UCC Program Review Committee
Summary of Review

Home Department The Department of Recreation, Sport Pedagogy, & Consumer Sciences (RSPCS)

Date of last review: 2013
Date of this review: 11/16-17, 2023

The following programs were included in this review:

1. Coaching, Health & Physical Education (CHPE)
   a. Physical Activity Sport Coaching (PASC) – BS8169
   b. Health and Physical Education (HPE) – BS8179
   c. Coaching Education Minor (CE) – ORCOED
2. Customer Service Leadership (CSL)
   a. Customer Service Leadership – BS6418
   b. Customer Service Leadership Minor – OR6183
3. Family and Consumer Sciences Education (FCSE)
   a. Family and Consumer Sciences Education: Teaching – BS6370
   b. Family and Consumer Sciences Education: Community Leadership – BS6375
4. Parks, Recreation, and Leisure Studies (PRLS)
   a. Outdoor Recreation & Education (ORE) – BS8176
   b. Recreation Management (RM) - BS8177
   c. Outdoor Recreation & Education Minor – OR8156
   d. Recreation Management Minor – OR8109
   e. Ecotourism Certificate – CTECTO
5. Restaurant, Hotel, and Tourism (RHT)
   a. Restaurant, Hotel, and Tourism – BS6361
   b. Applied Hospitality Management (Online) –
6. Retail & Fashion Merchandising (RFM)
   a. Retail & Fashion Merchandising – BS6384
   b. Retail & Fashion Merchandising Minor – OR6380
7. Equine Studies (ES)
   a. Equine Studies – AA5017
8. Sport & Lifestyle Studies (SLS)
   a. Sport & Lifestyle Studies – BS5512

Graduate Programs
1. Coaching, Health & Physical Education (CHPE)
   a. Coaching Education (Campus-Based) – MS8141
   b. Coaching Education (Online) – MS8163
   c. Coaching Education Soccer Specific (Online) – MS8163

        d. Sport Coaching Certificate – MS8163
2. Parks, Recreation, Leisure Studies
        a. Parks, Recreation, and Leisure Studies – MS8180

Recommendation: This program is found to be <u>viable</u>.

See report for commendations, concerns, and recommendations.

The report was forwarded to the program director and college dean. Their responses are attached.

Ohio University
Patton College of Education
Department of Recreation, Sport Pedagogy, and Consumer Sciences
November 2023

Conducted by:

Glenn Dutcher, Ph.D.
Associate Professor of Economics – Ohio University

Cory Kieschnick, Ed.D.
Chair and Professor of Equine Science and Management – Delaware Valley University

Mary Parr, Ph.D.
Professor of Recreation, Park, and Tourism Management – Kent State University

Jim Strode, Ph.D.
Associate Dean of the College of Business – Ohio University

Contents

Curriculum

<u>General Comments</u>

The Department of Recreation, Sport Pedagogy, and Consumer Science has undergone major realignments during the review period, streamlining curriculum to maximize efficiencies. However, due to the diversity of programs and degrees offered, the number of required courses in the department is quite large which makes creating efficiencies challenging (e.g., each program area has a unique set of foundational concepts that must be covered in multiple "intro" courses rather than one, large introductory course). The faculty and departmental leadership have engaged in planning processes with continued monitoring and evaluation of program offerings.   Because many of the programs include "discovery" majors, which also presents challenges for matriculation, the department has adopted a flexible approach to maximize degree completion in a timely manner.

<u>Equine Studies</u>

The Equine Studies program has undergone significant curricular modifications since the last external review in 2015. All current coursework is offered exclusively online, a stark contrast to the pre-2019 program design, which included in-person coursework, a horse herd, and facilities. The program director has worked to enhance online learning through a variety of instructional and assessment techniques.

Assurance of Learning

<u>General Comments</u>

The report incorporated an assessment plan for each academic program that included program learning outcomes, means of program assessment, as well as the method of assessment and target. Data on assessment data to an assessment director within the college. In discussing assessment with the faculty and departmental leadership, they were aware of the need for an improved assessment approach. Several updates and changes can be made, including but not limited to:

- Reviewing and revising the program learning objectives for each major, focusing on verbiage that aligns with Bloom's Taxonomy.
- Developing a clear mission statement for either the department or the academic units and layering this into learning objectives.
- Creating assessments that are rubric based. Using average GPA or a letter grade does not tell the full story on whether students are meeting or mastering expectations.
- Developing a calendar of data collection, implementation of changes, and methods to reflect and "close the loop".
- Creating a culture of assessment where faculty value the process and buy in to program improvements.

<u>Equine Studies</u>

The self-study document provides a useful look at program learning outcomes, all of which seem appropriate for a two-year degree in equine studies. Significant time was spent during the discussion with the program director discussing data collection and methods of "closing the loop". As the curriculum is once again modified, an analysis of collected data could provide the department and

program with more insight. For example, are there more measurements than 83% on a given assignment that could provide useful information? A modification of the goals with adjusted levels of outcomes could be warranted as the curriculum is streamlined.

Faculty

<u>General Comments</u>
The faculty are well qualified to deliver the curriculum, with both academic and industry experience. Overall, the faculty are highly student-centered and provide significant opportunities for community engagement. However, due to differing role responsibilities, the instructional faculty see student success as their primary priority, while tenure-track faculty may prioritize research. Workload distribution is an issue. Faculty have been tasked with student recruitment, marketing of programs, and other administrative responsibilities that require time and skills outside their expertise, with increasingly less institutional support. The instructional faculty are particularly burdened by this due to their heavy teaching loads and precarious employment status. Maintaining high standards for teaching, research, and service will be increasingly more difficult.

<u>Equine Studies</u>
The current program has one full-time faculty member, who also serves as the program director. According to the self-study, the faculty member is instructional status, has an MSW, and is a doctoral candidate in Educational Administration. Highlights of her professional qualifications include Master Level Instructor recognition for both PATH, International and CHA, International. Along with her teaching accolades, these qualifications and credentials are appropriate and sufficient for her role within the program.

The workload of the sole faculty member (at six courses per term, with summer teaching responsibility, as well) is not sustainable for the long-term health of the program, nor for Prof. Hall, professionally. A more reasonable distribution of courses within the curriculum is critical for the faculty and the students.

Student Services

<u>General Comments</u>
The department and college provide a number of services for students in the program, primarily geared towards academic and career success. Academic (or success) advisors are centrally operated through an assistant dean of student success, with a goal of 1 academic advisor per 300 students. As a part of the OHIO graduation plan, to have a registration hold lifted, students must meet with their academic advisor and a faculty member to ensure they are on track in their program of study.

While students rely on faculty networks to secure employment, an assistant director of career and employment engagement assists in filling any gaps in assisting students with career readiness. Students appeared satisfied with the connections that they make with their academic advisors, career team, and faculty, but acknowledge that more support may be needed.

At the regional campuses, centralized academic advisors are being implemented, which can lessen some of the workload on the two faculty on these campuses.

Student Success

General Comments

The department provided degree completion data for all of the programs. Additionally, milestones that are included in graduation plans were highlighted, including meeting with library staff, attending a career or study away fair, and applying for a scholarship. The report indicated the difficulty in tracking retention data, which could be an opportunity to explore, particularly since most of the programs are "discovery majors". No data was provided relative to positive outcomes post-graduation. Positive outcomes can include pursuing a graduate degree or securing a job or internship within six months after graduation. The department could benefit from tracking this data by the assistant director of career and employment engagement or the ACEL office. Ultimately, this data should assist faculty and staff in offering support to those who need it, and to assist in developing best practices for ensuring that graduates are supported following matriculation.

Equine Studies

The area of student success was lacking in the self-study. The chair noted that the programs within the department are viewed as "discovery majors" and suggested that retention data does not convey the whole story for students in these majors. Neither career outcomes nor retention data was provided within the self-study.

Resources and Facilities

General Comments

The facilities available for each non-equine program appear adequate. The resources to support the programs are inadequate along several dimensions. The faculty are charged with marketing their programs, but do not have marketing expertise, and there are inadequate resources to hire marketing professionals or UCM. They have also taken over many tasks previously managed by the administrative assistant and do not have the resources for proper assistance with administrative tasks. Faculty are also charged with student recruitment due to resource constraints, which they do not have training or expertise in. The number of elective courses that can be offered in support of some majors is limited because of a lack of faculty to teach the courses on a regular basis. There is a lack of resources for instructional faculty to take the time for professional development, which is more troubling for programs relying very heavily on instructional faculty.

This has largely led to burnout amongst faculty, which research has shown will lead to faculty turnover. The faculty are effectively equipped for the programs' goals, but because of a lack of resources, they are inefficiently used in other roles, taking away from the programs' teaching, research, and outreach missions.

Equine Studies

Since the last review in 2015, the program has made significant changes to the area of resources and facilities. As a fully online program, the resources required to maintain the program are minimal. The review team was told that any instructional software needs were covered, as necessary. It is noteworthy that funding for professional development is available for faculty, but with the current teaching load and

responsibilities as a program director, Prof. Hall currently struggles to find the time to pursue as much professional development as she would otherwise.

Program Development and Improvement

<u>General Comments</u>

All programs have been in a constant state of development and improvement during the review period. Significant changes to many of the eight programs we reviewed have been made in the last two or three years. The department has been under strong leadership to set short and long-term goals. They set up department retreats to set these goals and work on program development. In most cases, we found the short and long-term goals reasonable and achievable. There was some uncertainty about the FCSE program, given the sudden resignation of the key faculty member, but the department is working towards reforming this program. A bit more work could go towards developing and improving the alignment of the regional and Athens campuses. The programs from the various campuses were combined as part of One Ohio and there exists some friction. The department's plan to improve this friction and better align the missions at the various campuses was unclear to the committee.

Areas of Concern

<u>General Comments</u>

1. <u>Faculty Workload.</u> It was expressed numerous times on the visit that the tenured faculty are lacking the time to conduct high quality research (and are unclear how OHIO's R1 status affect them), and the instructional faculty appear to carry the responsibility of filling gaps in marketing and admissions outside of their 4-4 teaching load. Centralized services such as UCM and admissions must improve coordination to alleviate the increased workload on faculty.
2. <u>Assurance of Learning.</u> The department leadership is aware of this concern, as it was highlighted in an accreditation report. We trust that there will be improvements made in this area.
3. <u>Enrollment.</u> There are a few programs that have low enrollment, which should be reviewed to ensure future viability. On occasion, faculty attributed this to a lack of staff to assist in recruiting and retention, so this idea should be further explored.
4. <u>Retaining Instructional Faculty.</u> Some programs are heavily reliant on instructional faculty, and in some cases, solely reliant on them. Without any assurance of future job security, and the current workload of these faculty, there is concern that these programs are very precarious. Longer-term contracts should be explored.

<u>Equine Studies</u>

1. <u>Faculty of One</u>. While it is evident that Prof. Hall is committed to the delivery of instruction and the success of the students in the program, from a reviewer perspective, one faculty member and no adjunct faculty is a threat to program sustainability.
2. <u>Course Scheduling.</u> Difficulty with course scheduling was a recurring theme throughout the review. Hopefully the projected curricular streamlining will allow for more timely scheduling of equine courses, but it should be noted that the equine program director should be supported during scheduling.
3. <u>Inconsistency in Workload</u>. There appears to be confusion regarding faculty workload, program director release/stipend payment, and the option to hire adjuncts. At six courses per term and a

year-round schedule, Prof. Hall's current workload is seemingly unsustainable. According to the Associate Vice Provost for RHE and Partnerships, Prof. Hall is being paid a program director stipend (in lieu of release time) with a 5/5 load and is not required to accept any overload. These expectations should be carefully reviewed by the department in conjunction with the administration and RHE campus, as the review committee heard opposing reports throughout the day.

Recommendations

General Comments

1. The college should explore a 4-3 teaching load for instructional faculty given the increased administrative responsibility that falls to them.
2. The department should explore what is needed for tenured faculty to contribute to OHIO's R1 status.
3. The college and university should investigate investing in more administrative support, particularly focused on career services.
4. A dual advising model is recommended for students where they meet with a success advisor for help with their DARS and with faculty for help with classes.
5. The college and university should better aid the department in marketing solutions.
6. The department can work towards more cohesion between tenure-track and instructional faculty.
7. More resources, in terms of time and money, should be given for professional development.
8. As programs grow, we encourage opening tenure-track lines to support the research mission and to alleviate current burdens.

Equine Studies

1. Proceed with proposed curricular modification to eliminate tracks within the equine degree. Ideally, this should alleviate scheduling difficulties and help to ensure that students are able to register for courses in a progressive succession in order to graduate on time.
2. The use of guest lecturers could be expanded in the online equine courses. These could even be offered in a hybrid synchronous/asynchronous format utilizing Zoom or Teams and recording the lecture; this could give the opportunity for students to ask questions in real time. The current faculty member is well-versed in so many areas of the equine industry, but relying on other equine academics and professionals for more perspectives could offer more depth and breadth to some courses.
3. Ultimately, offering companion certificate courses or pathways (through coursework) to recognized certifications could be beneficial and provide an increased level of employability for graduates who choose not to pursue a bachelor's degree.
4. Alleviating the workload for the program director could allow for more time to advise and mentor students, providing them with support in areas such as career planning. None of the students in the forum felt that they had much familiarity with or knowledge of career services at the institution. From a broader perspective, these resources could be provided in a more substantial manner to the online students.
5. From a more general perspective, the institutional shift to One Ohio appears to have resulted in some general confusion and a marked lack of clarity in particular spaces. Administrators

emphasized that clarification is still ongoing and that steps are being taken to improve communication and systems (including an upcoming meeting with the Faculty Senate). From a external reviewer perspective, ongoing clarification and improved systemic communication seems necessary.

Commendations

<u>General Comments</u>
1. The high touch experience that students shared because of the dedication of the faculty is to be commended.
2. The amount of change the department went through is incredible. The leadership in the department and the faculty who were affected by this constant change should be commended.
3. The department has done a fantastic job of hiring instructional faculty who engage students and carry their share of the workload. They are passionate about helping students.

<u>Equine Studies</u>
1. The affordable cost and exclusive online delivery for the equine degree was highlighted by an equine student. The online, asynchronous delivery allows for maximum flexibility and for students from a variety of geographical areas to pursue the major. This program is unique in its focus and exclusive online delivery.
2. Prof. Hall should be commended for developing creative methods of assessment and instructional delivery, particularly for the requisite hands-on pieces of the curriculum. The student representative noted her appreciation for the utilization of video demonstrations and submissions within the coursework and the use of discussion boards, which allowed for exchange of ideas with classmates, helping to develop a network amongst the students.
3. The equine studies program is the first exclusively online program recognized by PATH, International.

Program Viability

All programs are deemed viable by the committee.

<u>Equine Studies</u>
The equine program enrollment is growing, and operational costs are negligible. With no overhead (save the cost of one faculty member), a streamlined curriculum and sufficient staffing, the projected outlook of program viability is positive, particularly considering the differentiators (such as affordability and flexibility) outlined in this report.

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December 13, 2023

Kristine Ensign
Chair, UCC Program Review Committee
Associate Professor of Instruction
School of Applied Health Sciences and Wellness
Ohio University

Dr. Ensign,

I want to take this opportunity on behalf of the faculty and students in the Department of Recreation, Sport Pedagogy, and Consumer Sciences (RSPCS) to extend my appreciation to you and all those involved in the review process. We would especially like to indicate our gratitude to all members of the review team as their efforts have played an invaluable role in helping us to identify not only areas for improvement, but also affirm the strengths that make us unique as a department. The review process, although demanding, has proven truly worthwhile, productive, and revealing. Opportunities for self-reflection and critical analysis from a departmental perspective create the conditions necessary for continued growth and development.

Faculty members within the department received a copy of the report developed by members of the review team. In addition to inviting feedback on the report, discussion around the contents of the document were included in the department's November 29th, 2023, faculty meeting. The faculty found that the report accurately reflected the department's strengths and addressed specific and relevant areas of need. Although certain areas of need referenced within the report are currently part of the department's strategic plans as noted in the self-study, the information that follows will aim to address highlighted concerns or expand on efforts the department is positioning to implement moving forward.

Assurance of Learning

The assessment and documentation of learning outcomes is an important step to understanding the extent to which a program is achieving its desired objectives. Although programs within RSPCS have historically engaged in regular assessment of programmatic learning outcomes, there are certainly opportunities where programs within the department can improve these efforts. As noted by the review team, there is a need for certain programs within RSPCS to identify clear metrics that are in alignment with their program learning outcomes. Furthermore, efforts around assessment need to be more systematically conducted so that determinations about potential curricular changes or program revisions occur annually. Given these recommendations, all programs within RSPCS have been tasked to do the following:

1. Revisit program learning outcomes and if necessary, update those outcomes so that they accurately capture the academic and professional aims of the program.

2. Identify curricular assignments that can serve as a means of assessment for each of the listed program learning outcomes.

3. Develop rubrics for each curricular assignment that a program uses as a means of assessment for a given program learning outcome.

4. Establish a clear and standardized schedule from which a program will review data and implement changes when needed.

Faculty Workload

The work of a faculty member is inherently multi-faceted and often comprises several activities that contribute toward a department or program unit meeting its overall mission. These activities and responsibilities can vary depending on the nature of a faculty member's position but tend to include efforts tied to teaching, research and scholarship, service and outreach, and other creative activities. The review team's report highlighted certain concerns and recommendations related to faculty workload. Some of these issues revolved around a lack of time for tenure-track faculty to actively engage in research, workload distribution among instructional and tenure-track faculty, and an increasing reliance on faculty to carry out certain administrative responsibilities including those related to recruitment and marketing. Although there is a degree of complexity underlying each of these issues that extends beyond the scope of the department, RSPCS is committed to identifying solutions that strive to meet the needs of faculty, while at the same time delivering high quality learning experiences to students. Some of the ways in which the department will work toward these aims include:

1. Examining the mechanisms by which the university, The Patton College of Education, and department can support tenured faculty's capacity to contribute to OHIO's recent designation as an R1 institution. With this recent elevated designation, faculty seek additional clarity on how the university, The Patton College of Education, and the department can support faculty efforts to maintain an R1 designation considering teaching load requirements and other administrative responsibilities. One of the ways in which faculty could be supported more in terms of research is through additional funds allocated for professional development. These funds can support the dissemination of research or provide seed money to purchase equipment and software critical to carrying out specific kinds of research endeavors.

2. Interfacing with The Patton College Dean's Office about ways in which the PCOE Shared Services Office can more effectively support the administrative needs of faculty (i.e., course scheduling, concur, human resources). The Patton College recently transitioned to a centralized administrative services model. This transition has not entirely been seamless and has in some cases placed additional burden on faculty to carry out more administrative duties. Continued discussion is needed to

understand how to improve the current system. A designated administrative specialist for the department afforded certain benefits that no longer exist in the current model.

3. Analyzing faculty members' teaching workload relative to other responsibilities that each faculty member holds within the department. At present, most faculty holding a designated administrative position (i.e., Program coordinators) have the option of either a course release or stipend provided by The Patton College of Education. This stipend is further supplemented by the department's budget allocation. Some discussion is needed around creating equity among those faculty that do not currently have the option to receive a stipend. In addition, a more transparent and purposeful analysis is needed to understand the contributions each faculty member is making in terms of meeting the teaching, service, or research missions of the university. Conducting this type of analysis could prove useful in addressing certain workload issues experienced by and between instructional and tenured faculty.

4. Build a stronger partnership between the department and University Communications and Marketing (UCM) to address student recruitment through program specific marketing projects.

Enrollment

Within RSPCS, enrollment among programs at both the undergraduate and graduate levels remain a high priority. As a department comprised of multiple 'discovery majors', the COVID-19 pandemic negatively impacted efforts faculty have historically utilized to recruit students into their programs (i.e., Outdoor skill development courses, Physical Activity and Wellness (PAW) courses, program sponsored events, community partnerships and collaborations). Although a challenging time, the COVID-19 pandemic reinforced the need for the department and the programs within the department to have a more targeted student recruitment strategy. As mentioned by the review team, there are certain programs that have seen declines in their student enrollment (i.e. # of majors). In recognition of this trend, the department began developing a marketing strategy to increase enrollment that is part of the broader strategic plan the department initiated in the 2023 fall semester. Elements of that marketing strategy involve:

1. Program units identifying a set of core values, a mission statement, and a vision statement that align with the broader values, mission, and vision of the department. This information should serve as basis for each program's existence and used to guide decisions related to student recruitment and marketing. Although some of the programs within the department have established these program components, others have not.

2. Developing individual program specific landing pages for the department website. Creating individual landing pages for each program will provide an opportunity for programs to further brand themselves among prospective students, convey important information that speaks to the uniqueness of the degrees offered in a program, and highlight relevant program news that may appeal to prospective students.

3. Discussing the implementation of a dual-advising model among all programs within the department. Programs or majors that currently utilize a dual advising model (i.e., Parks, Recreation, and Leisure Studies program, Physical Activity Sport Coaching major) have articulated its benefits despite the increased demands it places on faculty. One of those benefits includes the opportunity to actively engage with students through advising. These interactions have proven to be vital in not only retaining current students, but also in attracting prospective students to the program or major.

4. Creating recruitment videos that Student Affairs staff in The Patton College of Education can utilize for student recruitment activities (i.e. Ohio Discovery Days). Although the construction of such videos requires some upfront work by faculty, these efforts should alleviate some of the demands experienced by faculty that are tied to certain recruitment activities and events sponsored by the college.

5. Exploring the development of accelerated pathway degree programs that can enhance graduate student enrollment among those graduate programs offered within the RSPCS department.

Student Success

One of the strategies that programs can employ to market their degree areas is to highlight student success experienced by graduates of their programs. As noted by the review team, the department did not provide any data that spoke to positive outcomes experienced by students post-graduation. Although certain programs have informally captured some of this information, a more systematic approach is needed. Given this insight, the department and its programs will:

1. Work to develop a process by which information can be systematically collected that speaks to students' job placement, internship placement, pursuit of a graduate degree, and other variables of interest.

2. Explore ways in which existing university and college resources can support programs' desire to collect student success data following a student's matriculation through a program.

We appreciate the review team's time and effort in carrying out the assessment of the RSPCS department. If you have any questions or need additional information, please do not hesitate to reach out (Andrew Szolosi; szolosi@ohio.edu).

Sincerely,

Andrew Szolosi, Ph.D.
Associate Professor
Department Chair
Department of Recreation, Sport Pedagogy, and Consumer Sciences

January 29, 2024

Dr. Lijing Yang
Chair, UCC Program Review Committee
Associate Professor of Higher Education

Dr. Yang,

Appreciation is extended to the internal and external review committee members who took the time to evaluate and provide feedback on the Department of Recreation, Sport Pedagogy, & Consumer Sciences (RSPCS). I enjoyed having the opportunity to meet with the committee and value the time and effort taken to conduct the site visit and prepare the written report. I concur with the overall finding that the department is viable. The report acknowledges the important work done by members within the department and the role they play in supporting the larger mission of the Patton College of Education and Ohio University.

The review report does highlight four areas of concern, Faculty Workload, Assurance of Learning, Enrollment, and Retaining Instructional Faculty. As indicated in the committee's report and Dr. Szolosi's response, there are several action items already in place through RSPCS's strategic plan to address the concerns around all areas. For my response, I will provide additional comments on these four areas of concern.

Faculty Workload
The report indicates that "It was expressed numerous times on the visit that the tenured faculty are lacking the time to conduct high-quality research (and are unclear how OHIO's R1 status affect them), and the instructional faculty appear to carry the responsibility of filling gaps in marketing and admissions outside of their 4-4 teaching load. Centralized services such as UCM and admissions must improve coordination to alleviate the increased workload on faculty". I first would like to recognize the high research productivity of the tenure track faculty within the department. Faculty members have published numerous publications over the review process which has resulted in several faculty being promoted to associate or full professor within the seven-year review timeframe. In addition, multiple tenure track faculty members within the program have received compensation through the top-of-the-top tier incentive program within the college that rewards faculty members who have published an article in a top-tier journal within their field. This speaks to the high-quality research that they are doing. While we are all excited by Ohio University's new R1 status, the dean's office can work to provide better clarity to tenure track faculty that the new R1 status has not changed tenure track faculty workload distribution or expectations around research productivity.

Both tenure-track and instructional faculty members engage in significant service to their programs and college. Instructional faculty members do indeed engage in service outside of their 4-4 teaching load as their workload distribution is 80 percent teaching and 20 percent service. This service can be in the form of supporting recruitment efforts. It is worthy to mention that the Patton College of Education has a full-time coordinator of undergraduate recruitment who supports recruitment

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efforts within the college. We also have staff within our Center for Technology and Online Programs (CTOP) who support recruitment efforts for online programs within the college. These are resources that other colleges within the university do not have to support faculty with recruitment. Program coordinators are also either provided a stipend or a course load reduction to attend to programmatic endeavors such as recruitment and marketing. Currently, Patton College is transitioning its online graduate programs to OHIO Online. I expect that such a transition will increase support around marketing and admissions while also providing increased capacity for staff in CTOP to expand support to faculty around recruitment and marketing of programs.

To address larger faculty workload concerns, a workload policy committee was formed academic year 2022-2023 and reconvened this year. The goal of the committee is to assess the types of work faculty are engaged in and how it is accounted for within the context of the current workload policy.

I also would like to note that there was a comment pertaining to the college providing more resources, in terms of time and money, to professional development. The Patton College provides all tenure track faculty members with $1,500 and all instructional faculty members $750 dollars to use at their discretion for professional development. In addition, there are internal grants that faculty can apply for, and all department chairs are given additional funds to use at their discretion for things such as providing additional professional development for faculty. While the desire for additional professional development funds is understandable, the allocation of resources to support professional development within the college runs parallel or in some cases is greater than what is seen within other colleges within the university.

Assurance of Learning and Enrollment
I support the recommendations that the review committee provided around the Assurance of Learning and Enrollment and commend the faculty in RSPCS for the efforts that will be taken, as outlined in Dr. Szolosi's response, to make further improvements in these areas. The Director of Assessment & Academic Improvement, and Associate Dean for Academic Research, are also additional supports to assist with efforts around assurance of learning. As previously stated, the coordinator of undergraduate recruitment and CTOP serve as additional resources to assist with recruitment as well. Understanding the need to increase enrollment, during this academic year, I allocated extra money to the coordinator of undergraduate recruitment's marketing budget to specifically support recruitment within non-teacher education undergraduate programs which are all housed within the department of RSPCS.

Retaining Instructional Faculty
In reference to instructional faculty the report indicates that "Without any assurance of future job security, and the current workload of these faculty, there is concern that these programs are very precarious. Longer-term contracts should be explored". It is important to note that in alignment with Faculty Handbook's policy on multi-year contracts for instructional faculty members (Handbook, Section II.3.b.iii), the Patton College of Education adopted a policy July 14, 2022 that outlines the process for Instructional faculty to request and obtain a multiyear contract. Several instructional faculty within the college do indeed possess a multi-year contract. However, to address this disconnect between what is shared in the report and Patton College's existing Policy on Instructional Faculty Multiyear Contracts, the dean's office can work to build greater awareness of the policy.

Equine Studies
Additional, areas of concern were highlighted for the Equine Studies program housed on Regional Higher Education (RHE) about faculty size, course scheduling, and inconsistency in understanding workload. As the reviewers noted, "the institutional shift to One OHIO appears to have resulted in some general confusion and a marked lack of clarity in particular spaces…From an external reviewer perspective, ongoing clarification and improved systemic communication seems necessary." Therefore, I plan to collaborate with the Vice Provost of RHE to give direct attention to the recommended suggestions. However, I am pleased with the positive assessment of the Equine

Studies program that speaks to its affordability, creative methods of assessment and instructional delivery, and it being the first exclusively online program recognized by PATH International.

In conclusion, while there are areas for improvement that were revealed through the review process that the Department and Patton College will work towards resolving, I do agree with the larger overall positive sentiment of the report and the viable status of the department. Thanks again to the members of the review committee for their thoughtful review of the department.

Sincerely,

Lisa Harrison
Professor and Interim Dean
The Patton College of Education

February 2024

This a summary of the Graduate Council - Program Review Committee's review of the UCC review and related materials from the Department of Recreation, Sport Pedagogy, and Consumer Sciences.

The Department of Recreation, Sport Pedagogy, and Consumer Sciences is deemed viable from the materials provided. We would like to emphasize the following points:

- We agree with previous comments that the department needs to better connect with and leverage shared resources related to recruiting and career support - both at the college and university levels.
- The department seems to be moving forward with a structured AoL process, which is critical - it would also make sense to connect with existing efforts in the college to learn additional best practices and increase accountability.
- Data about student outcomes likely needs to be collected and articulated as a part of the increased recruiting efforts.
- We agree with previous comments that there should be a continuous effort and conversation to discuss the viability of low enrolled classes/programs if numbers do not improve.

Please do not hesitate to contact me or the other committee members, David Brown or Vladimir Marchenkov, if you have any questions about this review.

Sincerely,

Gabe Giordano
Chair, Program Review Committee - University Graduate Council