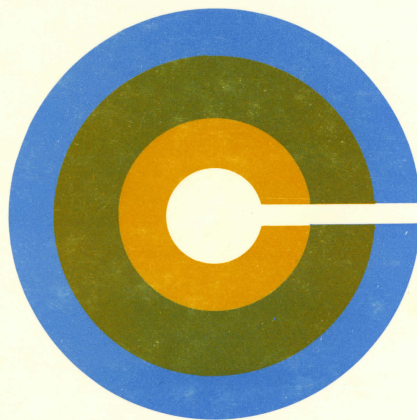




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REPORT  
on the  
PROGRAM REVIEW  
of the  
LEISURE AND RECREATION MANAGEMENT PROGRAM



Cariboo College

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**REPORT  
on the  
PROGRAM REVIEW  
of the  
LEISURE AND RECREATION MANAGEMENT PROGRAM**

**PROGRAM REVIEW OFFICE**

**MAY, 1988**

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### SUMMARY

Although other recreation programs exist in colleges such as Capilano, Malaspina, Douglas, and East Kootenay, the Cariboo College Leisure and Recreation Management Program is the only one in the Province with a specific emphasis on recreation management. Since 1985, it has experienced low enrolments; projections indicate, however, that it will be filled to capacity in 1988/89, for the first time in four years. Nevertheless, the disruptions it has experienced since 1985 make it a task of some urgency to restructure the program from the bottom up--to re-define program objectives, to re-design the format, to re-construct the curriculum, to standardize the course outlines, to revise admission requirements, to tighten up the evaluation procedures--even to re-name the program. Other areas which the Program Evaluation Committee considers in need of attention are institutional support for the program and re-focusing of the Advisory Committee. Implementation of these recommendations will give the reconstituted Recreation Management Program a new lease of life.

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THE PROGRAM EVALUATION COMMITTEE

(May 2 and 3, 1988)

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Chairperson,  
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THIRD PARTY REPRESENTATIVE

Vicki Bruce  
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DATA ENTRY/CLERICAL SUPPORT

Arlee Strachan  
Program Review Assistant

## INTRODUCTION

The Program Review process was undertaken for the Leisure and Recreation Management Program over the period December, 1987, through May, 1988. Initial data were solicited from the Divisional Director, Arts and Humanities, in December 1987. Questionnaires were mailed to Advisory Committee members, employers, and former students on February 8, 1988. A second mailing took place on March 7. Faculty surveys were distributed on February 22 and current student surveys were administered on February 23. Data were finalized on April 13. The Program Evaluation Committee met to sift and deliberate the data on May 2 and 3, 1988.

## BACKGROUND

The Leisure and Recreation Management Program at Cariboo College began in 1971 as a two-year program with an orientation towards recreation leadership and physical education. In 1979, the program's emphasis shifted to recreation administration, and this has been its focus for the last nine years. In 1985, as a result of restraint and low enrolment, the program was modified to one year's study of Leisure and Recreation subjects, preceded by two semesters of University Transfer subjects.

Although other programs exist in B.C., the Cariboo College Leisure and Recreation Management Program is the only one which deals specifically with recreation management. At Capilano, the focus is on outdoor education; at Malaspina, on community recreation; and at Douglas, on therapeutic recreation. Apart from the program started at East Kootenay Community College in 1986, Cariboo's is the only one serving the Interior of B.C.

## METHODOLOGY

A wide variety of methods and materials was used to conduct the review process.

Standardized questionnaires for program review were sent to the Leisure and Recreation Management Program Advisory Committee members, to employers, to faculty, to program graduates, and to current students.

Ron Miles, Director of Arts and Humanities, Bill Martin, Chairman, Human Services Department, and Neville Flanagan, Instructor in Leisure and Recreation Management, provided historical and descriptive data on the program.

In addition, Neville Flanagan provided a variety of materials in support of the review process:

Course outlines for the following:

LARM 160:	Introduction to Leisure Services
HUMS 151:	Communications & Interpersonal Relationship Skills
LARM 154:	Management of Volunteers
LARM 155:	Recreation Leadership: Principles & Practices I
LARM 166:	Program Concepts & Development I
LARM 266:	Administration of Community Recreation Services
LARM 253:	Management of Leisure Areas & Services
LARM 258:	Practicum I
LARM 256:	Recreation for Special Populations
LARM 270:	Tourism
LARM 281:	Recreation Leadership: Principles & Practices 2
LARM 282:	Program Concepts & Development 2
LARM 268:	Practicum 2

LARM Admissions Package

LARM Student and Instructor Timetables (Fall and Winter)

The Registrar's Office provided the following:

Course outlines for session 1984-85 (two-year format)

Grade distribution analysis (1983-88)

## DISCUSSION

Questionnaire responses from all constituencies were gratifying and in all cases sufficient to provide meaningful data. Advisory Committee, faculty, and current student surveys elicited 100% responses; almost as pleasing was the 75% response from employers. Even the 43% return by former students is comparatively strong in relation to that of former students surveyed in other programs.

## QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

### Advisory Committee Survey

- The Advisory Committee felt that it needed to meet on a more regular basis rather than in response to crisis situations, as has been the case.
- It felt that it should have heavier representation from the private sector.
- It felt that the program provides adequately for the development of team work and social skills.

### Employer Survey

- The employers stressed the need to return to a two-year format to provide diversity of instruction.
- They emphasized the need for more practical training in the program.
- They requested more consultation and liaison between the College and themselves on curriculum matters.
- They suggested that stiffer evaluation procedures be implemented in the program.
- They requested that the program be oriented more than it is towards small community recreational operations, as they perceive employment opportunities in this area.

### Faculty Survey

- The faculty survey identified the major problem as lack of time for curriculum and professional development and administration needs.

### Current Student Survey

- Current students applauded the chief instructor's approachability, interpersonal skills and caring attitude.
- They commented on the general inadequacy of the program's print base (required texts, supplemental bibliographies, and library resources).
- They requested that the program's name be changed.
- They were critical of part-time instructional skills.
- They felt that too much time was spent on book reviews as opposed to practical experience.
- They praised the program for encouraging responsibility and maturity.

### Former Student Survey

- Former students felt that the program should be in a two-year format to provide for a variety of instructors.
- They felt that evaluation needed to be more stringent.
- They emphasized the need for more practical training.
- They requested the program be restructured to allow for more electives.

QUESTIONNAIRE DATA  
(Leisure and Recreation Management)

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and # Returned	% Return
Advisory Committee	6	6	100%
Employers	16	12	75%
Faculty	3	3	100%
Students: Current	11	11	100%
*Former	79	34	43%
<b>TOTAL</b>	<b>115</b>	<b>66</b>	<b>58%</b>

\*Former Students by Year

1986-87	22	13	59%
1983-86	57	21	37%

As at April 13, 1988

## ADMISSIONS DATA AND PERFORMANCE STATISTICS

### Admissions Requirements:

Currently admission requirements for the Leisure and Recreation Management Program are:

#### First Year Entry:

- B.C. Grade 12 or equivalent, or mature student status.
- B.C. English 12 or equivalent with C+ minimum grade; or 26/60 on Language Proficiency Index composition section; or completion of English 020.

#### Second Year Entry:

- (a) Educational
  - 1) Completion of first year requirements
  - 2) Maintenance of GPA of 2.0 or better per semester
- (b) General
  - 1) Medical Examination to ascertain fitness
  - 2) Visitation to two recreation agencies (documented)
  - 3) Interview with program instructor.

The current Leisure and Recreation Management Program admissions package and the 1988-89 College calendar entry are in conflict; either could be potentially misleading to a program applicant; both need to be revised and standardized in line with the new program objectives and design (see admissions recommendation).

### Program Capacity/Program Demand over past four years:

Program capacity is currently 24 students. Enrolment and graduation figures over the last four years are as follows:

	<u>Enrolment</u>	<u>Graduates</u>
1984-85	26 (Two-year Program)	21
1985-86	16 (One-year Program)	13
1986-87	21 " "	22
1987-88	13 " "	9
1988-89 (Projected)	28 " "	?

The apparent incongruity between enrolment and graduation figures in 1987/88 may be explained by the fact that students from previous years completed their final practicum and graduated that year.

### Gender ratio (male to female):

The ratio of females to males in the program has averaged 3:2 over the past five years, as compared to a 7:3 national ratio in favour of females in Community and Leisure Service occupations. Currently there are 9 females and 4 males in the program, which may indicate a shift towards heavier female enrolment.

### Attrition over past four years:

#### Attrition:

	<u>Attrition %</u>	<u>Actual #</u>
1984-85	27%	7 out of 26
1985-86	12.5%	2 out of 16
1986-87	0%	0 out of 21
1987-88	7.7%(Projected)	1 out of 13

Since 1985 (the year of the shift to the one-year format), the attrition rate has been low. This cannot be attributed to the admission prerequisites, which are undemanding; lack of stringency in evaluation appears to be a more plausible reason.

### PLACEMENT DATA

#### Types of Employment:

Employment opportunities exist for graduates of the Leisure and Recreation Management Program as recreation co-ordinators and supervisors, and facility managers. Prospective areas of employment include:

- public recreation      - municipal, provincial or federal government agencies
- agency recreation      - YMCA, YWCA, Boys' and Girls' Club
- commercial recreation - golf courses, curling clubs, spas, ski resorts, racquet courts, squash courts, fitness centres
- industrial recreation - corporations and industries
- special populations    - hospitals, senior citizens' homes, institutions for the handicapped
- outdoor recreation     - parks service, fish and wildlife service, forestry service, residential camps, outdoor schools.

### Placement Mechanisms:

No formal placement mechanisms exist within the College. Placements sometimes occur as a result of direct requests from community recreation operations to the program instructor. Positions across Canada are also regularly advertised in the PERC Bulletin (Professional Environment Recreation Consultant), published by British Columbia Recreation and Parks Association.

### Current Salaries:

\$18,000 to \$25,000 is the starting salary for entry-level positions.

### Job Opportunities Projection:

Statistics Canada figures indicate an estimated 44,600 employees in community and recreation service across Canada in 1987; this figure is projected to increase to 52,800 by 1992, a change of 8.2% over 5 years or 1.5% per annum--a modest increase. On the Provincial level, opportunities are seen as existing in small communities under 50,000, and in private organizations such as fitness clubs. The Boys' and Girls' Club organization and the YMCA/YMWA are perennial sources of employment for diploma graduates in Leisure and Recreation.

### Further Education Opportunities:

Graduates of the Leisure and Recreation Management Program have several opportunities to further their education, either by transfer to degree-granting institutions, or by enrolling in short-term courses and workshops organized by municipal and provincial agencies.

Although partial credit towards a B.P.E is granted by U.B.C.'s Physical Education and Recreation Program, no one from the Cariboo L.A.R.M. program has ever transferred there. Articulation with the University of Victoria has resulted in 13-20 L.A.R.M. credits (or about 1/3 of the courses in the program) being transferable to the Leisure Studies Co-op Program there. On the other hand, all 60 L.A.R.M. credits are transferable to Eastern Washington State College and the University of Oregon, and the University of Alberta allows one year or 30 credits of L.A.R.M. towards its recreation program. Further transfer opportunities can be arranged with the University of Gonzaga in Washington.

### STRENGTHS OF THE PROGRAM

The Program Evaluation Committee identified the following strengths in the Leisure and Recreation Management Program:

1. Although other recreation programs exist in colleges such as Capilano, Malaspina and Douglas, and East Kootenay, the Cariboo Leisure and Recreation Management Program is the only one in the Province with a specific emphasis on recreation management.
2. The program contributes substantially to the community at large through the volunteer functions performed by its students for various agencies. Its contribution to campus recreational events should also be noted.
3. The chief instructor is well liked and considered caring and approachable by his students.
4. A major strength of the program is its balance of academic and careers speciality courses, the former concentrating on cognitive competencies, and the latter on "hands-on" and career-specific training. The student workload is not excessive.
5. The transferability of the program in whole (Eastern Washington State College, University of Oregon) or in part (Universities of Alberta, Victoria, British Columbia) is an attractive feature.
6. The availability of local resource people and the involvement of community agencies during practica are strengths of the program and make for congenial College-community relations.

AREAS WHICH CAN BE IMPROVED  
(WITH RECOMMENDATIONS)

This section highlights areas of the Leisure and Recreation Management Program which the data suggest can be improved.

1. Program Goals/Objectives

- (a) Noting that the Leisure and Recreation Management program is operating without a clear mission statement and goals,

the Committee recommends that the Departmental Chairperson and the chief instructor of the program construct a mission and goal statement including the following goals:

- (i) to expose the program's students to various facets of recreation experience;
- (ii) to produce graduates prepared to enter into work-level positions in the recreation field;
- (iii) to produce graduates who have an appreciation of middle management and administrative techniques;
- (iv) to produce graduates trained in reading and writing competencies.

- (b) In view of the change in emphasis implied by the above goals and the dissatisfaction expressed by various constituencies with the current title,

the committee recommends that the program's name be changed to Recreation Management (acronym RECM) to reflect its new focus.

- (c) The Committee also recommends that the numbering sequence to the courses be revised and rationalized.

## 2. Program Format

- (a) Since 1985, the program has lacked integration and focus. Accordingly,

the Committee recommends that the Recreation Management Program be viewed as a one-year program delivered over two years, consisting of a blend of academic and speciality courses; that the program be promoted as a two-year program; and that students be admitted to the program in their first year at the College.

The rationale for this recommendation is that

- (i) students take two years to mature to the level required to take responsibility in the recreation sector;
  - (ii) the integration of academic and speciality courses makes for a more soundly constructed program;
  - (iii) a two-year diploma program has promotional advantages over a one-year certificate program;
  - (iv) the revised format will cost the College no more than the present format.
- (b) The Committee recommends that the program capacity be increased from 24 to 36 to bring program efficiency into line with that of other career programs with a curriculum mix of academic and career-speciality courses.

## 3. Program Design

The current curriculum is in disarray and no longer addresses program goals and objectives as revised in #1 (a). Given the format recommended in #2,

the Committee recommends that the program should be restructured from first principles, and should include the following courses which the committee considers best suited to meet the program's objectives:

First Year  
Fall Semester

ACCT 100  
ENGL 151  
HUMS 151  
PSYC 159  
RECM 150 (formerly LARM 150)

Winter Semester

ENGL 161  
PHED 128  
PSYC 169  
RECM 160 (formerly LARM 160)  
RECM 164 (formerly LARM 154)

Summer Work Experience required.

Second Year

Fall Semester

RECM 250 (formerly LARM 155)  
RECM 251 ( " LARM 266)  
RECM 252 (Special Events)  
RECM 258 (Practicum)

Winter Semester

RECM 260 (formerly LARM 281)  
RECM 261 ( " LARM 253)  
RECM 263 ( " LARM 166/282)  
RECM 268 (Practicum)

Plus one elective from:

ANTH 111, 214, 215  
COMP 113, 120  
MKTG 251 (Salesmanship)  
MKTG 252 (Advertising)  
SOCI 111

Plus one elective from:

ANTH 121, 223, 224, 225  
COMP 123, 175  
ENGL 229  
HUMS 164, 167, 168  
MNGT 261 (Public Relations)  
SOCI 121

General Rationale

- (a) This structure provides an integrated balance between academic and careers speciality courses.
- (b) While addressing reading and writing competencies, this design at the same time responds to requests from employers and current and former students for more practical training, by requiring proof of summer work experience in the recreation field between first and second year, by incorporating practical experience into RECM 164 (Management of Volunteers), and by running practica (RECM 258/268) in both the fall and winter semesters of the second year.

## Course-Specific Rationales

### First Year

- (a) Accounting 100 (Accounting for Non-Accountants):

Employers and former students commented on the need for budgeting and accounting training in the program.

- (b) English 151/161 (Business Composition/Report Writing):

These courses focus on workplace communication--letters, memos, reports, investigations--as opposed to English 110/111, which aim at more general cognitive development.

- (c) Psychology 159/169 (Developmental Psychology):

These courses concentrate on areas of physical, emotional, intellectual and social development which are more germane to the recreation field than the material taught in Psychology 111/121.

- (d) Human Service Worker 151 (Communications and Interpersonal Relationship Skills):

This course develops communication and leadership skills necessary in the recreation field.

- (e) Recreation Management 150 (Introduction to Leisure):

This course provides an introduction to the philosophy and history of Leisure and Recreation.

- (f) Physical Education 128 (Games, Contests and Relays):

This course provides practical experience in games and other recreation activities.

- (g) Recreation Management 160 (Introduction to Leisure Services):

This course introduces the student to agencies and career paths in the recreation field.

- (h) Recreation Management 164 (Introduction to Volunteer Management):

This course provides theory and practical experience in volunteerism.

Second Year:

- (i) Recreation Management 250/260 (Recreation Leadership I & II):

These courses outline the principles and practices of recreation leadership.

- (j) Recreation Management 251 (Administration of Community Recreation Services):

This course covers the principles of administration and management in the recreation field.

- (k) Recreation Management 252 (Special Topics):

This course will allow for the coverage of a series of mini-topics in the form of guest lectures and field experiences. For example, fund-raising activities could be legitimized by incorporating their coverage into this course.

- (l) Recreation Management 261 (Facility Management):

This course covers the administration of sports and recreation facilities such as pools, ice rinks, etc.

- (m) Recreation Management 265 (Programming):

This course deals intensively with the conception, planning and implementation of recreation programs.

- (n) Recreation Management 258/268 (Practica):

These practica will be offered over two semesters and will be split between on-campus recreation activities (in conjunction with the Athletics and Recreation Department) and placements with community agencies.

- (o) Electives:

All electives listed have been selected for their relevance to the new focus and objectives of the RECM program.

#### 4. Curriculum Design

Given the state of the program's curriculum and course outlines,

the Committee recommends that the chief instructor re-design the curriculum of all courses that fall within his area of responsibility; that he construct new course outlines to reflect these revisions; and that he ensure that his and his part-time faculty's course outlines conform to the following standard format:

- (a) Course name, number and title:  
eg. Recreation 251 (Administration of Community and Recreation Services).

These particulars should correspond with the College Calendar entry.

- (b) Course Description:

This should correspond with the College Calendar course description.

- (c) Course Objectives:

These should enunciate what the course aims to do; they should not be duplicated from course to course.

- (d) Performance Objectives:

These should enunciate what performance standards are expected of the student by the end of the course. They should be as specific as possible, and should be designed to drive the evaluation mechanisms.

- (e) Texts:

Required and recommended texts should be accurately listed.

- (f) Format:

The course format (eg. lecture, practicum, seminar, discussion, etc.) should be identified, as should the time schedule (eg. three lectures per week). Three-hour lecture blocks should be avoided except for practically oriented courses such as HUMS 151, and evening courses.

(g) **Evaluation:**

Evaluation procedures and percentage allocations should be listed precisely.

(h) **Schedule:**

A day by day or week by week course schedule should be appended, listing the lecture subject, required reading assignment and dates of each meeting.

(i) **Other Information:**

Course regulations on late papers, plagiarism, etc. may be appended.

5. **Admissions Requirements**

Given the inconsistencies between the College Calendar entry and the current admissions package, and given the restructured curriculum outlined in #3 above,

the Committee recommends that admission requirements be modified to reflect the following changes, and that these changes be incorporated in both the College Calendar and the RECM admissions package:

**First Year**

(a) **Educational Requirements:**

- (i) B.C. Grade 12 or equivalent, or mature student status
- (ii) B.C. English 12 or equivalent: C+ minimum grade; or 26/60 on composition section of Language Proficiency Index (Level 3 or better); or completion of English 020.

(b) **General Requirements:**

- (i) Canadian Citizenship or Landed Immigrant status
- (ii) Successful medical examination (for Workman's Compensation Board)
- (iii) Possibility of criminal record check, depending on the agency at which the student does his/her practica

- (iv) Interview with program instructor
- (v) Visitation to two recreation agencies and submission of summaries of interviews with the practitioners.

#### Second Year

- (a) Successful completion of all first-year requirements (30 credits).
- (b) Personal readiness interview with instructor.
- (c) Maintenance of a GPA of 2.00 or better per semester to continue in the program.

#### 6. Instructor Preparedness

- (a) Given the dissatisfaction expressed by current and former students with the quality of texts and the number and quality of library resources, and the evidence in the course outlines suggesting that supplemental bibliographies have not been updated for nine years,  
  
the Committee recommends that the instructor dedicate his professional development time over the next three years to researching and updating the program's print base, including bibliographies and library resources.
- (b) The Committee also recommends that the instructor systematically use his professional development time to attend workshops, seminars, and training sessions--even on a short term basis--to update his theoretical knowledge and to obtain practical training in the field.
- (c) Given the dissatisfaction expressed by current students with the instructional techniques of some part-time faculty,  
  
the Committee recommends that all part-time instructors in this program be encouraged to attend an Instructional Skills Workshop prior to their next teaching assignment.

## 7. Evaluation

The Committee examined the grade distribution analysis for LARM courses from 1983 to 1988 and found an unduly high proliferation of A grades, especially since 1985. This finding corroborated the sense expressed by some employers and former students that the evaluation system in the program has been too lenient. Accordingly,

- (a) the Committee recommends that henceforth the evaluation system for LARM/RECM courses be tied specifically to the performance objectives that should be identified in the revised course outlines (see also item #8 Articulation);
- (b) it further recommends that the practice of allocating upwards of 20% per course for attendance be discontinued, and that evaluation be based on performance, either written, oral, or behavioural;
- (c) the Committee also recommends that the number of book reports used as instruments of student evaluation be reduced throughout the program and be replaced with class presentations which will develop the students' public speaking skills.

## 8. Articulation

The Committee recommends that the Provincial Recreation Studies Articulation Committee establish a set of DACUM competencies for Recreation Management programs across the Province, and that it request funding for this task from the Ministry of Advanced Education and Job Training.

## 9. Institutional Support

The Committee notes that communications between program and administration, program and other faculty and staff, and program and possible clientele are not well maintained. Accordingly,

- (a) the Committee recommends that the College make a commitment to the restructured program for a minimum four-year period;

- (b) the Committee recommends that the College recognize the timetabling, admissions, administrative and promotional work done by the instructor, and allow him appropriate release time, as is the case with other career programs;
- (c) the Committee recommends that institutional support be more evident than has been the case at Divisional and departmental level;
- (d) the Committee recommends that the College PRO be requested to develop a promotional program for RECM through print and other media.

10. Advisory Committee

- (a) The Committee recommends that the program instructor examine the composition of the Advisory Committee and make recommendations for replacements who will revitalize and increase its diversification.
- (b) The Committee recommends that Advisory Committee meetings be held at least twice a year.
- (c) The Committee recommends that the Advisory Committee refamiliarize itself with its terms of reference to ensure that it functions proactively as opposed to reactively.
- (d) The Committee recommends that the Advisory Committee's immediate task be to establish a data base on job opportunities in the recreation field to identify the program's market. This should be completed as soon as possible.

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1. Advisory Committee

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