College of Health Science and Public Health

Wellness and Movement Sciences Department

RECREATION AND LEISURE SERVICES PROGRAM



Self-Study Reaccreditation Report for 2023 Review

December 2022

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**FORWARD**

Eastern Washington University, a regional, comprehensive public university, which strives to enrich its programs of universal learning through a focus upon the resources and needs of the Inland Empire region. With an enrollment of approximately 10,000 students, EWU is one of six state-funded four-year institutions of higher education in Washington, each governed by its own board of trustees. EWU’s 300-acre main campus is located in Cheney, a community of 12,000 residents 16 miles southwest of Washington’s second largest city, Spokane. Eastern also offers programs in downtown Spokane at the innovative, energy-efficient Catalyst building and at Riverpoint, a campus shared with Washington State University. In addition, EWU programs can be found at select locations throughout the state, aligned with the needs of the community. Eastern contributes to the vitality of the region and the state through its wide array of bachelor’s and master’s degrees in over 100 fields of study, as well as applied doctorates in physical therapy and educational leadership, offering accessible pathways to career success and personal development to students of all socioeconomic and cultural backgrounds.

**Tribal Land Acknowledgement**

Eastern Washington University resides within the traditional homelands of the Spokane People and other tribes who are connected through their shared history of this region. The land holds their cultural DNA and it is their Ancestors who are here and bring forth the knowledge of this place - the knowledge that comes from the land.

More information about Eastern Washington University’s affordability, programs, community connections, campus life, and adventures are found in the following link: [EWU Quick Look](https://www.ewu.edu/lookbook/)

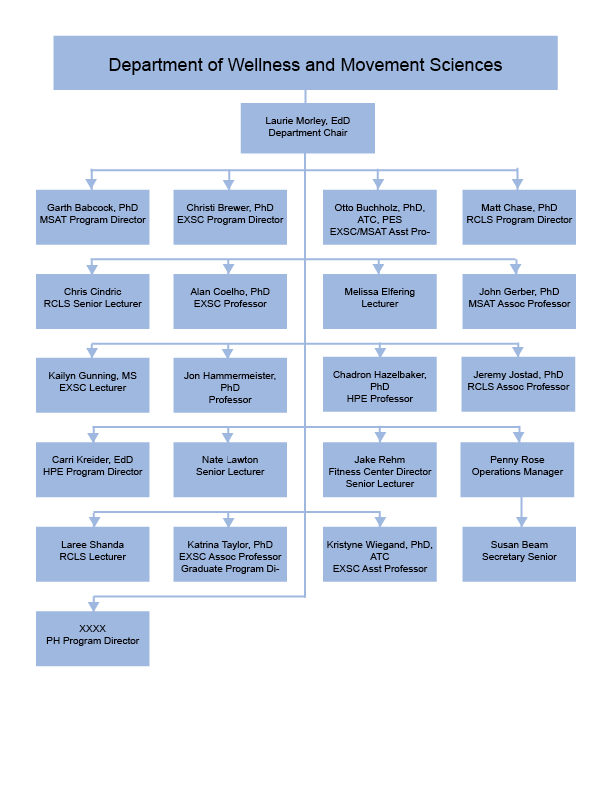
General Education at Eastern Washington University is a foundation of knowledge and life skills that prepares students for success and encourages their development into informed and engaged critical thinkers. EWU General Education introduces research, creative and service projects, and emphasizes success skills and learning outcomes. [EWU General Education](https://inside.ewu.edu/generaleducation/about/)

EWU offers 68 programs with undergraduate degrees, 64 programs with minors, 20 programs with undergraduate certificates, 10 programs with endorsements, 31 programs with graduate degrees, 18 programs with graduate certificates, and 2 programs with doctorate degrees. These programs are delivered either by an in-person format, hybrid, or online. [EWU Program Offerings](https://www.ewu.edu/academics/program-explorer/)

The Recreation and Leisure Services Department merged with the Physical Education and Health Department (PEH) in 1989 in order to strengthen its position in the dynamic structure of the University. The unit is known today as the Recreation and Leisure Services Program (RCLS) and has been a component of the Physical Education, Health and Recreation Department (PEHR). In 2020, the PEHR Department changed its name to Wellness and Movement Sciences (WAMS). The RCLS program offers four Bachelor of Arts degrees: Outdoor Recreation Leadership, Recreation and Tourism Management, Therapeutic Recreation, and Experience Economy Entrepreneurship. We currently have the general accreditation, with Therapeutic Recreation as the one accredited option.

Eastern Washington University administrative officials, faculty, and students of the Recreation and Leisure Services Program look forward to hosting our accreditation visitors in Spring 2023. These materials have been compiled and organized as outlined in the COAPRT 2021 Standards. Dr. Matthew Chase, RCLS Program Director, Dr. Jeremy Jostad, Associate Professor, Mr. Christopher Cindric, Senior Lecturer, and Susan Beam, Secretary Senior, prepared the bulk of the report concerned with general accreditation. Ms. Laree Shanda, Therapeutic Recreation Interim Program Director, prepared the documentation for theTherapeutic Recreation option.

The RCLS faculty is pleased to submit this self-study to COAPRT. We view this evaluation process as a critical opportunity for program review, reflection, and continued development.



**Selected Programmatic RCLS Highlights 2016-2022**

**2016:**

The Recreation Management major changed their name to Recreation and Tourism Management

Dr. Paul Green retires in June of 2015 (Professor Outdoor Recreation)

Dr. Jeremy Jostad is hired in a tenure track line for Outdoor Recreation (September 2015)

**2017-2018:**

The Challenge Course minor was changed to the Experiential Education and Group Facilitation Minor.

A new Travel and Tourism minor was added

The Outdoor Recreation major was changed to Outdoor Recreation Leadership

Dr. Jeremy Schultz resigns in June of 2017 (Assistant Professor - RTM)

Dr. Tek Dengi is hired on a one-year contract (lecturer) to teach in RTM and the RCLS Core (AY 2017-18)

Dr. Alison Bender is hired in a tenure track line for RTM (September 2018)

**2019-2020:**

The Physical Education, Health and Recreation (PEHR) Department changed its name to Wellness and Movement Sciences (WAMS).

The Department also left the College of Arts, Letters and Education (CALE) and moved to the College of Health Science and Public Health (CHSPH) with Dean Laureen O’Hanlon.

Dr. Matt Chase and Dr. Alan Coelho step down as department co-chairs per the EWU CBA (2011-2019)

Dr. Laurie Morley was named Interim Chair

Dean O’Hanlon resigns at the end of the 2019-2020 AY

Associate Dean Donna Mann is named interim dean for the 2020-2021 AY

All EWU classes are offered online beginning spring quarter 2020

**2020-2021:**

Dr. Laurie Morley is named Chair of the Department of Wellness and Movement Sciences

Dr. Emily Messina served on the 2020-2021 COAPRT Update/Revision Task Force for TR Guidelines

The RCLS program is placed on a university-wide list for potential program elimination

RCLS commits to a program restructure

Dr. Emily Messina resigned after 10 years with the PEHR/WAMS Department (Therapeutic Recreation)

Dr. Alison Bender resigned after 2 years with the PEHR/WAMS Department (RTM)

Classes are scheduled to be full face-to-face in the fall quarter 2021

Christopher Cindric received “Special Faculty of the Year” award for the College of Health Science and Public Health

**2021-2022:**

Laree Shanda is hired (lecturer) to temporarily replace Dr. Messina in TR

The RCLS program begins the process of planning for a restructure

The Craft Beer Industry Professional Certificate is approved

The Experience Economy Entrepreneurship BA is approved

**2022-2023:**

The first part of Fall quarter 2022 is spent preparing a curriculum proposal for the RCLS re-structure, to be submitted to the Course and Program Approval Committee (CPAC). The RCLS program is also engaged in the preparation of a self-study.

## 1.0 Eligibility Criteria

A unit will be considered for accreditation only when the following 1.0 series of standards are met. Eligibility criteria apply throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the 1.0 series, the Council may withdraw accreditation at any time.

| **1.01** The academic unit and curriculum concerned with parks, recreation, tourism, and related professions shall have been in operation for three years and be clearly identifiable to the public.  *Suggested Evidence of Compliance:* An organizational chart and documentation of existence of a university-approved curriculum (e.g., degree description from the University catalog). |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Recreation and Leisure Services Program was officially recognized at Eastern Washington University in the fall of 1968. The program is clearly identifiable via websites and the catalog. |
| **LINK(S)**  [Eastern Washington University website](https://www.ewu.edu/)  [Wellness and Movement Sciences Department website](https://www.ewu.edu/chsph/wellness-movement-sciences/)  [Eastern Washington University 2022-23 Graduate & Undergraduate Catalog - Outdoor Recreation Leadership](https://catalog.ewu.edu/hs/wellness-movement/outdoor-recreation-ba/)  [Eastern Washington University 2022-23 Graduate & Undergraduate Catalog - Recreation & Tourism Management](https://catalog.ewu.edu/hs/wellness-movement/recreation-management--ba/)  [Eastern Washington University 2022-23 Graduate & Undergraduate Catalog - Therapeutic Recreation](https://catalog.ewu.edu/hs/wellness-movement/therapeutic-recreation-ba/)  [Eastern Washington University 2022-23 Graduate & Undergraduate Catalog - Experience Economy Entrepreneurship](https://catalog.ewu.edu/hs/wellness-movement/experience-economy-entrepreneurship-ba/) |

| **1.02** The institution shall be currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body.  *Suggested Evidence of Compliance:* Documentation of institution’s status and review dates. |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Eastern Washington University is accredited through the Northwest Commission on Colleges and Universities. The current status of our accreditation is available at the link below.  EWU’s reports and NWCCU’s responses to them are available through the following link below.  **Accredited:** (1919 – present)  Public  **Degree levels:** B, M, D  **Public sanction:** None  **Statement:** [Eastern Washington University](https://nwccu.org/wp-content/uploads/2020/05/Eastern-Washington-University-Notification-Letter.pdf) Notification Letter  **Reason for Accreditation:** As of their most recent evaluation, this institution is compliant with the Standards, Policies and Eligibility Requirements of the Northwest Commission on Colleges and Universities. |
| **LINK(S)**  [EWU Assessment and Accreditation](https://inside.ewu.edu/assessment-accreditation/accreditation/programmatic-accreditation/accredited-programs/)  [Eastern Washington University Assessment & Accreditation](https://inside.ewu.edu/assessment-accreditation/accreditation/institutionalaccreditation/)  [NWCCU Member Institutions](https://nwccu.org/member-institutions/directory/)  [NWCCU Reports](https://inside.ewu.edu/assessment-accreditation/accreditation/institutionalaccreditation/nwccu-reports-and-responses/) |

| **1.03** A minimum of two full time faculty members and a minimum of one additional full time equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the Program.  *Suggested Evidence of Compliance:* A record of faculty assignments to the unit. |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Recreation and Leisure Services Program has 2 full-time, tenure-track faculty, one half-time senior lecturer, and one full-time lecturer. The RCLS program also utilizes faculty in the Wellness and Movement Sciences Department on an as-needed basis. The full-time faculty include:   |  |  | | --- | --- | | FACULTY MEMBER | FTE | | Dr. Matthew Chase, Professor | 1.0 | | Dr. Jeremy Jostad, Associate Professor | 1.0 | | Mr. Christopher Cindric, MA, Senior Lecturer | 0.5 | | Ms. Laree Shanda, CTRS/R, Lecturer | 1.0 | |
| **LINK(S)**  [Faculty - WAMS Department](https://www.ewu.edu/chsph/wellness-movement-sciences/contact-us/) |

| **1.04** A minimum of two full time faculty members shall hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism, and related professions from a regionally accredited institution.  *Suggested Evidence of Compliance:* Curriculum vitae of faculty. |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The EWU RCLS program has three full-time equivalent faculty members serving the undergraduate program. In addition, one faculty member contributes at the .5 level or more. Dr. Chase has tenure and holds the rank of full professor. Dr. Jostad has tenure and holds the rank of associate professor. All faculty members were hired based on competitive searches. Two of the three full-time equivalent faculty members meet the requirement of possessing a minimum of at least one degree, masters or higher, with a major in parks, recreation, tourism, or leisure services. One faculty member, Ms. Laree Shanda, possesses a BA in Therapeutic Recreation, however, she came to us with 30 years of professional experience. As reflected in the RCLS Faculty Profiles link below, the program has highly qualified faculty of diverse backgrounds and expertise.  Mr. Chris Cindric is a senior lecturer and is our EWU Challenge Course Manager. Mr. Cindric has teaching responsibilities within the RCLS core curriculum. Mr. Cindric also supervises the Minor in Experiential Education and Group Facilitation, as well as the Craft Beer Industry Professional Certificate. He holds a BA in Recreation and Leisure Services and Social Science and an MA in Educational Psychology. |
| **LINK(S)**  [RCLS Faculty Profiles](https://docs.google.com/spreadsheets/d/1-Sjr-bftV66xB3UGw0scpBm1GVP9Whu9/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  Dr. Matthew Chase: [M Chase](https://docs.google.com/document/d/1ksftL8iF2lGfmUBHs672v7yEQgamrFgu/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  Dr. Jeremy Jostad: [Jostad](https://drive.google.com/file/d/1qHcLlucCu35VtMTJP35iGgDyizyS_S5Z/view?usp=sharing)  Mr. Christopher Cindric: [C Cindric](https://drive.google.com/file/d/1iCzMO40jJiSCPPT--eNcH3mqGoioDXaI/view?usp=share_link)  Dr. Dustin Semb: [Semb](https://drive.google.com/file/d/1B7O_izujYkprQQakjzln-kpxyFDgJ68k/view?usp=sharing)  Ms. Laree Shanda: [L. Shanda](https://drive.google.com/file/d/18r6Ayl82De2II8rW5V1JrH8LB33UGTQ2/view?usp=share_link)  Ms. Tara Morton: [T. Morton](https://docs.google.com/document/d/1Osghjtp1WP8NqtTDDDFmB5ijcsxP9DzF/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **1.05** All faculty members shall have competency and credentials in the subject matter for which they are responsible.  *Suggested Evidence of Compliance:* Curriculum vitae of faculty. |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  All faculty members have demonstrated competency in the subject matter for which they are responsible. See RCLS Faculty Profiles or faculty vitae by clicking the link(s) below. |
| **LINK(S)**  [RCLS Faculty Profiles](https://docs.google.com/spreadsheets/d/1-Sjr-bftV66xB3UGw0scpBm1GVP9Whu9/edit?usp=sharing&ouid=104318790872572532143&rtpof=true&sd=true)  Dr. Matthew Chase: [M Chase](https://docs.google.com/document/d/1ksftL8iF2lGfmUBHs672v7yEQgamrFgu/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=trueXSqceBi6PBRyJwfHp6oqRCGDfQAxRI3/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  Dr. Jeremy Jostad: [Jostad](https://drive.google.com/file/d/1qHcLlucCu35VtMTJP35iGgDyizyS_S5Z/view?usp=sharing)  Mr. Christopher Cindric: [C Cindric](https://drive.google.com/file/d/1iCzMO40jJiSCPPT--eNcH3mqGoioDXaI/view?usp=share_link)  Dr. Dustin Semb: [D Semb](https://drive.google.com/file/d/1B7O_izujYkprQQakjzln-kpxyFDgJ68k/view?usp=share_link)  Ms. Laree Shanda: [L Shanda](https://drive.google.com/file/d/18r6Ayl82De2II8rW5V1JrH8LB33UGTQ2/view?usp=share_link)  Ms. Tara Morton: [T Morton](https://docs.google.com/document/d/1Osghjtp1WP8NqtTDDDFmB5ijcsxP9DzF/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **1.06** Each Program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than three years prior to submission of the self-study.  *Suggested Evidence of Compliance:* A record of attendance at COAPRT training |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Dr. Matthew Chase attended the COAPRT training in October 2021. |
| **LINK(S)** |

## 2.0 Mission, Vision, Values, and Planning

| **2.01** The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.  *Suggested Evidence of Compliance:* Copies of the pertinent documents or specific URL locations.  **2.01:01** Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The College of Health Science and Public Health’s vision (within which RCLS is organizationally located) is consistent with the vision and mission of the University. The statement reads as follows:  **College of Health Science and Public Health’s Vision**  The College of Health Science and Public Health develops a diverse health and wellness workforce for the region by preparing professionals for excellence in interprofessional practice.  **College of Health Science and Public Health’s Mission**  The mission of the College of Health Science and Public Health is to graduate health care professionals in their chosen disciplines who are professionally, intellectually, and ethically prepared to meet the health care and wellness challenges and leadership demands of society. The College’s graduates practice collaboratively as they meet the current and future health demands of the evolving health care environment.  **The College of Health Science and Public Health’s Values**  The College of Health Science and Public Health builds a core set of values to drive our Mission and Vision:  Commitment  Diversity  Excellence  Professionalism  Social Justice  **Wellness and Movement Sciences Department Mission**  The WAMS Department is committed to enhancing quality of life through the promotion of wellness. Our mission is accomplished by educating students who are professionally and academically prepared and dedicated to addressing the wellness of a diverse society in a variety of environments.  **Wellness and Movement Sciences Department Vision**  The WAMS Department will strive to become one of the premier programs within the region. This will require significantly improving our facilities, enhancing the coordination of student-centered department programs, encouraging more collaboration between the Department and the greater university community, and increasing the number of our faculty. Facilities and technology resources will be upgraded to a state-of-the-art level and maintained to provide comprehensive instruction in all departmental programs. The Department will remain committed to continuous strengthening and expansion of our undergraduate and graduate programs. This will be achieved through the design, delivery and assessment of high quality courses and student centered programs using strategic enrollment management as a guiding principle. A more global approach will be taken by infusing a community dimension throughout undergraduate and graduate curricula and by promoting research initiatives among colleagues within the university community and institutions in the region. The Department will increase faculty to meet additional demands. The faculty will continue to build upon their scholarship records involving both basic and applied research, while effectively integrating teaching, research, and service. Faculty will actively engage in the procurement of internal and external funds and projects as they strive to become the regional resource center for matters relating to wellness.  **Wellness and Movement Sciences Department Values**  The WAMS Department values professionalism, passion, and commitment in the classroom and to our respective fields. The department strives to incorporate wellness, balance, and a healthy, active lifestyle into our personal lives. The WAMS department aspires for its students to uphold the values of professionalism, excellence, passion, and commitment to their chosen careers, while maintaining a lifestyle of balance, activity, and wellness.  The Mission and Philosophy of the Recreation and Leisure Services Program is as follows:  **The RCLS Program Mission**  The mission of the Recreation and Leisure Services Program is to provide each student the opportunity to acquire the education, training, and practice necessary to become competent professionals in the recreation and leisure services profession and to make a significant contribution to our culturally diverse society.  The Recreation and Leisure Services Program will achieve its mission by:   * Maintaining and encouraging close relationships between students and public, private, voluntary, and commercial recreation agencies through an intensive fieldwork and internship requirement * Evaluating curriculum with alumni, practitioners, current students, and certification bodies on a regular basis, utilizing a variety of methods * Providing an excellent student-centered learning environment with professionally accomplished faculty who are strongly committed to teaching current leisure trends and issues through traditional and innovative methods   **The RCLS Program Vision**  To provide an excellent professional program grounded in a solid liberal arts foundation. We are committed to graduating students who can communicate in oral and written form, use technology effectively, and who have a working knowledge of the research process. Moreover, in our program, students’ skills are refined in the areas of critical thinking, interpersonal relationships, teamwork, and leadership. We believe all of these elements are necessary tools for the modern-day workforce.  Our commitment to providing an excellent education in the area of recreation and leisure services is accomplished via a blend of teaching and learning approaches. Many of the courses offered in our curriculum utilize an element of service or experiential learning, followed by a reflective process. From classroom exercises and projects, to site visits and experiences in the field, we strive to offer an outstanding educational experience.  **The RCLS Program Values**  The RCLS faculty value professionalism, passion, and commitment in the classroom and we strive to incorporate wellness, balance, and a recreation lifestyle into our personal lives. We believe our professional and personal lives require congruence in order to be effective educators. We also want our students to uphold the values of professionalism, passion, and commitment to the profession, while maintaining a lifestyle of balance, activity, and wellness. |
| **LINK(S)**  EWU Values, Mission and Vision:<https://www.ewu.edu/about/fast-facts/>  CHSPH Values, Mission and Vision:<https://www.ewu.edu/chsph/about/>  Wellness and Movement Sciences: <https://www.ewu.edu/chsph/wellness-movement-sciences/> |

| **2.01:02** The academic unit shall have the following current written documents that are clearly demonstrated to be consistent with the institution and with the parks, recreation, tourism, and related professions.  *Suggested Evidence of Compliance:* Copies of the pertinent documents or specific URL locations.  **2.01:02** The academic unit shall maintain an up-to-date Strategic Plan for the Program. This plan must include a) current mission, vision and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report. |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Please see the links below for information related to our SWOT analysis and resulting strategic plan. |
| **LINK(S)**  [EWU Institutional Strategic Plan 2018-2023](https://inside.ewu.edu/strategic-planning/institutional-strategic-plan-2018-2023/)  [SWOT Analysis 2018-2019](https://docs.google.com/spreadsheets/d/1k3OYN3wmAXOPp1aPPR8ISjSTFRL6YSMH/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [RCLS Strategic Plan 2023](https://docs.google.com/document/d/1OWne8ts850yTXG0zunFceq6DRgesYrzb/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [DRAFT: CHSPH Strategic Plan 21-26](https://docs.google.com/document/d/1H7J9aidTHKvaTws903cYq-KcRX7aeYvn/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **2.02** There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.  *Suggested Evidence of Compliance:* Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, professionals). |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Course and Program Approval Committees (CPAC) review new courses, majors and programs and proposed changes (including removal) to existing courses, majors and programs and make recommendations to the relevant committee for approval or non-approval. There are one or more CPAC's that report to each of the following: the Undergraduate Affairs Council (for undergraduate courses and programs), the Graduate Affairs Council (for graduate courses and programs), and the General Education Council (for general education courses and sequences). CPAC peer reviews course and program proposals in order to maintain acceptable standards of quality in the courses and programs offered at Eastern Washington University. To fulfill this function, the committee serves to ensure that courses and programs are pedagogically and philosophically sound (according to generally accepted standards); that program descriptions and course syllabi are clear and understandable; that the proposals (course/program) fit the university mission and strategic plan; that credits and course numbers match specified workload and level. The committee is also responsible for resolving questions concerning course numbering, course duplication, applicability of grading system (pass/no credit or grade), and other questions that may arise pertaining to changes in the relevant courses and programs, including compliance with applicable faculty organization and administration guidelines as well as university policies. The committee is also responsible for determining the process required to review and approve courses and programs, including the addition and revision of forms and/or software information entry systems.  Please see the links below for documentation of course additions, deletions, and modifications. Faculty discussions and decisions concerning curricular changes can be seen in our meeting minutes. We have also included meeting minutes with our alumni advisory board and student advisory board. Last, we have included documentation from our internal process for making curriculum changes (CPAC), along with our degree plans. |
| **LINK(S)**  [RCLS Course and Program Approval (CPAC) Changes](https://docs.google.com/spreadsheets/d/1j82Gmo-k3_5RNO62f5YzkgKb1hOJPFlk/edit?usp=sharing&ouid=104318790872572532143&rtpof=true&sd=true)  [EWU Faculty Organization](https://inside.ewu.edu/faculty-organization/councils-and-committees/)  [RCLS Alumni Advisory Board Minutes](https://docs.google.com/document/d/11maCgW0nUlEhUsTgNLZKLmJ8HHF6SvCP/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [RCLS Degree Plans](https://drive.google.com/drive/folders/1ru0gZr77BwshNeLP1ux7q47MUEoOzCCF?usp=share_link)  [Student Advisory Board Meetings](https://drive.google.com/drive/folders/1PXyP5-6lXhTxEVT95x16Bh883U9nSBM9?usp=share_link) |

| **2.03** The academic unit shall have institutionally approved degree requirements for all Programs being considered for accreditation. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The RCLS Program has four majors, each of which is institutionally approved. |
| **LINK(S)**  [Experience Economy Entrepreneurship Major](https://catalog.ewu.edu/hs/wellness-movement/experience-economy-entrepreneurship-ba/)  [Outdoor Recreation Leadership Major](https://catalog.ewu.edu/hs/wellness-movement/outdoor-recreation-ba/)  [Recreation and Tourism Management Major](https://catalog.ewu.edu/hs/wellness-movement/recreation-management--ba/)  [Therapeutic Recreation Major](https://catalog.ewu.edu/hs/wellness-movement/therapeutic-recreation-ba/) |

| **2.04** The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Recreation and Leisure Services program seeks re-accreditation for the RCLS shared core curriculum and Therapeutic Recreation. The Wellness and Movement Sciences Department website is available at the included link: |
| **LINK(S)**  [Experience Economy Entrepreneurship](https://www.ewu.edu/chsph/wellness-movement-sciences/experience-economy-entrepreneurship-ba/)  [Outdoor Recreation Leadership](https://www.ewu.edu/chsph/wellness-movement-sciences/outdoor-recreation-leadership-ba/)  [Recreation and Tourism Management](https://www.ewu.edu/chsph/wellness-movement-sciences/recreation-tourism-management-ba/)  [Therapeutic Recreation](https://www.ewu.edu/chsph/wellness-movement-sciences/therapeutic-recreation-ba/)  [Wellness and Movement Sciences Department](https://www.ewu.edu/chsph/wellness-movement-sciences/) |

| **2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.  **2.5:01** The Program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The program uses the Google Drive platform to maintain an up-to-date assessment process. (See link of our Google Docs organizational scheme).  Beginning in 2016, we made some adjustments to our data collection process. Instead of using an excel spreadsheet where faculty manually input data, Dr. Messina created a mechanism for collecting outcomes data via Canvas rubrics. This information is stored and then downloaded quarterly via excel spreadsheets. Assignment rubrics identify the appropriate standards being measured. Faculty have to indicate in the rubric whether or not the standard has been met in the assignment according to our minimum passing score of 75%.  In addition, we turned to online forms, via WordPress, for collecting information related to the close the loop process. We also use these forms for post internship data collection, i.e., evaluations of the site, site supervisor, the faculty supervisor, alumni information, and exit interview information.  The Google Drive also contains information related to the following areas:   * Course objectives/outcomes, justifications, and appropriate assignments * Pass rates and average grades for every course and relevant assignments included in the matrix (by year). This also includes qualitative information from faculty including observations/reflections, assignment adjustments, and subsequent “closing the loop” comments * Internship agencies, locations, and evaluations * Internship itemized averages, reflections, and adjustments * Internship exit interview data * Degree Plans * Curriculum Maps * Practitioner and consultant visits * Use of technology in the classroom |
| **LINK(S)**  [2023 GOOGLE DOCS STRUCTURE FOR RCLS](https://docs.google.com/spreadsheets/d/1EoXJtYgsmNP980OBVjSuBLFLLQDpue9g/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [Assessment Letter of Verification](https://docs.google.com/document/d/1QQI2tf3f8DiKuAmPw0Oa4ARl5-xD-Ta6/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.  **2.05:02** The Program shall demonstrate that data generated through the measurement tools are used solely for its assessment program not for instructor evaluation or other non- related functions. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Procedures for faculty evaluation, promotion, and tenure are carefully and thoughtfully laid out in the links below.  These policies make clear what information can be used for faculty evaluations. To date, we have not run into issues with data that is gathered via the assessment process, nor do we anticipate such issues.  Please see the [EWU Academic Assessment Handbook](https://in.ewu.edu/assessment-accreditation/wp-content/uploads/sites/106/2020/10/Assessment-Mini-Handbook.pdf) on the [Assessment and Accreditation](https://inside.ewu.edu/assessment-accreditation/) site. |
| **LINK(S)**  [Collective Bargaining Agreement](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2021/07/Eastern-Washington-University-PSE-CBA-2021-2024-FINAL.pdf)  [College of Health Science and Public Health Policy and Procedures](https://drive.google.com/file/d/1tC-xfFSr9G1tNpYaE3LuT2GFeoWxjUZI/view?usp=sharing)  [Wellness and Movement Sciences Department Policy and Procedures Manual](https://docs.google.com/document/d/1loXi5PNWh-wX5QB7UdjVnBqW8ri8OMgv/edit?usp=sharing&ouid=104318790872572532143&rtpof=true&sd=true) |

| **2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.  **2.05:03** Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Our RCLS faculty members use a wide variety of measurement tools. From time to time we will help each other by reviewing or critiquing a rubric or exam, however, the process of developing each tool is left up to the discretion (academic freedom) and professional training of each respective faculty member. We do not have any formal documentation of this process, other than what is on record with each respective faculty member. Typically, these tools are refined over time and with use. It is rare to develop a tool that is “perfect” with the first implementation. The vast majority of the measurement tools (rubrics) used to collect information for this database are related to class assignments and associated learning outcomes. |
| **LINK(S)**  [RCLS Rubrics](https://drive.google.com/drive/folders/1YyXJWlJpM6C0evjTCavwr-EmZ3dr4Qja?usp=share_link)  [RCLS Assignment](https://drive.google.com/drive/folders/1P76BqN2NTqSM_CK7RID-YlTZMhExoW6e?usp=share_link)[APPENDIX F: 7.0 Series - Rubrics](https://drive.google.com/drive/folders/1YyXJWlJpM6C0evjTCavwr-EmZ3dr4Qja?usp=share_link) [Descriptions Tied to COAPRT Outcomes](https://drive.google.com/drive/folders/1P76BqN2NTqSM_CK7RID-YlTZMhExoW6e?usp=share_link)  [RCLS Assignments Tied to COAPRT Outcomes](https://drive.google.com/drive/folders/1obaOEY_85bVGDyJaygVB0muXmJGA2GbW?usp=share_link) |

| **2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.  **2.05:04** Evidence shall be provided to demonstrate that the Program uses learning outcomes data to inform decisions. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Faculty are asked to fill out a “close the loop form” at the end of every quarter, for every class taught in the core curriculum. This form is tied to assignments that are associated with outcomes. This form was created via WordPress, and collects and stores this information online. The data is aggregated at the end of each quarter into an excel spreadsheet and is used to write our annual report. The form collects the average grade for the respective assignment, the overall pass rate for the assignment, and any written suggestions from the instructor. Typically these suggestions reflect needed changes to the assignment, or no changes, in light of the assessed data. |
| **LINK(S)**  [RCLS Meeting Minutes](https://drive.google.com/drive/folders/1_k3Sq1-3faMuyO3e8VSM7Q-7OODWzBXb?usp=share_link)  [Closing the Loop Information](https://drive.google.com/drive/folders/19ryuBh4nsqukRYxbRKKmbj3UmDzMn7oH?usp=share_link)  [Closing the Loop Form](https://drive.google.com/file/d/1Z0Uc2EL4RxG9gFeglj9egW8y-dtFwVNd/view?usp=share_link) |

| **2.05** The academic unit shall maintain an up-to- date assessment plan for the learning outcomes in Section 7.0.  **2.05:05** The program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with FERPA requirements. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Please see the Wellness and Movement Sciences website - RCLS Academic Accreditation. This information is revised and updated annually. We have also included our COAPRT annual reports, which present yearly aggregated outcomes data, along with EWU degrees awarded by WAMS/RCLS. Also included in the following link is EWU data showing a five year declared major report . (*Note: The EWU data includes Recreation Management and Recreation and Tourism Management which is one degree. It also includes Outdoor Recreation and Outdoor Recreation Leadership which is also one degree. This is due to a name change within the 5 years reported.)* |
| **LINK(S)**  [Recreation and Leisure Services Accreditation](https://inside.ewu.edu/recreationleisureservices/accreditation/)  [COAPRT Academic Annual Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [EWU 5 Year Declared Major/Degree Awarded Data](https://docs.google.com/spreadsheets/d/1pYBa8qChWhh-1MMWoM7KVgEKfdCBe8xN/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

**3.0 Administration**

| **3.01** Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:  **3.01:01** Responsibility and authority of the Program administrator to make decisions related to resources allocated to that Program.  *Suggested Evidence of Compliance:* Formal written policy concerning the scope of responsibility and authority of the chair, director, or administrator and a written evaluation from that administrator of the extent to which that policy and institutional practice afford her or him the opportunity to succeed in the mission of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Eastern Washington University/United Faculty of Eastern, Responsibilities of the Department Chairs, September 1, 2022-August 31, 2025 are available on page 49-54 of the link below.  The College of Health Sciences and Public Health (CHSPH) Policies and Procedures, Departmental Responsibilities are available on paged 5-6.  The WAMS Policies and Procedures, Role, Duties and Procedures for Selection of Department Chair are available on page 5.  The WAMS Policies and Procedures, Role of Program Directors is available on paged 5-6.  Written evaluation from Matt Chase, Program Director: The role of RCLS program director was my responsibility for fifteen years (2001-2016). I handed off the responsibility to Dr. Messina at the conclusion of the 2015-2016 academic year. The plan, from this point forward, was to rotate program director responsibilities, among the tenure track personnel, at the conclusion of each re-accreditation cycle. During the covid crisis (2020-2021) the university initiated a program review process, which highlighted specific programs for potential elimination. The RCLS program was on this list. In June of 2021, our program director, Dr. Emily Messina, resigned from the university. Shortly after, Dr. Alison Bender, Assistant Professor of Recreation and Tourism Management also resigned. To date, neither tenure track line has been replaced. The position in Therapeutic Recreation was filled with what was supposed to be a two year lecturer appointment. To date, there has been no movement with respect to getting a tenure track person back in this role. Effective immediately, I stepped back into the program director position (Fall 2021). I had two primary responsibilities: (1) to restructure the RCLS program per program review recommendations, and (2) to get the RCLS program through the COAPRT re-accreditation process. Dr. Messina left us in good shape with respect to re-accreditation.  Overall, I have felt supported in this role. The university has provided release time (4.5 credits per year - from a total of 36 credits for these duties). Generally, this is enough time to keep up with the day-to-day duties and responsibilities of a program director. The workload intensifies during the re-accreditation cycle with the writing of a self-study; however, our department has taken this into account within our current policy and procedures manual. Program directors are allowed to use the writing of a self-study as a non-refereed scholarly product toward FAP fulfillment. In addition, program directors can also list their tenure as program director within the service component of the FAP (faculty activity plan). Program directors in WAMS do not have budget responsibilities. This responsibility falls to the chair and the WAMS Operations Manager. Recently, scheduling and faculty workloads were added to the program director’s responsibilities. |
| **LINK(S)**  [EWU-UFE Agreement 2022-2025](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2022/10/UFE-EWU-CBA-2022-2025-9-29-2022.pdf)  [Department and Library Chairs and Academic Directors - pages 49-54](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2022/10/UFE-EWU-CBA-2022-2025-9-29-2022.pdf)  [CHSPH Policies and Procedures](https://drive.google.com/file/d/1tC-xfFSr9G1tNpYaE3LuT2GFeoWxjUZI/view?usp=share_link)  [WAMS Policy and Procedures](https://docs.google.com/document/d/1loXi5PNWh-wX5QB7UdjVnBqW8ri8OMgv/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.01** Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:  **3.01:02** Adequacy of financial resources.  *Suggested Evidence of Compliance:* Appropriate financial documents and an evaluation of adequacy of financial resources assigned to the Program indicating an opportunity to succeed in the mission of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The RCLS program does not receive a formal budget, nor do any of the other programs in the Wellness and Movement Sciences Department. All budgeting activity occurs at the chair level, with assistance from the WAMS operations manager. Much of the budget is routine, however, there are times when specific programs in the department need assistance with funding. In these cases, the chair will meet and discuss financial needs with the respective program director. It is the program director’s responsibility to effectively develop and communicate a proposal for funds. In most cases, the chair tries to support budget requests. The accredited programs, in particular, need assistance with annual fees, the maintenance of certifications, equipment maintenance or purchases, and the costs involved with hosting a site visit. The non-accredited programs typically need help with equipment and what we refer to as “part-time overload funding” or PTOL. This is funding used to pay for adjuncts and short term or emergency lectureships. The PTOL funds help to support additional class sections, etc. The PTOL funds are issued to WAMS, via the dean’s office, in one lump sum. The chair, program directors, and the WAMS operations manager try to collaborate and forecast PTOL funding needs on an annual basis. Equipment maintenance and purchases are handled on a priority needs basis. We do the best we can to support all programs, however, funds are tight across the university. We make sure that all programs have what they need in order to function properly. Occasionally, the college (CHSPH) or the provost’s office will make additional, one time, equipment funds available, via a competitive proposal process. Several of our programs have seen success with this process over the years.  Last, a good number of RCLS classes have course fees, which provide the program director and individual faculty with discretionary funds (with limits). The funds can only be used to support class functions, activities, travel, and the purchase or maintenance of some equipment.  WAMS Department Budget Allocations are seen at the following link: |
| **LINK(S)**  [WAMS Budget for RCLS Accreditation 20-21](https://docs.google.com/spreadsheets/d/1TnSyhwHnfrKv9OY9JHnNx9T6v799-UP5/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.01** Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:  **3.01:03** Implementation of personnel policies and procedures.  *Suggested Evidence of Compliance:* Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Wellness and Movement Sciences Department Policies and Procedures Manual is available at the link below.    The College of Health Science and Public Health Policies and Procedures is available at the link below.  Eastern Washington University Collective Bargaining Agreements are available at the link below.  When a new contract is negotiated every three years between the university administration and the United Faculty of EWU, the policy and procedure manuals, for both entities, must be in alignment with the CBA (collective bargaining agreement).  The WAMS Chair, the WAMS Department Personnel Committee, the CHSPH College Personnel Committee, and the Office of Human Resources all have responsibility with regard to personnel matters. The specific processes of promotion, retention, and tenure are clearly outlined by the documents referenced in the links. This helps to make matters pertaining to personnel unambiguous and relatively straightforward to interpret and implement. |
| **LINK(S)**  [Wellness and Movement Sciences Policies and Procedures Manual](https://docs.google.com/document/d/1loXi5PNWh-wX5QB7UdjVnBqW8ri8OMgv/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [CHSPH Policies and Procedures](https://drive.google.com/file/d/1tC-xfFSr9G1tNpYaE3LuT2GFeoWxjUZI/view?usp=share_link)  [EWU Unions and Contracts](https://inside.ewu.edu/hr/unions-and-contracts/) |

| **3.01** Institutional policies and the organizational structure within which the Program is housed shall afford sufficient opportunity for the Program to succeed in its mission, vision, and values with respect to:  **3.01:04** Development and implementation of academic policies and procedures for the unit.  *Suggested Evidence of Compliance:* Policy and procedure manual of the institution with appropriate pages highlighted, unit policy and procedure documents, or specific URL locations. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Academic Policies of Eastern Washington are available at the links below.  The CHSPH dean, the CHSPH associate dean and the WAMS chair are primarily concerned with academic policy compliance. Issues are usually introduced at the chair level and if left unresolved, can elevate to the level of associate or dean. Matters pertaining to academic policy interpretation or implementation are handled by these entities or a university committee structure, when appropriate. Academic policy is formed under a shared governance model, in cooperation with the EWU Faculty Organization (not to be confused with the UFE). Each department also utilizes a policy and procedures committee. This committee is composed of faculty who hold the rank of associate or full professor. Their charge is to review and update the Department P and P manual at the end of every three years when a new contract is negotiated between the EWU administration and the United Faculty of EWU. The Department P and P Committee must also make sure the manual is in compliance with the College P and P manual. These manuals are generally concerned with procedures related to promotion, tenure, and retention. The manual also outlines the terms, conditions, and responsibilities of the chair and program directors. Other items such as recruitment and hiring, distribution and use of professional development funds, department committees, faculty workloads, faculty evaluations, and graduate faculty status are also addressed in this document. The department and college p and p manuals are voted upon by faculty and require a majority vote, prior to implementation. |
| **LINK(S)**  [EWU - University Policy Administration](https://inside.ewu.edu/policies/)  [EWU Faculty Organization](https://inside.ewu.edu/faculty-organization/)  [Undergraduate Student Policies](https://catalog.ewu.edu/undergraduate-policies/)  [Graduate Studies Academic Policies](https://catalog.ewu.edu/graduate-policies/)  [WAMS Policy and Procedures Manual](https://docs.google.com/document/d/1loXi5PNWh-wX5QB7UdjVnBqW8ri8OMgv/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.02** The Program administrator of the academic unit shall hold a full-time appointment in his or her academic unit with the rank of associate or full professor with tenure, with appropriate academic credentials in the unit being considered for accreditation.  *Suggested Evidence of Compliance:* Curriculum vita of the administrator or coordinator*.* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Dr. Matthew Chase is the RCLS program director and he holds the rank of full professor. His load is split between program director and teaching responsibilities within the RCLS program. Dr. Chase possesses an earned doctorate in Leadership Studies from Gonzaga University. He also possesses a Masters of Science Degree in Leisure Studies and Services from the University of Oregon. His undergraduate degree, a Bachelors of Science in Natural Resources and Recreation Management, was earned from Oregon State University. |
| **LINK(S)**  [Dr. Matthew Chase Curriculum Vita](https://docs.google.com/document/d/1ksftL8iF2lGfmUBHs672v7yEQgamrFgu/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=trueqceBi6PBRyJwfHp6oqRCGDfQAxRI3/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.03** The Program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.  *Suggested Evidence of Compliance:* A description of the process through which workloads are established, along with actual assignments of the administrator or coordinator. Some Programs may have formal, written policies regarding workload. In those cases, the policy statements should be provided. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The workloads for the past three years for Dr. Matthew Chase are available in the following link.  The workload formula for faculty at EWU is determined through the collective bargaining process and is located in the CBA or collective bargaining agreement. This form is distributed to faculty each spring (for the next academic year).  Draft teaching schedules are initially distributed to faculty by the chair prior to filling out the actual workload form. Faculty members then have the ability to negotiate any issues or requested corrections with the chair before the form is filled out for official use.  Faculty members then fill out the form and return it to the chair and operations manager for approval. The form is then sent to the dean’s office for further review and signatures. Once reviewed at this level, the forms are sent to the provost’s office for final review and approval.  All faculty at EWU are responsible for 36 credits of teaching per year (80%). The remaining (9) credits (20%), for a total of 45 are designated as release for scholarship and service activities. In some cases, faculty can negotiate reduced teaching loads or release for grant activities or administrative responsibilities. |
| **LINK(S)**  [EWU-UFE Agreement 2022-2025](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2022/10/UFE-EWU-CBA-2022-2025-9-29-2022.pdf)  [EWU Human Resources Unions and Contracts](https://inside.ewu.edu/hr/unions-and-contracts/)  [EWU Faculty Workload Form](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2020/04/Faculty-Workload-Form-if-using-Adobe-Acrobat.pdf)  [Combined RCLS Faculty Workloads 2019-22](https://docs.google.com/spreadsheets/d/10h4YMhDLgSuMl9Az-QUl7-Jtxe1vLcha/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.04** There shall be formal participation of faculty in setting policies within the academic unit.  *Suggested Evidence of Compliance:* Documentation of faculty participation in administrative policy development within the unit (e.g., minutes of faculty meetings, records of correspondence). |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Eastern Washington University uses a collegial model of shared governance focused on timely communication and genuine dialogue. Shared governance is directed at matters pertaining to the planning or development of university-wide policy and not at the administrative implementation of such policy. Should a conflict exist between any provisions of this policy and the EWU/UFE Collective Bargaining Agreement (CBA), the CBA provisions will prevail.  The Department of Wellness and Movement Sciences is no different. The Department meets frequently to address any topics that need to be discussed or voted upon. The Department chair works directly with the program directors. Leadership is shared through the following organizational structure and leadership assignments:   * Chair * Program Directors * Faculty in each emphasis area   In addition, the WAMS department utilizes a Policies and Procedures Committee to monitor, update, or create new policy. All department policies must adhere to the current CBA and the College Policies and Procedures Manual. All editions or revisions to the WAMS Policy and Procedures manual must be put to a vote before the WAMS faculty, prior to implementation. |
| **LINK(S)**  [EWU Policy: University Governance](https://inside.ewu.edu/policies/knowledge-base/ewu-101-02-university-governance/)  [WAMS Department Meeting Agendas](https://drive.google.com/drive/folders/1we3k2qRe9PWo7U_d69MIP1dlZX6EF1pp?usp=share_link)  [WAMS Policy and Procedures Manual](https://docs.google.com/document/d/1loXi5PNWh-wX5QB7UdjVnBqW8ri8OMgv/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.05** Consistent consultation with practitioners shall affirm or influence the curriculum.  *Suggested Evidence of Compliance:* Minutes of interactions and meetings, and/or correspondence, with practitioners and documentation of how that input was used in curriculum development and improvement. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  RCLS faculty utilize several mechanisms for staying in touch with practitioners. Faculty development funds are used to attend state and national level conferences. Oftentimes faculty present at conferences and they also make an attempt to bring students, when affordable and feasible. We encourage students to attend at least one professional conference during their senior year in order to develop the habit of professional networking. The faculty who supervise professional internships also make an attempt to visit students and supervisors in the various field locations. This is done when travel to the location and associated costs are reasonable. These site visits prove valuable when supervisors make the time to sit down and discuss our students’ strengths and weaknesses, along with curricular recommendations, based on what they are seeing in the field. A number of classes in the core curriculum also take advantage of local practitioners who visit classes and discuss pertinent, professional topics with students (see the Practitioners/Consultant link). On occasion, we also utilize zoom for professionals who are located at a distance. It is rare for our faculty not to use this technique given the volume of professionals who are included to give back by working with undergraduate students. We also utilize at least two assignments in the curriculum where students are required to interview professionals in the field. The results of these interviews are carefully evaluated by the faculty. Last, we try to arrange a meeting at least once per year with alumni and professionals who are working in the industry. The point of the meeting is to have professionals provide updates in terms of operational trends and changes they are seeing in relation to our curriculum. We also utilize this time to discuss and debate potential changes to the curriculum we are considering. Last year’s meeting (June 2022) was particularly significant since we were in the midst of re-naming and re-structuring the curriculum per the directive of the EWU Program Review Committee. |
| **LINK(S)**  [RCLS Alumni Advisory Meeting Minutes](https://docs.google.com/document/d/11maCgW0nUlEhUsTgNLZKLmJ8HHF6SvCP/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [Practitioner/Consultant Visits](https://drive.google.com/drive/folders/19sdYbz8bnSks3TUm2tjz_BSEMt2Emr18?usp=share_link)  [RCLS Course and Program Approval (CPAC) Changes](https://docs.google.com/spreadsheets/d/1j82Gmo-k3_5RNO62f5YzkgKb1hOJPFlk/edit?usp=sharing&ouid=104318790872572532143&rtpof=true&sd=true) |

| **3.06** The program has a practice of informing the public about the harm of degree mills and accreditation mills. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Important Information Regarding Degree mills statement is available at this link: |
| **LINK(S)**  [Degree Mills statement](https://inside.ewu.edu/recreationleisureservices/accreditation/) |

| **3.07** The program has a practice of informing the public about their COAPRT accreditation status. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The information is regularly updated and posted on the webpage for each degree and accreditation page. |
| **LINK(S)**  [Outdoor Recreation Leadership](https://www.ewu.edu/chsph/wellness-movement-sciences/outdoor-recreation-leadership-ba/)  [Recreation and Tourism Management](https://www.ewu.edu/chsph/wellness-movement-sciences/recreation-tourism-management-ba/)  [Therapeutic Recreation](https://www.ewu.edu/chsph/wellness-movement-sciences/therapeutic-recreation-ba/)  [RCLS Accreditation](https://inside.ewu.edu/recreationleisureservices/accreditation/) |

**4.0 Faculty**

| **4.01** Professional development opportunities for academic unit faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.  *Suggested Evidence of Compliance:* A description of professional development resources and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Eastern Washington University/United Faculty of Eastern, Article 8.14.1, pp. 44-45: Faculty Development Allocations, September 1, 2022 - August 31, 2025  To support the academic strategic plan, college, library, and department P & P, and individual FAPs, the University will fund a pool each fiscal year with an amount equal to $1,200 per tenure and tenure-track faculty member. Generally, this is enough money to attend at least one professional conference per year. The funds may also be used to purchase equipment or software that supports instruction and research. We feel fortunate to be supported by the university at this level of funding.  In addition, a separate fund to support professional development for state-supported instructional special faculty of $30,000 is distributed annually from the office of the Chief Academic Officer.  Last, WAMS and the dean’s office will often assist junior faculty with additional funds for travel (above and beyond the $1,200), whenever funds are available. |
| **LINK(S)**  [EWU-UFE Agreement 2022-2025](https://drive.google.com/file/d/12H85UEOAt-q1rU4sJPp__KUjjsLGdYS9/view?usp=share_link) |

| **4.02** Faculty development activities shall impact Program quality, consistent with the missions of the institution and the academic unit.  *Suggested Evidence of Compliance:* Documentation of how faculty development activities have influenced curriculum design, content, and/or delivery, and/or Program operations or initiatives. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  As stated above, tenure-track faculty can use their professional development funds for a variety of purposes. The majority of faculty members use these funds for travel to professional conferences and meetings. We make sure development activities are in alignment with the mission of the university and the RCLS program.  **Dr. Chase:**  I use professional development funds to travel to the annual Resort and Commercial Recreation Association National Conference. I also attend the Washington Recreation and Parks Association Annual State Conference when funds allow. My conference attendance was a bit disrupted with Covid-19 and then our very stressful Program Review Process. I last attended the RCRA meeting in 2020. I was able to attend the WRPA meeting in 2022. I have made an attempt to stay in touch and active with RCRA via participation on the Educator’s Committee. Regular communication with industry professionals whether it’s at a conference, via committee work, or personal communications helps to inform my teaching in several classes: RCLS 490 (senior capstone), RCLS 470 (administration), RCLS 455 (resort and commercial recreation), and RCLS 435 (career preparation). I regularly insert recommended readings or information acquired from industry professionals into lectures and occasionally into assignments. For example, this past fall (2022) I attended a workshop called the “experiential Classroom”. There I attended a session facilitated by Dr. David Newton (San Diego State University). Dr. Newton introduced and explained a relatively straightforward spreadsheet called the BIZModel. This spreadsheet can be used by students to establish realistic feasibility for entrepreneurial ventures in the commercial recreation sector. This is just one example, of many, where my instruction has been informed by industry professionals or other educators. Attendance at this meeting also helped me to restructure the RCLS 455 class (Resort and Commercial Recreation), which will be used as a bridge class for the new degree in Experience Economy Entrepreneurship.  **Dr. Jostad:**  My professional development funds provide me the opportunity to attend conferences, update or earn certifications, and pay membership dues. The main conference I generally attend is the Association of Outdoor Recreation and Education (AORE) conference. Within this organization I serve on the Research Committee and have been the co-chair of the AORE Research Symposium at the annual conference. My ability to attend this conference and be involved with the association in a variety of capacities has allowed me to learn from other programs around the country, meet other faculty and professionals, learn from professional presentations, provide presentations solo and with students, and to meet with potential students interested in the program. Most of the conference sessions I attend are geared toward my teaching and/or scholarly activity. Some of the curriculum changes I have made to the program are a result of attending conference sessions (e.g. developing an Expedition Planning and Leadership class to be added to the ORL curriculum). Other conferences I have attended include the Association for Experiential Education (AEE) conference and Washington Recreation and Parks Association (WRPA) conference.  I also use my professional development funds to update or earn new certifications. Over the past seven years I have updated my Wilderness First Responder (WFR) certification four different times, updated my ACA Whitewater Kayak Instructor Certification twice, earned and updated my ACA Swiftwater Rescue Instructor Certification, and completed a Level 1 AIARE Avalanche Education course. All of these certifications are used within the different field courses I teach within the ORL program and have allowed me to provide certifications to students I otherwise would not be able to (e.g. Swiftwater Rescue Certification in RCLS 375). These certifications also allow me to speak to liability and risk management with the RCLS 400 (Legal) class in the core from a different perspective as well and I integrate these aspects into that class. |
| **LINK(S)** |

| **4.03** The Program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.  *Suggested Evidence of Compliance:* A description of hiring practices and processes or associated policies at the institution. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The EWU Office of Human Resources establishes hiring practices and associated policies and procedures. We do our very best to recruit and attract a diverse pool of candidates whenever we are hiring for a position in WAMS. |
| **LINK(S)**  [EWU Hiring Process](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2017/07/Hiring-Process.pdf)  [EWU Recruitment Reference Manual](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2021/07/Recruitment-Reference-Manual.pdf) |

| **4.04** The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.  *Suggested Evidence of Compliance:* A copy of workload policy and evidence of policy conformity. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The workload process at EWU is described in great detail in the EWU Collective Bargaining Agreement (CBA). All workloads are stored electronically and can be made available to the team upon request.  Eastern Washington University/United Faculty of Eastern (CBA), Article 7.8, pp. 32-38: Faculty Workload, September 1, 2022 - August 31, 2025 discusses workloads.  See RCLS faculty workload links below. |
| **LINK(S)**  [EWU-UFE Agreement 2022-2025](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2022/10/UFE-EWU-CBA-2022-2025-9-29-2022.pdf)  [EWU Human Resources - Forms](https://inside.ewu.edu/hr/forms/)  [EWU Faculty Workload Form](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2020/04/Faculty-Workload-Form-if-using-Adobe-Acrobat.pdf)  [RCLS Faculty Workloads](https://drive.google.com/drive/folders/1oA4nxT649HjxtodwCmpyvukbes6A5d0z?usp=share_link) |

| **4.05** Salaries, promotion and tenure privileges, university services, sabbatical leaves, leaves of absence, workload assignments, and financial support for faculty shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.  *Suggested Evidence of Compliance:* A copy of pertinent policies or specific URL locations, evidence of policy adherence, and an evaluation of the adequacy of those resources in terms of the mission and values of the academic unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  All of these issues are addressed at length in the EWU Collective Bargaining Agreement (CBA).  Eastern Washington University/United Faculty of Eastern (CBA), Article 8, pp. 40-46: Compensation and Benefits, September 1, 2022 - August 31, 2025 discusses workloads.  Faculty salaries at EWU were greatly enhanced and became competitive with the introduction of CUPA adjustments (College and University Professional Association for Human Resources), although tenure-track faculty salary increases have not kept pace with inflation in any of the past six years (CUPA, 2022). In addition, EWU offers a fair sabbatical option and process, as long as departments have access to qualified temporary instructors or faculty who are willing to teach on an overload basis. Workloads are negotiated between the EWU administration and the United Faculty of EWU via the CBA every three years. The formula for workloads at EWU has remained consistent. Forty-five credits are distributed as follows: 80% or 36 credits per year are dedicated to teaching - the remaining nine credits or 20% are split between scholarship and service. Generally, the RCLS faculty see enough financial and university support to be successful in the pursuit of our mission. |
| **LINK(S)**  [EWU-UFE Agreement 2022-2025](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2022/10/UFE-EWU-CBA-2022-2025-9-29-2022.pdf)  [EWU Human Resources - Forms](https://inside.ewu.edu/hr/forms/)  [EWU Faculty Workload Form](https://in.ewu.edu/hr/wp-content/uploads/sites/40/2020/04/Faculty-Workload-Form-if-using-Adobe-Acrobat.pdf) |

| **4.06** Full-time faculty members with appointments to the parks, recreation, tourism, and related professions Program shall instruct at least 60 percent of the required courses within the curriculum.  *Suggested Evidence of Compliance:* Last three years of teaching assignments of all staff responsible for teaching in the Program. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The full-time RCLS faculty teach 71% of the required core curriculum classes. |
| **LINK(S)**  [Last Three Years of Teaching Assignments in the RCLS Program](https://docs.google.com/spreadsheets/d/1gu8hqKDt4pZSfocLF8C9-SJO35iWIRyG/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [3 YEAR TEACHING.xlsx](https://docs.google.com/spreadsheets/d/1gu8hqKDt4pZSfocLF8C9-SJO35iWIRyG/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **4.07** Scholarship activities of discovery, integration, and/or application by academic unit faculty serving the curriculum shall impact Program quality, consistent with the missions of the institution and the academic unit.  *Suggested Evidence of Compliance:* Documentation of ways that the curriculum has been significantly informed by scholarly productivity of faculty and staff. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  **Dr. Matthew Chase:**  Due to my various roles (co-chair, program director, and teaching responsibilities) I have had limited time to pursue original research and subsequent publications. Despite these limitations, I was able to collect original data regarding the impacts of Covid-19 on Resort Recreation. This was done in partnership with other members of the RCRA Educator’s Committee. Our efforts resulted in a presentation at RCRA (2020) and recognition of our work (Excellence in Research Award). This information was integrated into my RCLS 455 class: Resort and Commercial Recreation. I was also able to produce an article with fellow RCLS colleagues, Dr.(s) Messina and Jostad, regarding Spokane’s recreational response to the Covid-19 crisis (2020). This information was integrated into my RCLS 201 class: Recreation and Leisure in Modern Society. Last, Dr. Jostad and I were awarded a $100,000.00 grant to conduct an online survey of Washington State residents’ demand for and use of outdoor recreation resources. We were contracted by the Washington State Recreation and Conservation Office. The State Comprehensive Outdoor Recreation Plan (SCORP) is supported via the Land and Water Conservation Fund. This information was integrated into my RCLS 425 class: Evaluation and Research.  I have also kept up an active agenda of public speaking in various venues. Some of my presentations are peer reviewed for conferences. I am also, on occasion, invited to speak as a keynote to organizations around the state. Many of the topics I research and address publicly are brought back to the classroom. The following is a short list of topics I have presented over the past six years: personal leadership, effective supervision and mentoring in the workplace, the SCORP process in Washington State, the impacts of Covid-19 on resort recreation, and how to develop and supervise an effective professional internship. The classes where I use this material the most include: RCLS 490: Senior Capstone, RCLS 470: Administration, RCLS 455: Resort and Commercial Recreation, RCLS 435: Careers in RCLS, RCLS 425 Evaluation and Assessment, and RCLS 220: Leadership.  **Dr. Jostad:**  My intent is to always produce scholarly work that will inform my teaching and the curriculum of our program. As I entered into the program, much of my scholarly work was focused on small group functioning and leadership in wilderness-based environments. I have multiple published articles and presentations based on this topic and this research is integrated not only into my ORL courses, but is also incorporated into core courses I teach (RCLS 201, 385, 490). After getting my feet under me at EWU, my research turned more toward working with graduate students and their research interests in the outdoor recreation field, but even this research was applicable to various ORL classes. As Dr. Chase discussed above, the State Comprehensive Outdoor Recreation Plan (SCORP) grant allowed me to branch out and conduct research into public participation of outdoor recreation in public space. This research provided another branch of scholarship and has allowed me to use direct data within the classroom (e.g. RCLS 201). My current research activities are geared toward understanding the state of outdoor recreation programs within higher education. This research has allowed me to better understand the dispersion and construction of academic units that provide outdoor recreation around the country. During the restructure of our program, I was able to use these data to make an informed decision on what the curriculum should be in the revised ORL option.  In the links below, you will find Dr. Chase and Dr. Jostad’s vitae showing the various scholarship activities conducted. |
| **LINK(S)**  [Dr. Matthew Chase Curriculum Vita](https://docs.google.com/document/d/1ksftL8iF2lGfmUBHs672v7yEQgamrFgu/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)  [Dr. Jeremy Jostad Curriculum Vita](https://drive.google.com/file/d/1qHcLlucCu35VtMTJP35iGgDyizyS_S5Z/view?usp=share_link) |

**5.0 Students**

| **5.01** There shall be formal and ongoing processes designed to generate, maintain, and consider student input relative to those aspects of the academic unit affecting their professional preparation.  *Suggested Evidence of Compliance:* Documentation of student input on issues of professional preparation. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  In response to our site visit and re-accreditation in 2001, the RCLS program director created a student advisory board that is still active today. The student board members are responsible for membership turnover, annual training, the documentation of activities, and the maintenance of club status through the ASEWU. In addition, and according to their mission statement, the board has two overarching goals (1) to create community among the students and faculty of the RCLS program and (2) to serve as the liaison between students and the RCLS faculty concerning all matters related to curriculum and curriculum delivery. Board members are responsible for collecting information from the student body via surveys, forums, and informal interactions. The board then relays this information to the faculty or the faculty advisor. The SAB maintains its own records of minutes and other data that has been collected. This information can be made available to the team during the visit. In addition, RCLS meeting minutes will reflect SAB feedback and information. |
| **LINK(S)** |

| **5.02** Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.  *Suggested Evidence of Compliance:* Materials or specific URL locations documenting policies and procedures for admission, retention, and dismissal of students from the academic unit, and evidence of adherence to the policies and procedures. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Admission: [How to Apply](https://www.ewu.edu/apply/freshman/)  Major Declaration: All undergraduates must declare a major by the time they reach junior standing, or 90 credits. Undeclared students with junior standing will be able to register only after officially declaring their major. [How to Declare](https://inside.ewu.edu/advising/academic-planning/declare-your-major/)  Academic Probation, Dismissal and Reinstatement: [Undergraduate Policies](https://catalog.ewu.edu/undergraduate-policies/)  Beginning Fall quarter 2022 the university implemented a new auditing software, Degree Works, through Ellucian that enables students and advisors to match the right degree and program of study with the student’s career and life goals. It allows easy access to a student’s academic path, helping to understand degree requirements and the next steps towards graduation. [Degree Works](https://inside.ewu.edu/records-and-registration/degree-works/) degree audit shows you:   * Student Information including preferred name, total credits earned, GPA, and any registration holds. * Degree block, which lists the different parts of the degree; general education, graduation, and major requirements. * University Competencies and Proficiencies, Breadth Area Core Requirements, and Graduation Requirements. * Major/program requirements. |
| **LINK(S)**  [EWU Admission Overview / Additional Information](https://catalog.ewu.edu/admissions/#overviewtext)  [EWU Major Declaration Process](https://inside.ewu.edu/records-and-registration/major-declaration/)  [EWU Student Rights and Responsibilities](https://inside.ewu.edu/srr/)  [EWU Student Conduct Code](https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/)  [EWU Fast Facts](https://www.ewu.edu/about/fast-facts/)  [EWU Center for Academic Advising and Retention (CAAR)](https://inside.ewu.edu/advising/) |

| **5.03** Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:  **5.03:01** Academic advising.  *Suggested Evidence of Compliance:* Degree planning documents, policies, and a description of procedures. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Academic advising is handled in two distinct phases at EWU. The Center for Academic Advising and Retention (CAAR) works with students during the first 90 credits, while they are completing our university general education requirements. Once students reach 90 credits or junior status, they are encouraged to declare a major with a department on campus. This is a formal process where a [Major Declaration Form](https://inside.ewu.edu/records-and-registration/major-declaration/) is completed online. Once this is done, the student is assigned a faculty member from within the program of study. From this point forward, or for the remaining 90 credits of study, the student works with his or her academic advisor until graduation. The faculty in WAMS are required to advertise and maintain a minimum of four office hours per week.  Advising has been made easier at EWU with the advent of Degree Works which allows easy access to a student’s academic path, helping to understand degree requirements and the next steps towards graduation. [Degree Works](https://inside.ewu.edu/records-and-registration/degree-works/) degree audit shows you:   * Student Information including preferred name, total credits earned, GPA, and any registration holds. * Degree block, which lists the different parts of the degree; general education, graduation, and major requirements. * University Competencies and Proficiencies, Breadth Area Core Requirements, and Graduation Requirements. * Major/program requirements.   Since our last accreditation cycle, EWU has also introduced Navigate which is used by students, Student Success Advisors, members of the Eagle Care Network, Faculty, Staff, or just about anyone at EWU who wants to. Some of the features of Navigate include:   * Notes on advisees or conversations * Calendar to view appointments * Student Campaigns: campaigns that can be sent directly to the students to complete a specific action or to be notified at different times. These campaigns include: Appointment, Email, and Enrollment. * Search for student information, enrollment history, area of study, term data, performance data, course data, academic plan, and success indicators. * Reports: Appointment/Visit Reports, Intervention Reports, Student Data Reports |
| **LINK(S)**  [EWU Center for Academic Advising and Retention (CAAR)](https://inside.ewu.edu/advising/) |

| **5.03** Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:  **5.03:02** Professional and career advising.  *Suggested Evidence of Compliance:* Professional/career portfolios, resumes, employment documents, participation in seminars, and plans for acquisition of professional credentials. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Professional and career advising is managed via several mechanisms within the RCLS program. First, all declared students have an RCLS faculty advisor, whom they meet with at least once per quarter. In addition to addressing coursework, faculty will discuss professional membership, which is a requirement for graduation, attendance at a national or regional conference during the senior year, and effective utilization of our 1,500-hour work requirement. In addition to completing all coursework, students are required to show documentation of 1,500 hours of practical work experience before they can qualify for the professional internship (the hours can be paid or voluntary). The rationale for this requirement includes offering students the ability to gain practical experience in the profession before graduation, exposing students to and networking students with professionals in the field, and offering students the ability to develop an informed decision regarding where they might want to intern and pursue an initial entry-level position within the profession.  Second, during the fall of the senior year, all students are required to complete a two-credit class called RCLS 435: Careers in RCLS. In this class students are exposed to a number of professionals in the field via lectures or panel discussions. In addition, students receive instruction on resume development, interview techniques, information literacy (regarding databases and websites that house internship and career opportunities), and the development of a LinkedIn page. Students must produce all of these items for evaluation by the end of the fall quarter. In addition, students are required to go through a mock interview with peers and the RCLS faculty. We believe this class helps to set up students for success as they begin the process of researching and locating a professional internship.  Students are also exposed to regular instruction regarding professionalism and professional development in RCLS 470: Administration, Organization,and Supervision in RLCS (also taken during the fall quarter of the senior year). We believe we do a thorough job of addressing issues and topics related to professional and career advising, while students are progressing through our program.  Last, a number of opportunities exist for students to pursue professional credentials within the program and the university at large (we frequently partner with EPIC - ASEWU Outdoor Programs):    CPR, First Aid, Wilderness First Aid, and WFR (Wilderness First Responder)  AFO (Aquatics Facility Operator - NRPA): All RTM students are required to complete this certification  LNT: (Leave No Trace): Leave NO Trace Trainer  ACCT Practitioner Level I: (Association of Challenge Course Technology)  ASEP (American Sports Education Program): A certification for coaching and refereeing ACA (American Canoe Association): Swiftwater rescue courses and certification  ACA (American Canoe Association): Whitewater Kayak instruction, Stand up Paddleboard Instruction  ARC (American Red Cross): Lifeguard Training certification ARC (American Red Cross): Water Safety Instructor certification |
| **LINK(S)** |

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| **5.04** Student records shall be maintained in compliance with accepted confidentiality practices.  *Suggested Evidence of Compliance:* A copy of the relevant policy or specific URL locations and evidence of compliance with the policy. |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  All Recreation and Leisure Services student records are maintained electronically through EWU systems: Registrar’s office, Banner, Navigate, and Degree Works. Access to student records is restricted by use of unique ID numbers that are assigned to students upon admission to the University. All information available to faculty advisors is username and password protected. |
| **LINK(S)**  [FERPA Policy](https://inside.ewu.edu/records-and-registration/ferpa/)  [Complete EWU FERPA policy WAC 172-191](https://apps.leg.wa.gov/wac/default.aspx?cite=172-191&full=true) |
| |  | | --- | | **5.05** There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.  *Suggested Evidence of Compliance:* Records of attendance at conferences, as well as participation in such activities as delivery of presentations, service as room hosts, involvement in majors’ clubs, and service in professional program planning and logistics. | | **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  As mentioned several times throughout this report, we utilize a number of mechanisms to ensure student membership and involvement in professional organizations.    All students are required to show proof of professional membership when they are applying for graduation (fall of the senior year).    All students are encouraged and recruited to attend at least one professional conference during their junior or senior year. In some cases, students even help with the planning, programming and implementation of regional and state conferences.  Students are encouraged and recruited, by faculty, to attend any one of the following conferences over a two-year period:    AEE: Association of Experiential Education annual conference  ACCT: Association of Challenge Course Technology annual conference  AORE: Association of Outdoor Recreation Educators annual conference  RCRA: Resort and Commercial Recreation Association annual conference (and regional meetings when they are planned)  WRPA: Washington Recreation and Parks Association annual conference  WSTRA: Washington State Therapeutic Recreation Association annual conference    The RCLS program, through the efforts of a faculty advisor and the student body, maintains a student advisory board, which is recognized as a major’s club through the Associated Students of Eastern Washington University. | | **LINK(S)** | |

**6.0 Instructional Resources**

| **6.01** Administrative support services shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.  *Suggested Evidence of Compliance:* A description of administrative support services and an evaluation of the adequacy of those services, in terms of the mission and values of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Wellness and Movement Sciences Department (WAMS) has two support staff members:    Penny R. Rose, Operations Manager, provides support services to the department chair and faculty by working directly with the WAMS Chair and acts on behalf of the WAMS Department for planning, organizing, implementing, and coordinating administrative services. The Operations Manager has budgeting authority, which includes contracts, purchases, tracking expenses and special accounts; develops reports and budgetary projections and other reports as requested. She manages the WAMS Foundation accounts, all space reservations of facilities (Sports and Recreation facilities and Physical Education Complex, etc.) for our classes and special request usage; supervisor for Secretary Senior; prepares and maintains all special course fees paperwork and fee implementation and manages CTA travel account paperwork. Since the reduction of one staff, this position took on the graduate program duties which includes graduate assistantships.    Susan Beam, Secretary Senior, provides support services to the department chair and faculty by scheduling facilities; supervising and coordinating office and department operations; department problem-solving; developing special budget projections and reports; assisting with accreditation documents; special desktop publishing for faculty; typing of academic materials and correspondence, flyers, and brochures. Susan is also responsible for ordering all office supplies, assuring the delivery and distribution of various items. This position coordinates, maintains, and processes work study students’ hiring documents as well as supervises the work study students who assist the faculty with their academic materials and a variety of other responsibilities and duties on behalf of the WAMS department, faculty and students. Susan developed and maintains the Challenge Course database and coordinates the scheduling and billing of course events; responsible for the WAMS Department website. Due to the loss of a third support staff, Susan also initiates curriculum course and program revisions as necessary, and assists the Operations Manager by inputting classes to be offered into the university system (CLSS) for each quarter.    The two support staff use MAC computers with a variety of software programs, and there are two laser printers available; one color and one black and white. There is a photocopying room that is centrally located where all photocopying functions are performed. |
| **LINK(S)** |

| **6.02** There shall be properly located and equipped faculty offices of sufficient quality to adequately address privacy and confidentiality issues, and that are of a number and size comparable to other Programs housed in the academic unit and consistent with institutional policy.  *Suggested Evidence of Compliance:* Documentation of appropriate location and size to adequately address privacy and confidentiality issues. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Recreation and Leisure Services Program is located in the Physical Education Classroom Building. Each faculty person has his or her own individual office with Macintosh or PC computers with internet access. There are two laser printers (one black and white, one color) available for faculty use, a photocopier that is centrally located in the building, and each support staff have Epson scanners available for faculty use. All members of the department have offices comparable to faculty members in the remainder of the building with locking file drawers. The offices are located adjacent to each other, are adequate in size, and provide confidential space to meet with students. RCLS student records are maintained electronically via EWU systems that are password protected. |
| **LINK(S)** |

| **6.03** There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.  *Suggested Evidence of Compliance:* Description of such resources and documentation of adequacy of these areas. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Recreation students have numerous areas in the Physical Education Classroom Building in which to study or meet. The Student Study Lounge is equipped with tables, chairs, several desks, internet capability and a university provided printer. There are also lobby areas equipped with furniture for student use.    Student organizations can schedule the WAMS Conference Room or classrooms in the Physical Education Classroom Building. Students can also schedule classrooms across campus, student union meeting areas, and conference and meeting rooms in the JFK Library, free of charge. |
| **LINK(S)** |

| **6.04** There shall be classrooms, laboratory and teaching areas, and appropriate content- specific instructional areas for the academic unit.  *Suggested Evidence of Compliance:* Schedules documenting appropriate assignments of classes to laboratories and classrooms of adequate size and resources. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The Recreation and Leisure Services Program administrative and faculty offices are located in the upper level of the Physical Education Classroom Building. The lower level contains eight enhanced classrooms, and a Human Performance and Motor Learning Lab, which are available for RCLS use. Beginning fall quarter 2022 two more classrooms have been added in the Physical Education Activities Building (Phase II), to support our programs. In addition, the Physical Education Activities Building contains two recreational gymnasiums, a cardio fitness room, a strength conditioning center, 6 racquetball courts, a squash court, a large field house with a 200 meter track and capability of 4 tennis courts or 4 basketball courts, a 25 meter swimming pool, a climbing rock, 8 new outside tennis courts and several outdoor practice and activity fields. The RCLS Program also has a large storage area at the end of the fieldhouse where cross-country skis, kayaks, and whitewater rafting equipment are stored when not being used for academic instruction.    The University has constructed a new University Recreation Center which is a three-level 117,699 sq. ft. recreational facility designed for use by students, faculty, staff and the community, the URC serves as the premier hub for student life and community health and wellness activities.    Students use EagleNet to register for classes and make changes to their class schedules. A sample of the RCLS Fall 2022 classes offered, showing the location of classes, is available at the link below. |
| **LINK(S)**  [Example: Winter 22 Classroom schedule](https://docs.google.com/spreadsheets/d/1K3EquwJ8loOLNWYw_zYGmxbdlvlcGWj9/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true) |

| **6.05** Sufficient resources shall be present to properly implement the curriculum of the parks, recreation, tourism, and related professions academic unit, including access to special services for individuals with disabilities.  *Suggested Evidence of Compliance:* A description of the adequacy of resources to the unit and services for individuals with disabilities and an evaluation of the adequacy of those resources and services, in terms of the mission and values of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Our classrooms are located on the lower level of the Physical Education Classroom Building, containing 8 enhanced classrooms, and a Human Performance and Motor Learning Lab, which are available for RCLS use. Beginning fall quarter 2022 two more classrooms have been added in the Physical Education Activities Building (Phase II), to support our programs. An elevator services the WAMS classroom building, which is accessible to individuals who cannot negotiate stairs. Doors (ADA) are modified for all disabled individuals. All of the classrooms in the WAMS classroom and Physical Activities Building are ADA accessible.  The Wellness and Movement Sciences Department supports the RCLS Program by providing resources to enhance our programs. The department owns seven wheelchairs (two sports related, three daily use, one hospital type single-armed and one clinical), a hand cranked bike, three pairs of crutches, a high-low table used for exams in our Athletic Training program, beep baseball for the visually impaired, a goal ball used in disability sports activities, and blindfolds and tethers for visually impaired running. We also have at our disposal two sets of sled hockey gear which can be used on the ice rink at the EWU University Recreation Center. Our students are introduced to the newly formed wheelchair basketball team and the Team River Runner group which is injured veterans participating in kayaking at the EWU swimming pool. The EWU swimming pool offers a chair lift to assist individuals with disabilities into the water. Our department works in partnership with the EWU Sports and Recreation Center (SRC) by collaborating on these and other equipment purchases, which are jointly used for teaching in our Adapted Physical Education class and Therapeutic Recreation Program.  The WAMS Department owns and maintains a large inventory of water-based activity equipment used primarily for our Outdoor Recreation program. This equipment is housed in a storage facility on the EWU campus. The website for the EWU Sports and Recreation Center is available in the link below.  The Student Accommodations and Support Services (SASS Office) is at our disposal. EWU is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities. Accommodations for students are determined on a case-by-case basis and may include:   * Individual meetings with students to determine how EWU can best meet their specific goals and needs * Priority Registration * Consultation with faculty and staff regarding accommodations. * Assistance with the acquisition of auxiliary aids such as interpreters, readers, alternative textbooks, flexible testing schedules, alternative testing methods, print enlargement, and note takers. * Equipment Loans * Referral to outside resources and agencies. * Referral to on-campus programs such as Undergraduate Advising, Academic Success Center, Counseling and Psychological Services, Math Lab, Writers' Center, Health Wellness & Prevention Services, Office of Disability Studies and Universal Access. * Assistance with career counseling and placement in cooperation with the Office of Career Planning and Placement. * Assistive technology is available in general computer labs, Library, and Disability Support Office.   Workplace accommodations for paid student employees are available through Human Resources at the link below.  EWU Student Accommodations and Support Services, which addresses all the services, forms, related links, and rights and responsibilities are accessible to students and available in the link below. |
| **LINK(S)**  [EWU Sports and Recreation Center](https://inside.ewu.edu/campusrec/rec-facilities/sports-and-recreation-center/)  [EWU Student Accommodations and Support Services](https://inside.ewu.edu/sass/author/dss/)  [Human Resources Reasonable Accommodations](https://inside.ewu.edu/hr/reasonable-accommodations/)  [Therapeutic Recreation: Community Involvement](https://dc.ewu.edu/srcw_2019/18/)  [EWU Adaptive Athletics](https://www.ewu.edu/adaptive/) |

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| **6.06** All instructional areas, faculty offices, and other educational facilities shall comply with the requirements of the Americans with Disabilities Act (ADA) and the amendments to the Act.  *Suggested Evidence of Compliance:* Proof of compliance with current ADA requirements. |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  EWU Student Accommodations and Support Services, which addresses all the services, forms, related links, and rights and responsibilities that are accessible to students are available in the link below. |
| **LINK(S)**  [EWU Student Accommodations and Support Services](https://inside.ewu.edu/sass/author/dss/) |

| **6.07** Library resources and access shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.  *Suggested Evidence of Compliance:* Documentation of the adequacy of library resources (financial, materials, reference, staffing, etc.) and services and an evaluation of the adequacy of library resources, in terms of the mission and values of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  **Background on the EWU Libraries Collections and Services:**   * Eastern Washington University Libraries support recreation and leisure studies faculty and students with the library services and resources they need for teaching and learning. JFK library is a 153,000 square foot building that offers high quality study space (individual & group study areas), access to technology (wifi, printing, PC’s) and high quality customer service to support students and faculty. The John F. Kennedy Memorial Library has a full-time (11-month), tenured faculty librarian that serves as a liaison to the Department of Wellness and Movement Sciences (WAMS). Recreation, leisure and allied resources are housed in the JFK Library. The JFK Library is open 74.5 hours per week and our reference services staffed with librarians 24 hours per week during the academic year. Reference services are also provided by phone, email, text messaging and chat. Since the EWU Libraries are part of a cooperative, chat reference is available to assist students online 24 hours a day, 7 days a week.   **Collections**:   * Monographic Resources: The EWU Libraries have a collection of over 500,000 print books & over 575, 000 eBooks. As a partner in the Orbis Cascade Alliance, students and faculty have access to millions of items from 38 academic libraries in Washington, Oregon and Idaho. The library also provides access to materials (books & articles) from libraries worldwide through the InterLibrary Loan (ILL) service. Faculty may also request that the library purchase monographic materials for the collection. * Government Documents: The EWU Libraries are a regional depository for federal and state government materials and collect approximately 51% of federal documents. These documents are selected based on the curriculum and include documents from the Department of the Interior. * Online Databases: The EWU Libraries provide 24/7 online access to specialized databases in these fields. The database that is highly utilized by students in the WAMS program is SportDiscus. SportDiscus allows students to access scholarly articles from 550 full-text journals from the areas of sports, fitness, sports medicine and physical fitness. However, because of the multidisciplinary nature of many student’s research, below is a list of some of the databases that are also utilized by WAMS students and faculty.   o Business: Business Source Complete, IBISWorld, Regional Business News, Sports Market Analysis  o Education: Education Research Complete, ERIC  o Health Sciences: CINAHL, Medline, Health Source (Nursing/Academic)  o Psychology: PsycArticles, PsycInfo  o Sciences: ScienceDirect, Scopus, SpringerLink, Wiley Online  o Social sciences: Sage Journals  o Sociology: SocIndex  o Sport/Fitness: SportDiscus   * Selected Periodical Journal Titles Available: Here’s a sample of recreation, parks and leisure studies journal titles available to EWU Faculty, staff and students.   o American Journal of Play  o American Journal of Recreation Therapy  o Journal of Leisure Research  o Journal of Outdoor Recreation, Education, and Leadership  o Journal of Park and Recreation Administration  o Journal of Physical Education, Recreation and Dance  o Journal of Sustainable Tourism  o Leisure Sciences  o Leisure Studies  o Managing Sport and Leisure  o Journal of Leisure Research  o Recreational Sports Journal  o Schole: A Journal of Recreation and Leisure Studies  o Therapeutic Recreation Journal  Faculty can also suggest journal subscriptions, or discipline-specific databases, that the library should acquire and these requests are evaluated by the library faculty.  **Collection Development**:  The EWU Libraries dedicates its collection funds to acquiring and maintaining resources necessary to support the curriculum and research needs of the EWU community. The library spends annually about $6,600 a year for the SportDiscus database which is an important resource for WAMS students to access scholarly articles in the areas of sport, fitness, sports medicine and physical education. Students from the WAMS programs also use databases from various academic disciplines to do their research. The library spends $48,000 a year on a core collection of EBSCO databases that is highly utilized by students in this program. The library has also purchased collections of databases in the following disciplines: education ($11,000/year), health sciences (over $17,000/year), business ($50,000/year), social sciences ($127,000/year) and sciences ($181,000/year). All told, the library spends around $440,00 a year for these specific collections to ensure our students have access to quality resources for their class assignments.  **Instruction**:  The library liaison to WAMS provides library research instruction, individual research consultations and maintains research guides. Recreation and leisure faculty request course-integrated library instruction and the library liaison tailors the sessions to the needs of students in those classes. Examples of research skills taught include what resources are available in their field, how to find scholarly journal articles using library databases, remote access to electronic resources, proper citation format and much more. From Jan. 2016 to Nov. 2022, the library liaison to WAMS taught 50 instruction sessions for students in this area. Out of that number, almost half (23) were specifically for students in the recreation and leisure program. Instruction is provided in the JFK Library’s computer-enhanced instruction classrooms, in university classrooms or virtually via Zoom as requested by faculty. Next, if students need help with their research, then they can set up a research consultation with the library librarian. Finally, the library liaison to WAMS maintains research guides for the recreation & leisure program [https://research.ewu.edu/recreation] as well as other allied programs. Librarians create research guides to make it easy for students to find high quality sources for their research. These online research guides are available 24/7 and are also used by librarians from reference services to help students with their research.  **Technology**:  The EWU Libraries gives student access to technology that allows them to effectively access library resources and services. JFK Library has 100 public access computers with the requisite Microsoft Office and other software they need to do their research. Another 200 laptops are also available to checkout for doing research. Besides laptops, students can also check out video recorders, digital cameras, calculators, projectors and more through our equipment checkout program. Students utilize this equipment to complete projects for their classes. The library also offers wifi throughout the building and plenty of print stations where students can print wirelessly from their personal laptops or using our PC computers.  For further information, please see this site:<https://research.ewu.edu/accreditation> |
| **LINK(S)**  [EWU JFK Library and Learning Commons](https://www.ewu.edu/library/) |

| **6.08** Computing technology and computing support services available to faculty, staff, and students of the parks, recreation, tourism, and related professions academic unit shall be sufficient to enable the Program to accomplish its mission and operate in a manner consistent with its values.  *Suggested Evidence of Compliance:* Documentation of computing and computing support services and an evaluation of the adequacy of those resources, in terms of the mission and values of the unit. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Instructional Technology and Web Services (ITWS) offers an array of educational technology solutions and support, course design, web services, and consultative services to Eastern faculty, staff and students.  Multimedia Commons (MMC): The MMC provides EWU students, faculty, and staff access to high quality facilities, consultation, and student employees’ assistance with all things multimedia. Priority support is provided for academic course work. The MMC computers are available for student use whenever the JFK Library building is open. MMC lab consultants are available during specific hours and days for additional MMC services, including ACADEMIC ONLY Poster and Photo printing.  Campus Computer Labs: State of the art computing facilities and consultation to students, faculty, and staff. Loaded with professional software from Adobe Creative Cloud to Word. Virtual Labs allow you to access all the software from anywhere that can be found in the computer labs. [Available Computer Classroom and Lab Software.](https://support.ewu.edu/support/solutions/articles/10000034527) |
| **LINK(S)**  [EWU Information Technology](https://inside.ewu.edu/it/)  [EWU Information Technology Service Catalog](https://inside.ewu.edu/it/services/)  [EWU Information Technology Support](https://support.ewu.edu/support/home)  [EWU Information Technology Policies and Governance](https://inside.ewu.edu/it/policies-and-governance/)  [EWU Instructional Technology and Web Services](https://inside.ewu.edu/instructional-technology/)  [EWU MultiMedia Commons](https://inside.ewu.edu/it/service/multimedia-commons/) |

**7.0 Learning Outcomes**

Three learning outcomes comprise the majority of this series of standards:

**7.01** Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

**7.02** Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

**7.03** Students graduating from the program shall be able to demonstrate entry-level knowledge about operations management and strategic management/administration in parks, recreation, tourism and/or related professions.

It is incumbent upon the Program to determine the specific bodies of knowledge applicable to these three learning outcomes. That decision must reflect current literature and current practice in each of the three areas. ***As an example***, a hypothetical program might define each of the learning outcomes as follows.

***7.01, Foundational Knowledge,*** includes background, nature, and scope of the profession, and its history, philosophy, and social and behavioral science underpinnings.

***7.02, Provision of Services and Experiences,*** includes recreation programming, event management, interpretation, and site design and management

***7.03, Management/Administration,*** includes planning, organizing, leading, staffing, directing, controlling, reporting, financial management, resource acquisition, marketing, pricing, strategy, partnerships, and positioning.

| ***Learning Outcome*** | ***Your Program’s Interpretation*** |
| --- | --- |
| **7.01 Foundational Knowledge** | Includes pertinent information about the history, philosophy, theoretical underpinnings, and breadth of the industry that demonstrate techniques and processes that professionals use. |
| **7.02 Provision of services that facilitate targeted human experiences and embrace personal and cultural dimensions of diversity** | Includes developing, implementing, and evaluating recreation experiences with a focus on diverse, equitable, and inclusionary practices. |
| **7.03 Management/ Administration** | Includes knowledge and competencies related to supervising employees, facilities, budgets, and risk management. |

| **7.01** Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.  **7.01:01** Students are provided with sufficient opportunities to achieve this learning outcome.  *Suggested Evidence of Compliance*  *Description of curriculum relevant to the standard*  *Link to syllabi of relevant courses and required readings*  *Sample assignments and exams relevant to the standard*  *Degree plan confirming that relevant class(es) are required* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The 7.01 standard was assessed through 6-9 different courses and 12-28 different assignments every year.. Courses that assessed this standard included 200, 300, and 400 level courses with either one, two, or three assignments per course being used for the assessment. For example, RCLS 470 uses an assignment called Professional Interview that is linked to 7.01a. The assignment asks students to find a professional in their field of interest and interview the person to learn more about what this professional does on a day to day basis, the skills to be competent in the position, what other areas of the industry this person might work with and more. In RCLS 220, the Activity Facilitation assignment is linked to 7.01b. This assignment requires students to facilitate an activity (i.e. experience) to their peers that integrates techniques that might be used by professionals in the field. Lastly, RCLS 313 uses the Ethic Statement assignment to assess 7.01c, which teaches about the historical and philosophical foundations of public land management agencies.  The breadth of the assignments across a variety of courses allow ample opportunities for students to learn 7.01 a, b, and c outcomes. The courses and assignments that assess these outcomes and syllabi for all courses are provided as a link below. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix B: RCLS Syllabi](https://drive.google.com/drive/folders/16sdjAowVQCcB9P8FS15X6SpFSde98lqE?usp=share_link)  [Appendix D: Degree Plans](https://drive.google.com/drive/folders/1ru0gZr77BwshNeLP1ux7q47MUEoOzCCF?usp=share_link) |

| **7.01** Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. 7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template. *Suggested Evidence of Compliance*  *Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*  *Description of content validity, i.e., relevance and representativeness of each assessment tool or process*  *Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)* |
| --- |
| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  There are a variety of assignments and faculty use many different methods to assess this outcome. For example, assignments may ask students to use information taught in the class to create an argument/rationale of the benefits leisure and recreation can provide to society and personal life (RCLS 201 - Take A Stand). Some assignments require students to use different technology (e.g. video, Powerpoint, etc.) to communicate the information requested (RCLS 313 - Land Management Video). Other assignments require students to use scientific research and data to develop arguments and provide a formal presentation that communicates those ideas (RCLS 490 - Capstone Paper and Presentation). We also use experiential learning activities within assignments to help students learn technical and human skills that are vital to their professionalism (RCLS 220 - Activity Facilitation). All assignments used have been intentionally designed and discussed within the program to meet the 7.01 learning outcome. The goal of the RCLS program is to have 80% of our students earn 75% or higher on assignments that are connected to this learning outcome.  The assignment descriptions and rubrics used to assess the outcomes are provided below. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix E: 7.0 Series - Assignments](https://drive.google.com/drive/folders/1P76BqN2NTqSM_CK7RID-YlTZMhExoW6e?usp=share_link)  [Appendix F: 7.0 Series - Rubrics](https://drive.google.com/drive/folders/1YyXJWlJpM6C0evjTCavwr-EmZ3dr4Qja?usp=share_link) |

| **7.01** Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. 7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome. *Suggested Evidence of Compliance*  *In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful.* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Once faculty know what assignments are being used to assess particular outcomes, they create an outcome in their rubric that assesses whether the student passes or does not pass the criteria (75%) for the learning of the outcome. These data are then compiled and can be used to generate our “close the loop” forms. The data below represent the overall passing rate for students for this outcome on a yearly basis and is derived from our annual reports.   * 2015-2016: Over all assignments, 89% of students received a passing score (75% or above). * 2016-2017: Over all assignments, 92% of students received a passing score (75% or above). * 2017-2018: Over all assignments, 96% of students received a passing score (75% or above). * 2018-2019: Over all assignments, 95% of students received a passing score (75% or above). * 2019-2020: Over all assignments, 94% of students received a passing score (75% or above). * 2020-2021: Over all assignments, 94% of students received a passing score (75% or above). * 2021-2022: Over all assignments, 97% of students received a passing score (75% or above).   The link below provides our annual accreditation reports from AY2015-16 to AY2021-22. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link) |

| **7.01** Students graduating from the program shall demonstrate the following foundational knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy. 7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality. *Suggested Evidence of Compliance*  *List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Reviewing the numbers shown above based on all of the assignments that address this outcome, the program is doing very well in achieving this outcome. We had a small increase in the first couple years of the cycle and then our numbers leveled out. These data are well above our targeted goal of 80% of our students passing this standard.  Individual faculty are also able to track their students’ performance. After every course is taught, faculty complete a “close the loop” record to track student performance and overall class performance. Faculty record the assignment averages and outcome pass rate on the assignment being assessed and compare it to the scores from the previous year. Faculty use these data as a tool for reflection to consider what changes might need to be made to the assignment or the course to better set up students for success. Faculty may suggest that no changes are needed because the assessment seems effective, whereas other times faculty may choose to make changes to the assignment or to the information presented to better set up students for success.  The “close the loop” data is attached as a link below and illustrates this process for faculty.  \*Due to four different faculty leaving the program during this timeframe, close the loop data is not available for every course and assignment. Close the loop data is available for faculty members Chris Cindric, Matt Chase, and Jeremy Jostad. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix G: Close the Loop Data](https://drive.google.com/drive/folders/1MW4SyDgiLuGwJLrADmzqP-bI9fR94k9d?usp=share_link) |

| **7.02** Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.  **7.02:01** Students are provided with sufficient opportunities to achieve this learning outcome.  *Suggested Evidence of Compliance*  *Description of curriculum relevant to the standard*  *Link to syllabi of relevant courses and required readings*  *Sample assignments and exams relevant to the standard*  *Degree plan confirming that relevant class(es) are required* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The 7.02 Standard was assessed using a range of 5-8 assignments and 3-5 classes (\*Note: Academic year 2020-2021 only used one assignment from one class due to COVID and faculty departures). The majority of the assignments that address this standard come from the following classes: RCLS 220 (Leadership in RCLS); RCLS 240 (Intro to Therapeutic Recreation); RCLS 270 (Diversity & Social Justice in RCLS); RCLS 425 (Evaluation & Research). The RCLS 220 class teaches a variety of aspects of leadership and how to provide leadership within diverse populations is a component that is covered. RCLS 240 is a requirement for all students and teaches students how to provide services for individuals with various abilities (physical, social, mental, emotional). The RCLS 270 class was developed and became a requirement within the RCLS curriculum at the very beginning of this accreditation cycle. The class was developed to further highlight and teach dimensions of diversity and social justice. The focus of the class is not just on what makes people and communities diverse, but how leisure and recreation can be used as a tool to bring people together. Lastly, RCLS 470 teaches students evaluation and data analysis techniques that foster an understanding of how to design and implement leisure services for diverse communities. There are a variety of other courses within our curriculum that address diversity indirectly, however, the courses mentioned above generally provide the best direct measures.  The courses and assignments that assess these outcomes and syllabi for all courses are provided as a link below. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix B: RCLS Syllabi](https://drive.google.com/drive/folders/16sdjAowVQCcB9P8FS15X6SpFSde98lqE?usp=share_link)  [Appendix D: Degree Plans](https://drive.google.com/drive/folders/1ru0gZr77BwshNeLP1ux7q47MUEoOzCCF?usp=share_link) |

| **7.02** Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. 7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template. *Suggested Evidence of Compliance*  *Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*  *Description of content validity, i.e., relevance and representativeness of each assessment tool or process*  *Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency o tests)* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  There are a variety of assignments that are used to assess this standard. The different assignments are designed to focus on different aspects of personal and cultural dimensions of diversity and are most often completed through some type of paper, presentation, or discussion. Example assignments that have been used to assess this standard include Phase I, II, and III from RCLS 425. Within these assignments, students identify needs within a community and write a mini-grant proposal that is directed toward providing equitable access to recreation services for all members of a community. Later in the course students collect and analyze data to assess that need within a community, and make further recommendations based on dimensions of diversity and equitable access.    The assignment descriptions and rubrics are provided in the link below. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix E: 7.0 Series - Assignments](https://drive.google.com/drive/folders/1P76BqN2NTqSM_CK7RID-YlTZMhExoW6e?usp=share_link)  [Appendix F: 7.0 Series - Rubrics](https://drive.google.com/drive/folders/1YyXJWlJpM6C0evjTCavwr-EmZ3dr4Qja?usp=share_link) |

| **7.02** Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. 7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome. *Suggested Evidence of Compliance*  *In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Once faculty know what assignments are being used to assess particular outcomes, they create an outcome in their rubric that assesses whether the student passes or does not pass the criteria for the learning of the outcome. These data are then compiled and can be used to generate our “close the loop” forms. The data below represent the overall passing rate for students for this outcome and is derived from our annual reports.   * 2015-2016: Over all assignments, 80% of students received a passing score (75% or above). * 2016-2017: Over all assignments, 82% of students received a passing score (75% or above). * 2017-2018: Over all assignments, 97% of students received a passing score (75% or above). * 2018-2019: Over all assignments, 95% of students received a passing score (75% or above). * \*2019-2020: Over all assignments, 64% of students received a passing score (75% or above). * 2020-2021: Over all assignments, 100% of students received a passing score (75% or above). * 2021-2022: Over all assignments, 90% of students received a passing score (75% or above).   \*108 of the 169 student artifacts met Standard 7.02, with 0 not met, and 61 blank (no submission/not tracked). Since we are unable to distinguish between no submission and not tracked, we can only confirm that at least 63.9% of the students met outcome 7.02. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link) |

| **7.02** Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. 7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality. *Suggested Evidence of Compliance*  *List of actions taken to affirm or improve quality of curriculum and instruction, clearly linked to learning outcomes assessment results, and dates on which those actions were taken* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Based on the data above, our program is also meeting our standard of an 80% pass rate. In 2015-2017, this was at or just over that threshold, but jumped the following year to 97%. This jump could be a result of not having enough time to refine certain courses and assignments (e.g. RCLS 270), or could also be due to a new faculty member teaching the RCLS 270 course. The dip we see in 2019-2020 is simply a data glitch that did not allow us to know if the blank responses were non-passing students or an omission of record. Regardless, the data supports that we have been successful in teaching this standard to our students.  Individual faculty are also able to track their students’ performance. After every course is taught, faculty complete a “close the loop” record to track student performance and overall class performance. Faculty record the assignment averages and outcome pass rate on the assignment being assessed and compare it to the scores from the previous year. Faculty use these data as a tool for reflection to consider what changes might need to be made to the assignment or the course to better set up students for success. Faculty may suggest that no changes are needed because the assessment seems effective, whereas other times faculty may choose to make changes to the assignment or to the information presented to better set up students for success.  The “close the loop” data is attached as a link below and illustrates this process for faculty.  \*Due to four different faculty leaving the program during this timeframe, close the loop data is not available for every course and assignment. Close the loop data is available for faculty members Chris Cindric, Matt Chase, and Jeremy Jostad. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link) |

| **7.03**  Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.  **7.03:01** Students are provided with sufficient opportunities to achieve this learning outcome.  *Suggested Evidence of Compliance*  *Description of curriculum relevant to the standard*  *Link to syllabi of relevant courses and required readings*  *Sample assignments and exams relevant to the standard*  *Degree plan confirming that relevant class(es) are required* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Standard 7.03 was assessed through the range of 10-12 assignments within 6-8 different courses. Most of the courses that assessed this outcome were 400 (senior) level courses. The following are some of the different courses that address this outcome: RCLS 400 (Legal Foundations in RCLS); RCLS 455 (Resort & Commercial Recreation); RCLS 470 (Administration in RCLS); and RCLS 480 (Budgeting in RCLS). RCLS 400 focuses on operations and strategic management through a legal and liability lens in the workplace. RCLS 455 focuses on operations and strategic management through a management/entrepreneurship lens for industries located in the commercial sector. RCLS 470 focuses on operations and strategic management through a personnel and leadership lens within the workplace. Lastly, RCLS 480 focuses on operations and strategic management through a budgetary lens. These different classes, and thus different lenses toward operations and strategic management, provide students ample opportunities to learn about this outcome in a variety of different areas within the profession.  Note: There are other courses used to assess this outcome as well that also focus on different areas of operation and strategic management (e.g. RCLS 360 - Facilities in RCLS; RCLS 385 - Program Planning in RCLS, etc.).  Below you will be able to find the syllabi for the courses used to assess this outcome and the degree plan for each major. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix B: RCLS Syllabi](https://drive.google.com/drive/folders/16sdjAowVQCcB9P8FS15X6SpFSde98lqE?usp=share_link)  [Appendix D: Degree Plans](https://drive.google.com/drive/folders/1ru0gZr77BwshNeLP1ux7q47MUEoOzCCF?usp=share_link) |

| **7.03** Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. 7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template. *Suggested Evidence of Compliance*  *Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*  *Description of content validity, i.e., relevance and representativeness of each assessment tool or process*  *Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  These upper level courses have large overarching assignments within the course that target different aspects of operation and strategic management. RCLS 400 has students complete a risk management plan for a position and facility in which they may work during their internship (for most students that would be in the spring/summer after this course). RCLS 455 requires students to complete an industry report for the commercial sector via two primary questions: current status of a particular industry in the PNW and the USA, and keys to operational success within the industry. RCLS 470 has students complete a policy development assignment that emphasizes the knowledge concerning the intent of policy and how it is used in addition to how policy is created and revised in an organizational setting.  Lastly, RCLS 480 requires students to complete a proposed budget for a given facility in our field. These different assignments aim at teaching students a variety of different operation and management techniques that will be crucial in the professional field. Assignments within this assessment also used a variety of techniques to assess students. Some assignments require students to work in groups, which we believe also is a great learning opportunity of strategic management. Some assignments not only require a formal written report format, but may also include a presentation; very much what students may encounter in the professional realm. We believe our assessment tools used for this standard provide reliable and valid measurement tools.  The assignment descriptions and rubrics used to assess the outcomes are provided below. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix E: 7.0 Series - Assignments](https://drive.google.com/drive/folders/1P76BqN2NTqSM_CK7RID-YlTZMhExoW6e?usp=share_link)  [Appendix F: 7.0 Series - Rubrics](https://drive.google.com/drive/folders/1YyXJWlJpM6C0evjTCavwr-EmZ3dr4Qja?usp=share_link) |

| **7.03** Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. 7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome. *Suggested Evidence of Compliance*  *In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Once faculty know what assignments are being used to assess particular outcomes, they create an outcome in their rubric that assesses whether the student passes or does not pass the criteria for the learning of the outcome. These data are then compiled and can be used to generate our “close the loop” forms. The data below represent the overall passing rate for students for this outcome and is derived from our annual reports.  2015-2016: Over all assignments, 88% of students received a passing score (75% or above).  2016-2017: Over all assignments, 92% of students received a passing score (75% or above).  2017-2018: Over all assignments, 94% of students received a passing score (75% or above).  2018-2019: Over all assignments, 94% of students received a passing score (75% or above).  \*2019-2020: Over all assignments, 79% of students received a passing score (75% or above).  2020-2021: Over all assignments, 95% of students received a passing score (75% or above).  2021-2022: Over all assignments, 94% of students received a passing score (75% or above).  \*281 of the 354 separate student artifacts met standard 7.03, with 11 not met, and 62 blank (no submission,  not tracked). Since we are unable to distinguish between no submission and not tracked, we can only confirm that at least 79.4% of the students met outcome 7.03. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link) |

| **7.03** Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. 7.03:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement. *Suggested Evidence of Compliance*  Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision making. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  We are very pleased with the ability of our students to meet the 7.03 outcome as a whole. In 2019-2020, during Covid, there was a dip in our scores but more likely to the upheaval and disruption that Covid created for faculty rather than students not learning this outcome.  Individual faculty are also able to track their students’ performance. After every course is taught, faculty complete a “close the loop” record to track student performance and overall class performance. Faculty record the assignment averages and outcome pass rate on the assignment being assessed and compare it to the scores from the previous year. Faculty use these data as a tool for reflection to consider what changes might need to be made to the assignment or the course to better set up students for success. Faculty may suggest that no changes are needed because the assessment seems effective, whereas other times faculty may choose to make changes to the assignment or to the information presented to better set up students for success.  The “close the loop” data is attached as a link below and illustrates this process for faculty.  \*Due to four different faculty leaving the program during this timeframe, close the loop data is not available for every course and assignment. Close the loop data is available for faculty members Chris Cindric, Matt Chase, and Jeremy Jostad. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [Appendix G: Close the Loop Data](https://drive.google.com/drive/folders/1MW4SyDgiLuGwJLrADmzqP-bI9fR94k9d?usp=share_link) |

| **7.04**  Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.  **7.04:01** Students are provided with sufficient opportunities to achieve this learning outcome.  *Suggested Evidence of Compliance*  Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Students in the RCLS program are required to complete a 400-hour internship over a 10-week period (TR students are required to do more hours over a longer period of time) during the summer after they have completed all of their coursework. Students are also required to complete 1500 hours of prior professional experience in the field as well as membership to a professional organization in their field before beginning their internship. Students also take a class (RCLS 435 - Employment Processes) the fall of their senior year to help prepare them for their internship and the professional world. Students receive preparatory training not only in this class but also other major specific classes by their advisor.  The internship manual for Recreation and Tourism Management, Outdoor Recreation Leadership, and Therapeutic Recreation are provided in the links below. |
| **LINK(S)**  [Appendix C: Annual Accreditation Reports 2017-2022](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)  [RTM and ORL Internship Manual](https://drive.google.com/file/d/1lKA4ASXnrpFEQKimg6dTkGA0J-0bvbrM/view?usp=share_link)  [TR Internship Manual](https://drive.google.com/file/d/1SyMgLIISUcvUsvQXjCr5gebsqy48AQnO/view?usp=share_link) |

| **7.04**  Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations. 7.04:02 Quality, content-valid assessment measures are being used to assess this learning outcome. Two learning outcomes measures are required, one of which must be a direct measure of learning outcomes. The second measure may be either a direct measure or an indirect measure. Examples of direct and indirect measures are provided at the end of this template. *Suggested Evidence of Compliance*  *Links to tests, assignments, rubrics and brief explanation of their relevance to the standard*  *Description of content validity, i.e., relevance and representativeness of each assessment tool or process*  *Other evidence of reliability or validity (i.e., inter-rater agreement, internal consistency of tests)* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Internships are evaluated through a couple different ways, however, the assessment that has the largest impact on a student’s grade is the final evaluation. The final evaluation is conducted by their internship supervisor at the conclusion of their internship and assesses a variety of areas: knowledge, productivity, quality of work, etc.  To assess this outcome, we also use a couple assignments from RCLS 435. Some of those assessments include a resume, cover letter, website portfolio, and interview presentation. These assignments are used to help prepare students for the interview process for their internship.  Please find the RTM, ORL, and TR internship manuals in the link below. |
| **LINK(S)**  [RCLS Internship Manual 2021-22](https://drive.google.com/file/d/1lKA4ASXnrpFEQKimg6dTkGA0J-0bvbrM/view?usp=share_link) |

| **7.04**  Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations. 7.04:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome. *Suggested Evidence of Compliance*  *In addition to the discussion of status relative to compliance, tables and figures summarizing results are particularly helpful* |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  Students in RTM and ORL complete a comprehensive internship of 400 hours or 10 weeks that demonstrates they have the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or other related organizations. Since the most significant assessment of a student’s internship is their final evaluation, the following are the average scores that students have received on their final evaluation and the pass rate of students within that student cohort. There are a variety of reasons that students may not finish their internship, but most often it is a result of not completing the assignments and following through with the expectations of the internship.  **RCLS 494**    **Summer 2016** (5 students – 1 students did not finish)  Average: 98% Pass Rate: 80%    **Summer 2017** (13 students – 1 student did not finish)  Average: 90% Pass Rate: 92%  **Summer 2018** (7 students – all passed)  Average: 99% Pass Rate: 100%    **Summer 2019** (7 students – 1 did not pass)  Average: 91% Pass Rate: 86%    **Summer 2020** (9 students – 1 did not pass)  Average: 98% Pass Rate: 89%    **Summer 2021** (11 students – 2 did not finish)  Average: 99% Pass Rate: 82%    **Summer 2022** (4 students – all passed)  Average: 99% Pass Rate: 100%      **RCLS 495**    **Summer 2016** (11 students – 2 students did not finish)  Average: 91% Pass Rate: 82%    **Summer 2017** (14 students – 1 student did not finish)  Average: 91% Pass Rate: 93%    **Summer 2018** (15 students – 1 did not finish)  Average: 93% Pass Rate: 93%    **Summer 2019** (12 students – 1 did not pass)  Average: 91% Pass Rate: 92%    **Summer 2020** (10 students – all passed)  Average: 93% Pass Rate: 100%    **Summer 2021** (7 students – all passed)  Average: 95% Pass Rate: 100%    **Summer 2022** (8 students – 2 did not finish)  Average: 93% Pass Rate: 75% |
| **LINK(S)** |

| **7.04**  Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations. 7.04:04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement. *Suggested Evidence of Compliance*  Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision making. |
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| **DISCUSSION OF STATUS RELATIVE TO COMPLIANCE**  The RCLS program has students complete a variety of evaluation forms upon completion of the internship: Site evaluation, supervisor evaluation, internship advisor evaluation, and exit interview. These data are reviewed each year and discussed. This information helps us think about curriculum adjustments, future internship placements, using different teaching methods, and our overall effectiveness in preparing students for the professional field.  Below you will find the links to the different evaluations completed by students. |
| **LINK(S)**  [**Internship Site and Supervisor Evaluations**](https://drive.google.com/drive/folders/1TwW7xwntv7eyBFd2EZC_E0jT6MJoGv6D?usp=share_link)  [**Internship Data**](https://drive.google.com/drive/folders/17mWh2E0L5EOM_F00jqy9apN_02DRVjap?usp=share_link) |

**Examples of Direct and Indirect Measures of Learning Outcomes**

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| Direct Measures of Learning Outcomes | Indirect Measures of Learning Outcomes |
| Capstone assignment quality  Comprehensive Examination  Internship evaluation  Performance of relevant skills  Portfolio Evaluations  Pre/Post Test Results  Presentation Quality  Project Quality  Standardized Test Results  Thesis/Project Quality  Video/Audiotape Production  Written Assignment Evaluations  Writing Exam Results | Advisory Board Evaluation  Alumni Survey Benchmarking  Curriculum Review Results  Employer Survey Results  Exit Interview Results  Focus Group Results  Graduate School Acceptance Rates  Honors/Awards Received by the Program  Placement Data  Satisfaction  School Performance  Student Evaluations of their Learning  Transfer Acceptance Rates |