Students	1	6	10	59	24
Relevance of major courses to career	Recreation	0	0	0	88	22
	All Students	2	6	11	49	31

Table 8 continued

Indicator of Program Success	Student Population	1 very dissatisfied	2 dissatisfied	3 neither satisfied nor dissatisfied	4 satisfied	5 very satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Quality of the faculty in the major department	Recreation	0	0	9	33	67
	All Students	1	5	8	43	43
Access to faculty support in major	Recreation	0	11	0	56	33
	All Students	1	5	7	41	47
Quality of faculty advisement	Recreation	8	11	22	56	11
	All Students	6	14	14	33	32
		<b>1 not at all</b>	<b>2 very little</b>	<b>3 somewhat</b>	<b>4 moderately</b>	<b>5 extensively</b>
<b>Extent to which SUNY Cortland...</b>		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Helped in developing writing skills	Recreation	0	0	38	50	13
	All Students	3	7	19	49	22
Helped in developing teamworking skills	Recreation	0	13	0	25	63
	All Students	1	7	17	45	30
Helped in developing oral communication skills	Recreation	0	17	13	50	38
	All Students	0	4	14	52	29
Helped in developing problem solving skills	Recreation	0	13	25	63	0
	All Students	1	5	20	58	15
Helped in developing computer skills	Recreation	0	13	13	75	0
	All Students	3	14	23	43	16
Helped in developing leadership skills	Recreation	0	0	0	50	50
	All Students	1	7	18	47	16

### ○ Placement rate after graduation

Of the 11 RLS students who responded to the employment question, 8 of 11 were employed full-time in the field, 1 was full-time in graduate school and part-time in the field, 1 was self-employed, and 1 listed “other.” Only 6 students replied to the salary question, with a range of \$15,000 to \$28,000 and an average salary of \$22,667 (included part-time).

### ○ Numerous faculty accomplishments

RLS faculty continued to be highly productive this year, at a local, state, regional, and national level, another indicator of RLS program success. See Section IV and V for details on faculty scholarly activity.

### ○ Alumni Advisory Committee gives highly positive feedback on department

The Alumni Advisory Committee was sent the RLS 2005-2006 Annual Report in June, 2006, and asked to provide feedback on how they see the department doing in terms of the quality and quantity of its work. Unanimously, the feedback was highly positive. Main strengths identified by the Committee were:

- Hiring a new faculty member in the management area
- Strong service to campus, community and profession
- Strong faculty (e.g., faculty teaching awards, leadership, research)
- Infusion of technology in the curriculum
- Reaccreditation (the process itself and the outcome)
- Metcalf Endowment and other alumni involvements
- Depth of the curriculum
- Overall productivity of the department for its small size
- Quality of the students (“Having had 3 interns recently, I am keenly aware of their quality”)

Areas of improvement voiced by the Alumni Advisory Committee were:

- Faculty may have too many commitments
- Need for additional space
- Pass rate on graduate comprehensive examinations
- Student enrollment

- Specific areas in the curriculum that could be improved: helping students work with people with behavior issues (both staff and participants)

The honest and supportive feedback of the Alumni Advisory Committee is always taken seriously and their involvement in our program invaluable.

### Thomson Prometric

#### National Council for Therapeutic Recreation Certification

Testing Years: 2004, 2005, and 2006

School Report



178 STATE UNIVERSITY NEW YORK-CORTLAND



Total Score Information		
	School	National
N	14	3,145
Mean	72.21	66.46
% Pass	85.7	73.4
% Fail	14.3	26.6

Diagnostic Score (Scaled)	Diagnostic Scaled Score Information													
	Background		Diagnostic Groupings and Populations Served		Assessment		Planning the Intervention		Implementing the Individualized Intervention Plan		Documentation and Evaluation		Organizing and Managing Services / Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	9	64.3	3	21.4	4	28.6	4	28.6	5	35.7	7	50.0	6	42.9
2	5	35.7	11	78.6	10	71.4	10	71.4	9	64.3	7	50.0	8	57.1
% of Test	8		14		14		20		21		13		10	
Mean	1.36		1.79		1.71		1.71		1.64		1.50		1.57	
Std. Dev.	0.48		0.41		0.45		0.45		0.48		0.50		0.49	
Median	1.278		1.864		1.800		1.800		1.722		1.500		1.625	

Diagnostic Score (Scaled)

Description

1. Performance is below the level of minimum competency.
2. Performance is at or above the minimum acceptable competency level.

# Assessment Report 2005-06

## ○ Results of student outcomes assessment plan based on accreditation standards

The RLS Student Learning Outcomes Assessment contains 24 course-embedded learning outcomes in 14 important learning areas based on the NRPA/AALR national accreditation standards. The assessment of learning ranged from in-course test results, to demonstration of skills in labs, to community-based assignments, to research projects. Students must earn “C” or better to be counted as successfully meeting the learning outcome. The table below summarizes the results of measurement of each outcome, showing the percent of students who successfully met the outcomes in each area. One area, #12 – Understanding the body of law governing natural resources recreation management and its applications in natural resource settings, has not yet been assessed. The course in which it is based (REC 549) was newly created for the Natural Resources Recreation Management accreditation option and has yet to be taught. Areas of concern are #4 – Understanding inclusive practices, #7 – Understanding research and data analysis (at the Graduate level only), and #8 – Understanding principles and procedures of budgeting and financial management. As can be seen in Table Two, general overall success was achieved by students learning key concepts in the courses in the major. A detailed list of learning activities and corresponding outcomes is available in the department.

**Table Two.** Summary of Course-Embedded Student Learning Outcomes.

Outcomes Met At:	# of	100% level	90%- 99% level	85%- 89% level	80%- 84% level	Below 80% level	<i>Total</i>
<b>Student Learning Areas:</b>							
<b>CORE</b>							
1) Understanding conceptual foundations		1	1				2
2) Understanding ethical principles and professionalism**				2			2
3) Understanding roles, interrelationships, and use of diverse delivery systems			1	1			2
4) Understanding inclusive practices as they apply to programs and services, and design of areas and facilities					1	1	2
5) Understanding variety of programs and services to enhance quality of life			1		1		2
6) Ability to use various leadership techniques**			1				1
7) Ability to apply basic principles of research and data analysis**	1					1	2
8) Understanding principles and procedures of budgeting and financial management						1	1
9) Understanding principles and practices of safety, emergency, and risk management**					1		1
10) Field experiences	1		4				5
<b>CONCENTRATIONS</b>							
11) Understanding the use of the law in management				1			1
12) Understanding the body of law governing natural resources recreation management and its applications in natural resource settings							n/a
13) Understanding program management					1		1
14) Understanding of & ability to select, conduct, analyze, & interpret a variety of assessment techniques & procedures to determine client & program needs**			1				1
<b>TOTALS:</b>		3	9	4	4	3	23
<b>“RLS REPORT CARD”</b>		A+ 13%	A 39%	B+ 17%	B 17%	<B 13%	100 %

\*\*These learning areas also address the all-college goal that students possess the skills to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

## Other Indicators of RLS Student Success

### ○ RLS student scholarships and awards

Several RLS students were honored with awards or scholarships this past year. Listed in Table Three are many of the significant scholarships and awards of which the department has knowledge.

**Table Three.** Student Scholarship and Award Winners.

Scholarship/Award	Student (s)
Alpha Sigma Lambda (external)	David Hamilton, Mary Sinicropi
Alumni OEP Award (internal)	Benjamin Hale
Carlson Award (internal)	Joe Carlson
Cribari Memorial Scholarships (external)	Katherine Scalfani
Doe Scholarship (external)	Not yet selected (recommendation made to NY Home Bureau committee; awaiting their approval)
Gaus Scholarship (internal)	Ashley DaSilva, Kara Carrino
Goodale Scholarship (internal)	Nick Olson
Honors Program participant (external)	Chelsea DeMarco
Kente Recipient	Philip Rogers
Knox Scholarship (internal)	Not yet selected
MacPhee Award (internal)	Jessica Anderson
MacPhee Scholarship (internal)	Jessica Krueger, Katerine Scalfani
Mauro Award (internal)	Dana Poulin
Metcalf Award (internal)	Jessica Krueger
New York State Recreation and Parks Society Friends Scholarship (external)	Kristen Lamphear, Gene Vogler
New York State Therapeutic Recreation Association Student of the Year Award (external)	Annette Havens
New York State Therapeutic Recreation Association Student Scholarship (external)	Annette Havens
Outstanding RLS Senior Award (voted on by fellow students) (internal)	Jessica Krueger, Stephanie Loscalzo
SUNY Cortland Senior Academic Achievement Award	Mary Sinicropi
SUNY Cortland Top 5% Juniors (external)	Samantha Armstrong, Benjamin Hale,
SUNY Cortland Top 5% Seniors (external)	Chelsea DeMarco, David Hamilton, Mary Sinicropi, Nicole Welch
Tau Sigma Honor Society (external)	Benjamin Hale
Yerka Award (internal)	Kristen Lamphear

### ○ Students on the Dean's List

This year, 30 RLS students (approximately 27%) were on the Dean's List in the Fall Semester and Spring Semester.

### ○ Students on the President's List

The President's List honors students who achieved straight "A's" in the semester. This year, 7 RLS students (6% of all RLS students) were on the President's List in the Fall Semester. Spring Semester 2006, 4 students were on it.

### ○ Students on probation, suspended, or dismissed

It is important to note that not all students excelled this year. In the table below are listed the number of students on probation, suspended, or dismissed due to academic performance. This is a relatively low number of students.

**Table Four.** Students Experiencing Academic Difficulty (data provided by Associate Dean).

Semester	Probation	Suspension	Dismissal
Fall 2005	9	4	0
Spring 2006	7	6	1

○ **Continued high number of graduates**

In the undergraduate commencement booklet in May 2006, 45 RLS students were listed as receiving their degrees. Of these, 3 were summa cum laude, 4 were magna cum laude, and 6 were cum laude (29% of graduates were with honors). 22 RLS masters students were listed in the graduate commencement booklet (12 MS and 10 MEd).

○ **Successful internship completion**

This year, 33 RLS students enrolled in Internship (REC 475 and REC 606). Of those, 100% successfully completed this capstone experience in the major.

○ **Another highly successful Annual Student Cortland Recreation Conference** In November, the 55<sup>th</sup> Annual Cortland Recreation Conference, planned and implemented by students under the guidance of Dr. Sharon Todd, attracted over 350 participants from across the state of New York and nation. Dr. Deb Bialeschki was the keynote Metcalf Speaker. See details of the conference at the end of this report in Appendix A.

○ **Active CCRA student organization**

CCRA was again active this year, under the leadership of Jennifer Gilmartin, President, and Patrick Mercer, Advisor. See details of their activities in the CCRA report in Appendix A. Students are concerned over the fact that faculty are spread too thinly, and thus have decided to rotate the advising position each year.

○ **Graduate student pass rate on Comprehensive Examinations**

This year, the graduate comprehensive examination was given both semesters. Of the 33 students who sat for the exam, 62.1% passed. See details about the Graduate Program in Appendix A.

○ **Master’s thesis and project completion**

The following student completed theses or projects this academic year:

**Table Five.** Master’s Thesis and Project Completion

<i>Student</i>	<i>Topic</i>	<i>Chair</i>	<i>Committee</i>
Beth Bojarski (thesis)	Relationship of personality type, leadership style, and outdoor education practicum evaluation	Dr. A. Young	Dr. S. Todd

○ **Active, engaged students**

Undergraduate and graduate students were engaged in a variety of service and scholarly activities this year. See earlier entry for a sample of service activities.

○ **Portfolio advising/assessment results**

In the Senior Seminar, students presented their portfolios to peers and faculty, documenting what they perceived to be important learning outcomes. 100% of the students completed the oral portfolio presentation successfully. Every student in the major completed two portfolio reflection papers during advising. Themes from the portfolio papers showed the following:

- Perceived changes – work is more in-depth and more complex, more precise, focused and clear; there is a sense of increased self-expression and self-awareness; there is an increase in leadership skills, diversity awareness, improved writing, increased ability to communicate, and an increased level of activism
- Theme of hard work paying off academically and professionally
- Theme of learning specific knowledge across different courses, and documenting those outcomes in the portfolio
- Theme of an increased awareness of the value and importance of recreation to our society
- Theme of satisfaction with professors, courses, and numerous supports available
- Theme of benefiting from the balance of hands on learning with classroom theory
- Theme of an increased knowledge of the breadth of opportunities in the recreation field
- Theme of feelings of pride and accomplishment as students and developing professionals

## External Indicators of RLS Student Success

### ○ National Therapeutic Recreation Certification exam scores

As can be seen in the report provided by NCTRC in Appendix B, SUNY Cortland students did well on the national certification examination for therapeutic recreation. The national pass rate on the exam was 73.6%. The pass rate for Cortland was 94.4%. The mean score on the exam was significantly higher than the national average (12.87 points higher).

### ○ National Certification Board exam scores

One student sat for the national Certified Parks and Recreation Professional (CPRP) examination, and passed, according to statistics kept by the New York State Recreation and Park Society. It continues to be a goal of NYSRPS and Cortland to have the ability to have students sit for the exam during their internship semester, to encourage more students to pursue this important national certification.

### ○ Ratings by intern site supervisors

In final internship evaluations, all of the 33 received high praise from professionals who supervised them in the field. Below are the ratings given by site supervisors for the interns.

Mean Rating on Mid-Term Evaluation (out of 5)	Mean Rating on Final Evaluation (out of 5)	Rating Compared to Other Students Supervised at Site (n= responses on this item)	Would You Employ? (n= responses on this item)	Would You Recommend to Other Employers (n= responses on this item)
Mean = 4.1 Range = 2.0 to 4.9	Mean = 4.3 Range = 2.2 to 5.0	Top 5% - 8 Top 10% - 4 Top 25% - 3 Top 50% - 1	Yes = 17 No = 1	Yes = 19 No = 0

### ○ Rho Phi Lambda inducts members

Eleven new members were inducted into the SUNY Cortland Chapter (Alpha Eta) of the national honorary fraternity for recreation, parks and leisure studies, Rho Phi Lambda. To achieve this honor, students must show evidence of academic excellence in scholarship, leadership, and service to campus or community. They must be in the upper 15% of their class and have a minimum GPA of 3.2 in professional courses for undergraduates and 3.5 for graduate students. Students inducted were:

Undergraduate	Graduate
Jessica Anderson, East Islip, NY Joseph Carlson, Kennedy, NY Jennifer Gilmartin, Jordanville, NY David Hamilton, Freeville, NY Katherine Sclafani, Yorktown Heights, NY	Brandy Boden, North Chili, NY Patricia Cole, Liverpool, NY Kristen Lamphear, Central Square, NY Lori Pilosi, Clarks Summit, PA Anne Scharmberg, Dansville, NY Sarah Unruh, Cleveland, NY

## External Indicators of RLS Program Success

### ○ Graduate Survey 2004 shows strong results for RLS Department

Table Six shows the results on several indicators of program quality from the Graduate Survey 2004, completed by the SUNY Cortland Career Services Office. The survey respondents included 360 of 1,067 students who graduated from Cortland in May,

August, and December 2004 (34% response rate). Of those, 36 undergraduate recreation majors were sampled, with 12 responding (a response rate of 33%). The table provides the ratings of recreation graduates in comparison to all students who graduated. The ratings for the RLS Department were fairly positive across the board, with most students being satisfied or extremely satisfied for each indicator. Particularly strong areas were the internship; the academic courses and their relevance; the quality of and access to faculty in the department; and development of teamwork, writing skills, and computer skills.

Of note, one unedited comment was recorded by a recreation major in the survey: “The Recreation and Leisure Studies Department was a wonderful place to be. The faculty are very knowledgeable and are very willing to help students with academics or anything else they might need.”

**Table Six.** Indicators of Program Quality from the “Graduate Survey 2004”

Indicator of Program Success	Student Population	1	2	3	4	5
		very dissatisfied	dissatisfied	neither satisfied nor dissatisfied	satisfied	very satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Rating of internships for preparation for work	Recreation	0	8	0	25	67
	All Students	1	3	7	33	56
Rating of volunteer program for preparation for work	Recreation	8	8	0	50	33
	All Students	2	2	16	50	29
Rating of academic studies for preparation for work	Recreation	0	8	8	50	33
	All Students	1	2	13	58	26
Relevance of major courses to career	Recreation	0	8	0	50	42
	All Students	1	6	11	49	33
Quality of the faculty in the major department	Recreation	0	0	9	46	55
	All Students	0	5	5	42	48
Quality of the faculty at college overall	Recreation	0	8	17	58	17
	All Students	1	8	19	59	13
Access to faculty support in major	Recreation	0	8	17	25	50
	All Students	1	4	7	42	46
Quality of faculty advisement	Recreation	8	0	8	58	25
	All Students	7	13	11	35	33
Relevance of major courses to interests	Recreation	0	0	0	58	42
	All Students	1	6	8	53	33
Preparation for further educational study	Recreation	0	0	10	70	20
	All Students	1	10	24	45	21
Availability of major department faculty outside of class	Recreation	0	0	25	50	25
	All Students	1	4	12	50	33
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>not at all</b>	<b>very little</b>	<b>somewhat</b>	<b>moderately</b>	<b>extensively</b>
<b>Extent to which SUNY Cortland...</b>		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Helped in developing writing skills	Recreation	0	0	27	73	9
	All Students	2	6	21	49	22
Helped in developing teamworking skills	Recreation	0	0	0	33	67
	All Students	0	5	18	41	35
Helped in developing oral communication skills	Recreation	0	17	8	50	25
	All Students	1	5	13	45	36
Helped in developing time management skills	Recreation	0	8	17	58	17
	All Students	3	7	16	44	29
Helped in developing problem solving skills	Recreation	0	0	25	58	17
	All Students	1	4	23	50	22
Helped in developing computer skills	Recreation	0	8	8	75	17
	All Students	5	13	21	41	21

### ○ Placement rate after graduation

Of the 10 RLS students who responded to the employment question, 9 of 10 were employed in the field, with 8 rating their jobs as “highly related” to their degree and 1 “somewhat related.” Four or 33% of the graduates were “very satisfied” with their and four (33%) were “satisfied.” Two students were dissatisfied. Only two students replied to the salary question, with a range of \$20,000 to \$28,000 (included part-time).

### ○ Numerous faculty accomplishments



RLS faculty continued to be highly productive this year, at a local, state, regional, and national level, another indicator of RLS program success. See Section IV and V for details on faculty scholarly activity.

○ **Alumni Advisory Committee gives highly positive feedback on department**

The Alumni Advisory Committee was sent the RLS 2004-2005 Annual Report in June, 2005, and asked to provide feedback on how they see the department doing in terms of the quality and quantity of its work.

Unanimously, the feedback was highly positive. Main strengths identified by the Committee were:

- Quality of the students (“articulate and wonderful examples of our shared interests in the future”)
- Reaccreditation (the process itself and the outcome)
- Strong service to campus, community and profession
- Strong connections between and among faculty
- Strong faculty (e.g., faculty teaching awards, leadership, research)
- Overall productivity of the department for its small size

Areas of improvement voiced by the Alumni Advisory Committee were:

- Fill vacant faculty line as soon as possible
- Faculty spread too thin
- Student recruitment
- Need for additional space

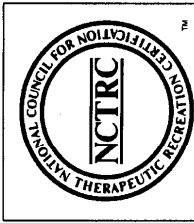
Overall, it was gratifying to get such positive feedback. One Alumni Advisory Committee member wrote, “In a nutshell, I don’t have enough space to write all the strengths the department has, you all do such a great job. It makes me wish I was a student all over again!”

**Thomson Prometric**

**National Council for Therapeutic Recreation Certification**

Testing Years: 2003, 2004, and 2005

School Report



**178 STATE UNIVERSITY NEW YORK-CORTLAND**

Total Score Information	
	National
N	3,183
Mean	66.74
% Pass	73.6
% Fail	26.4

Diagnostic Score (Scaled)	Diagnostic Scaled Score Information													
	Background		Diagnostic Groupings and Populations Served		Assessment		Planning the Intervention		Implementing the Individualized Intervention Plan		Documentation and Evaluation		Organizing and Managing Services / Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	7	38.9	3	16.7	5	27.8	4	22.2	5	27.8	6	33.3	6	33.3
2	11	61.1	15	83.3	13	72.2	14	77.8	13	72.2	12	66.7	12	66.7
% of Test	8		14		14		20		21		13		10	
Mean	1.61		1.83		1.72		1.78		1.72		1.67		1.67	
Std. Dev.	0.49		0.37		0.45		0.42		0.45		0.47		0.47	
Median	1.682		1.900		1.808		1.857		1.808		1.750		1.750	

Diagnostic Score (Scaled)

Description

1. Performance is below the level of minimum competency.  
 2. Performance is at or above the minimum acceptable competency level.

# Assessment Report 2004-05

## ○ Results of student outcomes assessment plan based on accreditation standards

The RLS Student Learning Outcomes Assessment contains 36 course-embedded learning outcomes in 14 important learning areas based on the NRPA/AALR national accreditation standards. The assessment of learning ranged from in-course test results, to demonstration of skills in labs, to community-based assignments, to research projects. Students must earn “C” or better to be counted as successfully meeting the learning outcome. The table below summarizes the results of measurement of each outcome, showing the percent of students who successfully met the outcomes in each area. One area, #12 - Understanding the body of law governing natural resources recreation management and its applications in natural resource settings, has not yet been assessed. The course in which it is based (REC 549) was newly created for the Natural Resources Recreation Management accreditation option and has yet to be taught. Other areas of concern are #8 – Understanding principles and procedures of budgeting and financial management, and #11 – Understanding the use of the law in management. As can be seen in Table Two, general overall success was achieved by students learning key concepts in the courses in the major. 31% of the learning outcomes were met at the 100% level, and 39% at the 90-99% level, a very strong result showing effective learning in the courses. A detailed list of learning activities and corresponding outcomes is available in the department.

**Table Two.** Summary of Course-Embedded Student Learning Outcomes.

<b>Outcomes Met At:</b>	<b># of</b>	<b>100% level</b>	<b>90%- 99% level</b>	<b>85%- 89% level</b>	<b>80%- 84% level</b>	<b>Below 80% level</b>	<b>Total</b>
<b>Student Learning Areas:</b>							
<b>CORE</b>							
1) Understanding conceptual foundations		2	2				4
2) Understanding ethical principles and professionalism**		2	1				3
3) Understanding roles, interrelationships, and use of diverse delivery systems		1	2		2		5
4) Understanding inclusive practices as they apply to programs and services, and design of areas and facilities			1	1	1		3
5) Understanding variety of programs and services to enhance quality of life			3			1	4
6) Ability to use various leadership techniques**		1	1				2
7) Ability to apply basic principles of research and data analysis**		1	2		1		4
8) Understanding principles and procedures of budgeting and financial management						1	1
9) Understanding principles and practices of safety, emergency, and risk management**				2			2
10) Field experiences		3	1	1			5
<b>CONCENTRATIONS</b>							
11) Understanding the use of the law in management						1	1
12) Understanding the body of law governing natural resources recreation management and its applications in natural resource settings							n/a
13) Understanding program management			1				1
14) Understanding of & ability to select, conduct, analyze, & interpret a variety of assessment techniques & procedures to determine client & program needs**		1					1
<b>TOTALS:</b>		11	14	4	4	3	36
<b>“RLS REPORT CARD”</b>		A+ 31%	A 39%	B+ 11%	B 11%	<B 8%	100 %

\*\*These learning areas also address the all-college goal that students possess the skills to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

## Other Indicators of RLS Student Success

### ○ RLS student scholarships and awards

Several RLS students were honored with awards or scholarships this past year. Listed in Table Three are many of the significant scholarships and awards of which the department has knowledge.

**Table Three.** Student Scholarship and Award Winners.

Scholarship/Award	Student (s)
Alpha Delta Junior Scholarship (external; 8 for college)	Jessica Krueger
Alumni OEP Award (internal)	David Hamilton
Carlson Award (internal)	Shana Sztulwark
Central New York "Fran Tokar" Scholarship (external)	Jessica Krueger
Chancellor's Award for Student Excellence (external)	Heather Howland
Cribari Memorial Scholarships (external)	Amy Maltese, Katherine Scalfani
Doe Scholarship (external)	Not yet selected
Gaus Scholarship (internal)	Not yet selected
Goodale Scholarship (internal)	Cody Cooper
Honors Program participant	Chelsea DeMarco
Knox Scholarship (internal)	Not yet selected
Leadership for Civic Engagement Student Awards (external)	Beth Bojarski, Aaron Cantor, Elizabeth Coveney, Mark Mullert
MacPhee Scholarship (internal)	Christine Dietrich, Rachel LaMarre
Mauro Award (internal)	Corinne Tomlet
Metcalf Award (internal)	Chelsea DeMarco
Outstanding RLS Senior Award (voted on by fellow students) (internal)	Aaron Cantor
Tau Sigma Honor Society (external)	Emily Beanan, Corey Maxson, Sydney Steele
SUNY Cortland Top 5% Juniors	Mary Sinicropi
SUNY Cortland Top 5% Seniors	Chelsea DeMarco
Who's Who Among Students in American Universities and Colleges (external)	Dyana Baker, Aaron Cantor, Barb Crosby, Eric Decker, Chelsea DeMarco, Jessica Krueger, Katherine Scalfani
Yerka Award (internal)	Mary Sinicropi

### ○ Students on the Dean's List

This year, 20 RLS students (approximately 17%) were on the Dean's List in the Fall Semester. Spring Semester 2005, 29 students (approximately 25%) were on the Dean's List.

### ○ Students on the President's List

The President's List honors students who achieved straight "A's" in the semester. This year, 1 RLS student was on the President's List in the Fall Semester. Spring Semester 2005, 2 students were on it.

### ○ Students on probation, suspended, or dismissed

It is important to note that not all students excelled this year. In the table below are listed the number of students on probation, suspended, or dismissed due to academic performance. This is a relatively low number of students.

**Table Four.** Students Experiencing Academic Difficulty (data provided by Associate Dean).

Semester	Probation	Suspension	Dismissal
Fall 2004	6	1	0
Spring 2005	7	3	0

### ○ Continued high number of graduates

In the undergraduate commencement booklet in May 2005, 39 RLS students were listed as receiving their degrees. Of these, 6 were cum laude (15% of graduates were with honors). 20 RLS masters students were listed in the graduate commencement booklet (12 MS and 8 MEd).

○ **Successful internship completion**

This year, 53 (19 U&G Summer 04, 14 U Fall 04, 20 U&G Spring 05) RLS students enrolled in Internship (EDU 475 and REC 606). Of those, 98% successfully completed this capstone experience in the major. Three students were placed in international internship sites: Japan, Ireland, and Kenya.

○ **Another highly successful Annual Student Cortland Recreation Conference** In November, the 54<sup>th</sup> Annual Cortland Recreation Conference, planned and implemented by students under the guidance of Dr. Lynn Anderson, attracted over 400 participants from across the state of New York and nation. Dr. John Dattilo was the keynote Metcalf Speaker. See details of the conference at the end of this report in Appendix A.

○ **Active CCRA student organization**

CCRA was again very active this year, under the leadership of Rachel LaMarre, President, and Dr. Wayne Stormann, Advisor. See details of their activities in the CCRA report in Appendix A. Students are concerned over the fact that faculty are spread too thinly, and thus have decided to rotate the advising position each year. This topic will be addressed by faculty at an early meeting Fall 2005.

○ **Graduate student pass rate on Comprehensive Examinations**

This year, the graduate comprehensive examination was given both semesters. Of the 23 students who sat for the exam, 76.2% passed. See details about the Graduate Program in Appendix A.

○ **Master’s thesis and project completion**

The following 4 students completed theses or projects this academic year:

**Table Five.** Master’s Thesis and Project Completion

<i>Student</i>	<i>Topic</i>	<i>Chair</i>	<i>Committee</i>
Robert Andrejewski (thesis)	<i>An Inquiry into the Transformative Nature of Wilderness Experience</i>	Dr. L. Anderson	Dr. S. Todd
Elizabeth Coveney (project)	<i>Development of an Inclusion Certificate Program at SUNY Cortland</i>	Dr. L. Anderson	Dr. S. Lehr Dr. J. Duncan Dr. V. Wilkins
Penny James (thesis)	<i>Empowering Women through the Appropriate Use of Metaphors during a Challenge Course Program: An Examination of Isomorphic and Derived Metaphoric Techniques</i>	Dr. L. Anderson	Dr. J. Ouellette Dr. A. Young Dr. T. Miner (Cornell Univ.)
Thomas Stern (thesis)	<i>Changing Hearts and Minds: Senior Citizen Advocacy Efforts to Restore Their Senior Citizen Program</i>	Dr. W. Stormann	I. Stein

○ **Active, engaged students**

Undergraduate and graduate students were engaged in a variety of service and scholarly activities this year. See earlier entry for a sample of service activities.

○ **Portfolio advising/assessment results**

In the Senior Seminar, students presented their portfolios to peers and faculty, documenting what they perceived to be important learning outcomes. 100% of the students completed the oral portfolio presentation successfully. Every student in the major completed two portfolio reflection papers during advising. Themes from the portfolio papers showed perceived growth by the students in the areas of oral communication, writing (more organized, more complex, more specific), organizational skills, improved work ethic, increased focus on academics, leadership skills, and personal growth. Students valued external certifications and volunteer experiences. The general theme of liking what they are studying was dominant.

## External Indicators of RLS Student Success

### ○ National Therapeutic Recreation Certification exam scores

As can be seen in the report provided by NCTRC in Appendix B, SUNY Cortland students did well on the national certification examination for therapeutic recreation. The national pass rate on the exam was 74%. The pass rate for Cortland was 88%. The mean score on the exam was significantly higher than the national average (10.28 points higher). Interestingly, the national pass rate has been decreasing each year for the last five years, so SUNY Cortland students are holding their own on this certification examination.

### ○ Ratings by intern site supervisors

In final internship evaluations, all of the 27 (data available for 13 students Summer 04 and 14 students Fall 04) students received high praise from professionals who supervised them in the field. For summer interns, when asked to rate the quality of the students who interned, in relation to all students with whom they have worked, supervisors rated 54% of the interns in the “top 5%” of all interns they had supervised ever. Another 23% of the summer interns were rated in the “top 10%” of all interns ever supervised. Over all 92% of the interns were in the top 25%. In Fall 2004, only data on “top 25%” was collected. Of the fall interns, 93% were in the top 25% ever. On the final evaluation completed by the intern site supervisors, the average overall rating of students’ performance, out of a 5-point scale, was 4.72 for summer. For Fall, 100% of the student averaged 3.5 or better. Asked if the intern supervisors would hire their interns, 100% said they would, and 100% would also recommend the students to other employers. Spring 2005 data will be reported in next year’s annual report.

### ○ Rho Phi Lambda inducts members

Four new members were inducted into the SUNY Cortland Chapter (Alpha Eta) of the national honorary fraternity for recreation, parks and leisure studies, Rho Phi Lambda. To achieve this honor, students must show evidence of academic excellence in scholarship, leadership, and service to campus or community. They must be in the upper 15% of their class and have a minimum GPA of 3.2 in professional courses. Students inducted were: Beth Bojarski, Elizabeth Coveney, Jessica Krueger, and Shana Palmer.

## External Indicators of RLS Program Success

### ○ Graduate Survey 2003 shows strong results for RLS Department

Table Six shows the results on several indicators of program quality from the Graduate Survey 2003, completed by the SUNY Cortland Career Services Office. The survey respondents included 269 of 1,406 students who graduated from Cortland in May, August, and December 2003 (19% response rate). Of those, 40 undergraduate recreation majors were sampled, with only 5 responding (a response rate of 13%). The table provides the ratings of recreation graduates in comparison to all students who graduated. Although based on a very small sample size, the ratings for the RLS Department were fairly positive across the board, with most students being satisfied or extremely satisfied for each indicator. Particularly strong areas were the internship; the academic courses and their relevance; the quality of and access to faculty in the department; and development of teamwork, oral communication, and problem solving skills. Areas somewhat less strong worth noting are ratings of volunteer experiences, preparation for further educational study, and help in developing time management and computer skills. In addition, quality of advising was spread across the board from dissatisfied to very satisfied.

Of note, one unedited comment was recorded by a recreation major in the survey: “The Recreation Department has been a huge success in my life...I cherish the faculty like family...they treat you like a friend and not just a #. I love the fact that the Cortland Recreation Conference is still holding on to Tradition it is nice to come back and visit once in a while. Thank You!!”

**Table Six.** Indicators of Program Quality from the “Graduate Survey 2003”

Indicator of Program Success	Student Population	1 very dissatisfied	2 dissatisfied	3 neither satisfied nor dissatisfied	4 satisfied	5 very satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Rating of internships for preparation for work	Recreation All Students	0 0	0 3	0 7	20 36	80 54
Rating of practicum for preparation for work (rec n=2)	Recreation All Students	0 1	0 9	0 10	50 47	50 32
Rating of volunteer program for preparation for work	Recreation All Students	0 0	0 2	0 15	80 47	20 26
Rating of study abroad for preparation for work (rec n = 1)	Recreation All Students	0 5	0 3	0 18	0 24	100 50
Rating of academic studies for preparation for work	Recreation All Students	0 0	0 2	0 11	60 65	40 22
Relevance of major courses to career	Recreation All Students	0 0	0 5	0 8	40 49	60 38
Quality of the faculty in the major department	Recreation All Students	0 1	0 2	0 5	40 43	60 49
Quality of the faculty outside the major department	Recreation All Students	0 1	0 4	0 19	80 60	20 16
Access to faculty support in major	Recreation All Students	0 2	0 3	0 11	20 41	80 43
Quality of faculty advisement	Recreation All Students	0 7	20 15	20 16	20 35	40 27
Relevance of major courses to interests	Recreation All Students	0 0	0 2	0 9	40 54	60 36
Preparation for further educational study (rec n = 4)	Recreation All Students	0 2	0 3	25 18	75 51	0 25
Availability of major department faculty outside of class	Recreation All Students	0 1	0 3	0 14	60 55	40 27
		<b>1 not at all</b>	<b>2 very little</b>	<b>3 somewhat</b>	<b>4 moderately</b>	<b>5 extensively</b>
<b>Extent to which SUNY Cortland...</b>		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Helped in developing writing skills	Recreation All Students	0 3	0 7	0 21	60 42	40 27
Helped in developing teamworking skills	Recreation All Students	0 3	0 1	40 17	0 50	60 29
Helped in developing oral communication skills	Recreation All Students	0 2	0 3	0 16	40 45	60 33
Helped in developing time management skills	Recreation All Students	0 4	20 8	20 18	40 43	20 26
Helped in developing problem solving skills	Recreation All Students	0 3	20 4	0 20	20 54	60 20
Helped in developing computer skills	Recreation All Students	0 7	0 12	40 26	60 39	0 16

○ **Placement rate after graduation**

Of the 5 RLS students who responded to the Career Services Graduate Survey 2003, all 5 were employed in the field, with 3 rating their jobs as “highly related” to their degree and 2 “somewhat related.” Three or 60% of the graduates were “very satisfied” with their jobs (compared to 35% of all 159 students who responded to this question) and the other 2 (40%) were “satisfied” (equal to the percentage of all students). The range of salaries reported by recreation graduates was quite large, from \$13,000 to \$48,000, a spread which was similar among most majors at Cortland.

○ **SUNY Cortland RLS Dept. listed as aspirational peer**

When undergoing its Board of Regents Program review this fall, the Recreation and Tourism Management Department at Arizona State University West used SUNY Cortland as an aspirational institution. The university requested many items from us to make its comparisons (e.g., annual reports, self-studies, etc.)

○ **Numerous faculty accomplishments**

RLS faculty continued to be highly productive this year, at a local, state, regional, and national level, another indicator of RLS program success. See Section IV and V for details on faculty scholarly activity.

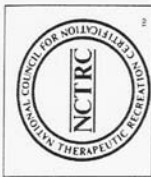
○ **Alumni Advisory Committee gives highly positive feedback on department**

The Alumni Advisory Committee was sent the RLS 2003-2004 Annual Report in June, 2004, and asked to provide feedback on how they see the department doing in terms of the quality and quantity of its work. Unanimously, the feedback was highly positive. Main strengths identified by the Committee were the curriculum updates and support for moving concentrations to majors; passion and commitment of the faculty; high involvement by the department in civic, scholarly, and professional organizations and activities; the quality and productivity of the faculty; well organized conference; and Living and Learning Communities. The biggest concern voiced by the Alumni Advisory Committee was to move quickly to fill the faculty line vacated due to the resignation of Dr. Margie Arnold. Weak areas identified by the Committee included being spread too thin, evaluating space concerns, evaluating enrollment issues, more support for research efforts, and better use of alumni in recruiting and practitioners in classes. Other suggestions included recognizing that all students need to know about marketing and other models of operation since they are prevalent not just in the commercial sector, but also in the public and non-profit sectors; and focusing more on human health and aging. Overall, it was gratifying to get such positive feedback.



**The Chauncey Group International**

National Council for Therapeutic Recreation Certification  
 Testing Windows: May, August, and November 2002, February, May, August and November 2003, and February and May 2004



School Report

178 STATE UNIVERSITY NEW YORK-CORTLAND

Total Score Information		
	School	National
N	17	2,773
Mean	77.06	66.78
% Pass	88.2	74.3
% Fail	11.8	25.7

Diagnostic Score (Scaled)	Diagnostic Scaled Score Information													
	Background		Diagnostic Groupings and Populations Served		Assessment		Planning the Intervention		Implementing the Individualized Intervention Plan		Documentation and Evaluation		Organizing and Managing Services / Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	4	23.5	2	11.8	6	35.3	5	29.4	7	41.2	6	35.3	6	35.3
2	13	76.5	15	88.2	11	64.7	12	70.6	10	58.8	11	64.7	11	64.7
% of Test	8		14		14		20		21		13		10	
Mean	1.76		1.88		1.65		1.71		1.59		1.65		1.65	
Std. Dev.	0.42		0.32		0.48		0.46		0.49		0.48		0.48	
Median	1.846		1.933		1.727		1.792		1.650		1.727		1.727	

Diagnostic Score (Scaled)

Description  
 Performance is below the level of minimum competency.  
 Performance is at or above the minimum acceptable competency level.

- 1.
- 2.

# Assessment Report 2003-04

## ○ Results of student outcomes assessment plan based on accreditation standards

The RLS Student Learning Outcomes Assessment contains 31 course-embedded learning outcomes in 11 important learning areas based on the NRPA/AALR national accreditation standards. The assessment of learning ranged from in-course test results, to demonstration of skills in labs, to community-based assignments, to research projects. Students must earn “C” or better to be counted as successfully meeting the learning outcome. The table below summarizes the results of measurement of each outcome, showing the percent of students who successfully met the outcomes in each area. One area, #10- Ability to apply personnel techniques, was not assessed this year in REC 495 as required by the faculty member. It also was not assessed last year. It is hard to evaluate how are students are learning in that area with this lack of data. Another area of concern is #2 – Analyzing programs, services, and resources. However, this outcome is addressed in some of the new curricular changes we made this year, and it is anticipated that we will have stronger outcomes of student learning next year. As can be seen in Table Two, general overall success was achieved by students learning key concepts in the courses in the major. 32% of the learning outcomes were met at

the 100% level, and 29% at the 90-99% level, a very strong result showing effective learning in the courses. A detailed list of learning activities and corresponding outcomes is available in the department.

**Table Two.** Summary of Course-Embedded Student Learning Outcomes.

<b>Outcomes Met At:</b>	<b># of</b>	<b>100% level</b>	<b>90%-99% level</b>	<b>85%-89% level</b>	<b>80%-84% level</b>	<b>Below 80% level</b>	<b>Total</b>
<b>Student Learning Areas:</b>							
1) Leadership techniques and strategies	2	1	1			1	4
2) Analyzing programs, services and resources**					1	2	3
3) Using tools of communication**	1	2					3
4) Ability to use community, institutional, natural, and human service resources to enhance leisure	1		1			1	3
5) Promote, advocate, interpret, and articulate leisure concerns for all populations and services**	1	1				1	3
6) Formulate, plan and evaluate leisure services**		2	1	1			4
7) Ability to facilitate leisure through the life span			1				1
8) Organize and conduct leisure services and programs	2	1		1	1		5
9) Implement principles and procedures to care for resources, areas, and facilities		2					2
10) Ability to apply personnel management techniques	1						1
11) Ability to plan and implement risk management**	2						2
<b>TOTALS:</b>	<b>10</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>31</b>	
<b>“RLS REPORT CARD”</b>	<b>A+</b> 32%	<b>A</b> 29%	<b>B+</b> 10%	<b>B</b> 10%	<b>&lt;B</b> 19%	<b>100%</b>	

\*\*These learning areas also address the all-college goal that students possess the skills to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

## Other Indicators of RLS Student Success

### ○ RLS student scholarships and awards

Several RLS students were honored with awards or scholarships this past year. Listed in Table Three are many of the significant scholarships and awards of which the department has knowledge.

**Table Three. Student Scholarship and Award Winners.**

Scholarship/Award	Student (s)
Alpha Delta Junior Scholarship (external; 10 for college)	Chelsea DeMarco
Carlson Award (internal)	James Decker
Central New York "Fran Tokar" Scholarship (external)	Heather Howland
Doe Scholarship (external)	Not yet selected
Eta Sigma Honor Society (external)	Heather Howland
Gaus Scholarship (internal)	Heather Howland
Goodale Scholarship (internal)	Cody Cooper
Honors Program Award	Heather Howland
Knox Scholarship (internal)	Jesse Arno
MacPhee Scholarship (internal)	Kristi Thomas, Johanna Rammel
Mauro Award (internal)	Kristi Thomas
Metcalf Award (internal)	Heather Howland
NRPA Armed Forces Recreation Society Scholarship (external, one nationally)	Heather Howland
NRPA Future Scholars Award (external, four nationally)	Robert Andrejewski
Outdoor Writers Association of America Bodie McDowell Scholarship (external, five nationally)	Robert Andrejewski
Outstanding RLS Senior Award (voted on by fellow students) (internal)	James Decker
Outstanding Student Leaders at Cortland (external)	Heather Howland, Katherine Sclafani, Chelsea DeMarco
Phi Kappa Phi Honor Society (external)	Heather Howland
Phi Kappa Phi Honor Society Student of the Month (external)	Heather Howland
Senior Academic Achievement Award (external)	Tristan Gray Le-Coz, Johanna Rammel
SUNY Cortland Top 5% Seniors	Tristan Gray Le-Coz, Johanna Rammel, Heather Howland
SUNY Cortland Top 5% Juniors	Chelsea DeMarco
SUNY Cortland Top 5% Sophomores	Jessica Krueger
Who's Who Among Students in American Universities and Colleges (external)	Kelly Christensen, Kelli Cunningham, Keith Dunning, Heather Howland, Samantha Profetta, Emily Rau, Veronica Salamon
Yerka Award (internal)	Susan Morse

○ **Students on the Dean's List**

This year, 29 RLS students (approximately 23%) were on the Dean's List in the Fall Semester. Spring Semester 2004, 27 students (approximately 20%) were on the Dean's List.

○ **Students on the President's List**

The President's List is a new recognition this year. It honors students who achieved straight "A's" in the semester. This year, 3 RLS students were on the President's List in the Fall Semester. Spring Semester 2004, 2 students were on it.

○ **Students on probation, suspended, or dismissed**

It is important to note that not all students excelled this year. In the table below are listed the number of students on probation, suspended, or dismissed due to academic performance. This is a relatively low number of students.

**Table Four. Students Experiencing Academic Difficulty (data provided by Associate Dean).**

Semester	Probation	Suspension	Dismissal
Fall 2003	4	0	0
Spring 2004	6	2	1

○ **Continued high number of graduates**

In the undergraduate commencement booklet in May 2004, 43 RLS students were listed as receiving their degrees. Of these, 4 were summa cum laude, 4 magna cum laude, and 8 cum laude (37% of graduates were with honors). Twenty two (22) RLS masters students were listed in the graduate commencement booklet, a high number of graduates receiving their masters' degrees.

○ **Successful internship completion**

This year, 38 RLS students enrolled in Internship (EDU 475 and REC 606). Of those, 100% successfully completed this capstone experience in the major. International internships were completed in Belize.

○ **Another highly successful Annual Student Cortland Recreation Conference** In November, the 53<sup>rd</sup> Annual Cortland Recreation Conference, planned and implemented by students under the guidance of Dr. Anderson Young, attracted about 400 participants from across the state of New York and as far away as Texas and Florida. Dr. Debra Jordan was the keynote Metcalf Speaker. See details of the conference at the end of this report in Appendix A.

○ **Active CCRA student organization**

CCRA was again very active this year, under the leadership of Heather Howland, President and Dr. Susan Wilson, Advisor. See details of their activities in the CCRA report in Appendix A.

○ **Graduate student pass rate on Comprehensive Examinations**

This year, the graduate comprehensive examination was given both semesters. Of the 26 students who sat for the exam, 73% passed. See details about the Graduate Program in Appendix A.

○ **Master's thesis and project completion**

The following 5 students completed theses or projects this academic year:

**Table Five.** Master's Thesis and Project Completion

<i>Student</i>	<i>Topic</i>	<i>Chair</i>	<i>Committee</i>
Walt Anderson (project)	<i>GIS Applications at the Lime Hollow Center for Environment and Culture</i>	Dr. Charles Yaple	Dr. D. Miller D. Anderson
Tinelle Bustam (thesis)	<i>The Relationship between Outdoor Adventure Experiences in Childhood and Environmental Behaviors and Attitudes as Adults</i>	Dr. A. Young	Dr. S. Todd
Patricia Catterfeld (thesis)	<i>Interrelationships of Perceived Parental Involvement and Self-Esteem with Leisure Participation of Children in Grades 3-11.</i>	Dr. L. Anderson Dr. S. Todd	Dr. M. Arnold
Jason Schrage (project)	<i>Integration of Environmental and Outdoor Education into the Social Studies Curriculum at the 8<sup>th</sup> Grade Level</i>	Dr. C. Yaple	Horseheads School District Superintendent
Jessica Snavlin (project)	<i>Development of a Children's Book for an Environmental Education Lesson</i>	Dr. C. Yaple	Dr. A. Young Dr. B. Klein

○ **Active, engaged students**

Undergraduate and graduate students were engaged in a variety of service and scholarly activities this year. See earlier entry for a sample of service activities.

○ **Portfolio advising/assessment results**

In the Senior Seminar, students presented their portfolios to peers and faculty, documenting what they perceived to be important learning outcomes. 100% of the students completed the oral portfolio presentation successfully. Every student in the major completed two portfolio reflection papers during advising. Themes from the portfolio papers showed perceived growth by the students in the areas of oral communication, writing (more organized, more complex, more specific), organizational skills, improved work ethic, increased focus on academics, leadership skills, and personal growth. Students valued external certifications and volunteer experiences. The general theme of liking what they are studying was dominant.

## External Indicators of RLS Student Success

### ○ National Therapeutic Recreation Certification exam scores

As can be seen in the report provided by NCTRC in Appendix B, SUNY Cortland students did well on the national certification examination for therapeutic recreation. The national pass rate on the exam was 74%. The pass rate for Cortland was 91%. The mean score on the exam was significantly higher than the national average (11.2% higher).

### ○ National Certified Parks and Recreation Professional exam results

Only one student was reported by NYSRPS to have taken the CPRP exam, and that student passed (100% pass rate).

### ○ Ratings by intern site supervisors

In final internship evaluations, all of the 38 students received high praise from professionals who supervised them in the field. When asked to rate the quality of the students who interned this year, in relation to all students with whom they have worked, supervisors rated 35% of the interns in the “top 5%” of all interns they had supervised ever. Another 35% of the interns were rated in the “top 10%” of all interns ever supervised. On the final evaluation completed by the intern site supervisors, the average overall rating of students’ performance, out of a 5-point scale, was 4.4. Asked if the intern supervisors would hire their interns, 100% said they would, and 100% would also recommend the students to other employers.

### ○ Rho Phi Lambda inducts members

Nine new members were inducted into the SUNY Cortland Chapter (Alpha Eta) of the national honorary fraternity for recreation, parks and leisure studies, Rho Phi Lambda. To achieve this honor, students must show evidence of academic excellence in scholarship, leadership, and service to campus or community. They must be in the upper 15% of their class and have a minimum GPA of 3.2 in professional courses. Students inducted were: Walt Anderson, Dyana Baker, Kari Benson, Emily Rau, Samuel Rose, Sarah Scheiber, Margery Storey, Jennifer Tynan, and Lyndsey Wilcox.

### ○ SUNY Cortland student elected as New York State Therapeutic Recreation Association Student Liaison to the Board of Directors

Becky Lee, TR student from Cortland, was elected to the statewide position of student liaison to the NYSTRA Board of Directors. As a part of her duties, she created a brochure for students. NYSTRA is now disseminating the brochure to students at all universities in New York.

## External Indicators of RLS Program Success

### ○ Graduate Survey 2002 shows strong results for RLS Department

Table Six shows the results on several indicators of program quality from the Graduate Survey 2002, completed by the SUNY Cortland Career Services Office. The survey respondents included 739 of 1,174 students who graduated from Cortland in May, August, and December 2002 (63% response rate). Of those, 38 undergraduate recreation majors were sampled, with a response rate of 23 (61%). The table provides the ratings of recreation graduates in comparison to all students who graduated (when the data was provided). The ratings for the RLS Department were fairly positive across the board, with most students being satisfied or extremely satisfied for each indicator. Particularly strong areas were the field experience, the academic courses and their relevance, the faculty in the department, development of teamwork skills, and oral communication skills. Areas somewhat less strong worth noting are advising, help in developing writing skills, and computer skills.

**Table Six.** Indicators of Program Quality from the “Graduate Survey 2002”

Indicator of Program Success	Student Population	0	1	2	3	4
		not satisfied				extremely satisfied
		% of respondents	% of respondents	% of respondents	% of respondents	% of respondents
Rating of field experience for preparation for life and work	Recreation	0	0	6	22	72
	All Students	5	5	14	34	43
Rating of volunteer experience for preparation for life and work	Recreation	0	0	40	30	30
	All Students	5	4	21	38	32
Rating of academic studies for preparation for life and work	Recreation	6	0	6	61	28
	All Students	8	2	16	53	27
Relevance of major courses to career	Recreation	0	0	13	35	52
	All Students	not provided	not provided	not provided	not provided	not provided
Quality of the faculty in the major department	Recreation	0	0	9	35	57
	All Students	not provided	not provided	not provided	not provided	not provided
Quality of the faculty outside the major department	Recreation	0	5	18	45	27
	All Students	not provided	not provided	not provided	not provided	not provided
Quality of faculty advisement	Recreation	4	9	35	0	52
	All Students	not provided	not provided	not provided	not provided	not provided
Helped in developing writing skills	Recreation	9	9	26	48	9
	All Students	6	8	30	43	13
Helped in developing leadership skills	Recreation	9	4	13	52	22
	All Students	5	6	25	42	21
Helped in developing teamwork skills	Recreation	4	0	4	57	35
	All Students	2	5	23	43	27
Helped in developing oral communication skills	Recreation	0	0	23	64	14
	All Students	2	5	24	48	22
Helped in developing time management skills	Recreation	9	0	39	48	4
	All Students	5	7	31	41	17
Helped in developing problem solving skills	Recreation	0	9	30	52	9
	All Students	3	5	27	49	16
Helped in developing computer skills	Recreation	13	13	35	39	0
	All Students	8	10	30	36	17

### ○ Placement rate after graduation

Of the 38 RLS students who responded to the Career Services Graduate Survey, 20012, 23 responded to questions regarding job status and salary. Table Seven shows how recreation graduates fared in comparison to all SUNY Cortland graduates who were surveyed. Of these students, 100% are employed and 82% are employed full-time in the field. Eighteen percent are in graduate school. The average salary of a new graduate in recreation is similar to the average of all students who graduate from Cortland. The range of salaries is quite large.

**Table Seven.** Placement Rates after Graduation.

Status	Recreation	All Students
In graduate school	18%	28%
Employed full-time in the field	82%	63%
Employed full-time, seeking a job in the field	18%	16%
Employed full-time in other field by choice	0%	8%
Unemployed	0%	13%
<b>Salary</b>		
Average salary	\$25,938	\$26,880
Minimum salary	\$15,000	Not provided
Maximum salary	\$48,000	Not Provided

### ○ Numerous faculty accomplishments

RLS faculty continued to be highly productive this year, at a local, state, regional, and national level, another indicator of RLS program success. See Section IV and V for details on faculty scholarly activity.

**○ Alumni Advisory Committee gives highly positive feedback on department**

The Alumni Advisory Committee was sent the RLS 2002-2003 Annual Report in June, 2003, and asked to provide feedback on how they see the department doing in terms of the quality and quantity of its work. Unanimously, the feedback was highly positive. Main strengths identified by the Committee were the quality and productivity of the faculty, the Wilderness First Responder course, the REC 150: Play Across Cultures course, the "I am Your TR" booklet, curriculum improvements, student involvement, COOP, and civic engagement. Weak areas identified by the Committee included being spread too thin, trying to even out the workload, use alumni more in recruiting and as guest speakers, get faculty more involved in NYSRPS and CYNYSRPS. The biggest concern voiced by the Alumni Advisory Committee was to move quickly to fill the faculty line vacated due to the resignation of Dr. Margie Arnold. Overall, it was gratifying to get such positive feedback.

**The Chauncey Group International**

National Council for Therapeutic Recreation Certification

Testing Windows: May, August, and November 2002, and February and May 2003

School Report



178 State University New York - Cortland

Total Score Information		
	School	National
N	11	1663
Mean	78.18	66.98
% Pass	91	74
% Fail	9	26

Diagnostic Score (Scaled)	Diagnostic Scaled Score Information													
	Background		Diagnostic Groupings and Populations Served		Assessment		Planning the Intervention		Implementing the Individualized Intervention Plan		Documentation and Evaluation		Organizing and Managing Services / Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	3	27.3	2	18.2	6	54.5	2	18.2	4	36.4	4	36.4	4	36.4
2	8	72.7	9	81.8	5	45.5	9	81.8	7	63.6	7	63.6	7	63.6
% of Test	8		14		14		20		21		13		10	
Mean	1.73		1.82		1.45		1.82		1.64		1.64		1.64	
Std. Dev.	0.47		0.40		0.52		0.40		0.50		0.50		0.50	
Median	1.813		1.889		0.593		1.889		1.714		1.714		1.714	

Diagnostic Score (Scaled)

Description  
Performance is below the level of minimum competency.  
Performance is at or above the minimum acceptable competency level.

- 1.
- 2.