

Western Washington University

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# **Recreation Program**

## **Self-Study Report**

Prepared for the Council on  
Accreditation of Parks, Recreation,  
Tourism and Related Professions

December 2017

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## ACKNOWLEDGEMENTS

This Self-Study Report was developed and prepared with input from faculty, staff, alumni, and students of the Western Washington University Recreation Program.

Preparation of this 2017 Self-Study was based on Accreditation Self-Study reports prepared by two previous department chairs. Dr. Charles Sylvester served as lead author of the 2002 and 2007 reports, and Dr. Keith Russell served as lead author of the 2012 report. Much of the credit for this report should be attributed to the foundation their work provided.

This Self-Study Report is the first report that the Western Recreation Program has prepared based upon the 2013 Accreditation Standards for the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Preliminary work in preparation for this report, including focus groups to gather student feedback from the program's capstone course, a departmental SWOT Analysis (for the Department of Health and Human Development, in which the Recreation Program is housed), and the Recreation Program's strategic planning process, was facilitated by Dr. Keith Russell.

The majority of the initial draft of this Self-Study was authored by Dr. Randall Burtz. Drs. Melissa D'Eloia and Jasmine Goodnow collaborated to prepare the 7.0 standards for the program. Dr. Russell and Dr. D'Eloia collaborated to prepare the 7.0 standards for the Therapeutic Recreation concentration.

The final editing, formatting, and distribution of the 2017 Self-Study was completed by Katey Roemmele and Denise Logue.

The process provided an opportunity for all members of the Recreation Program to thoroughly assess their efforts in providing quality professional education to Western Washington University Recreation Program students.

Full-time Department Faculty:

Keith Russell, Ph.D.

Jasmine Goodnow, Ph.D.

Randall Burtz, Ph.D.

Melissa D'Eloia, Ph.D.

Part-time Department Faculty:

Lindsay Poynter, M.A.

## Foreword

This Self-Study report of the Recreation Program at Western Washington University (Western) is in preparation for a continuing accreditation visit in the winter of 2018 by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT). Though we have undergone several changes since our inception in 1952, we continue to take great pride in our commitment to excellence in teaching and service to the profession in helping students discover how their values, beliefs, knowledge, and acquired skills have the potential to enrich the lives of others through the provision of recreation and leisure services.

In the final report by the initial review team in 1986 of the Recreation Program by the Council on Accreditation (COA), the following was noted:

*The overall evaluation of the Recreation and Parks Program by the Visitation Team is that this is a program of great excellence, and has the potential for providing a model for other universities to follow.*

*Accreditation Review Final Report*

Dr. Gaylene Carpenter

Mr. Ron Dodd

Dr. Edith Ball (Chair)

May 1986

Five years later, the continuing accreditation review conducted by Dr. Veda Ward concurred with this view in concluding, “There are many strengths to the Recreation and Parks program,” listing among them the quality of the faculty, a unique program structure built upon the aims of liberal education, and the effective preparation of students to meet career challenges. Her views were echoed by Provost Roland L. De Lorme, who said in his September 9, 1991, response to Dr. Ward’s report, “We are pleased with comments regarding the quality of teaching and strong faculty-student relationships evidenced in the program, the viability of the phase model, and our continuing commitment to liberal education.”

In his 1996 letter to Western Washington University President Karen Morse announcing continuing accreditation for the Recreation Program, Dr. Roger Coles, COA Chair, wrote, “The program is to be commended for its willingness to be different, as evidenced by their cohort phasing. We are particularly impressed with the ‘advance’ [referring to regular student-faculty retreats] that contributes significantly to program cohesion and shared mission by students and faculty.” In her 2001 report to the COA, site reviewer Dr. Maureen Glancy exclaimed:

This visitor has never met a more open, frank, vocal, and thoughtful group of students in the 4<sup>th</sup> week of their second term in a recreation curriculum. The students who were further advanced and at the end of the curriculum were polished, knowledgeable, ethically aware, and literate professionals who were proud of their knowledge and skills.

In October of 2007, the Recreation Program once again was granted continuing accreditation status with the COA. Roger Coles, the Council Chair, stated in his letter: “The Council

commends the recreation program for its efforts and dedication to unique and innovative student preparedness through the Phase program and the faculty's commitment to teaching excellence."

From our most recent accreditation visit in 2012, the visitation team identified the following item(s) as being particular strengths of the program: "The phase system produces a unique learning community of students. Students move through the program in a cohort group in which they take all required courses together, participating on group work and study groups. Students acknowledge that the cohort model is the strength of the program." Further they noted, "The Social Justice philosophy permeates the curriculum and provides a theoretical foundation for leisure services that all students can build upon. Students can clearly articulate this philosophy and describe how it relates to their professional practice."

The combination of a unique curricular cohort-based structure, faculty dedication to teaching in and out of the classroom through retreats, applied and experiential learning opportunities that engage community members, and service-learning opportunities linking theory with practice all intersect to provide a unique learning opportunity for our students. This affirmation of the quality of the Recreation Program is a reflection of Western Washington University's commitment to excellence.

According to the 2018 *U.S. News & World Report* college rankings, Western is the second highest-ranking public regional university in the West and the highest ranked master's-granting university in the Pacific Northwest. The faculty, staff, and students of the Recreation Program of Western Washington University are therefore pleased to seek re-accreditation in 2018 from the Council on Accreditation as part of its ongoing commitment to excellence in undergraduate education.

The Recreation Program is housed within the Department of Health and Human Development (College of Humanities and Social Sciences) at Western Washington University. The university is located in the northwestern corner of Washington State in the city of Bellingham and has 15,000 students and just over 160 academic programs. It operates on a quarter system, and standard quarters include fall, winter, and spring (approximately 10 weeks each + finals week). Limited classes and extra-curricular activities are offered during summer quarter. The majority of classes at Western are taught by faculty who have obtained the highest degree in their field. The average class size is 29 with nearly 80% of classes having fewer than 40 students. (See general information about Western here: [About Western Washington University](#)). Western's smaller class size and expert faculty demonstrate the university's focus on students. The College of Humanities and Social Sciences (CHSS) is no exception. CHSS offers almost 50 bachelor's degrees, 12 master's degrees, three interdisciplinary degrees, and other student-faculty designed majors. (See more about CHSS here: [About CHSS](#).)

**Significant Events Since 2012 Report:**

**Personnel Changes at the Department Level**

Since 2012, one faculty member in the Recreation Program has been promoted, and two have been hired into tenure-track appointments. The two most recent hires underwent review for tenure and promotion in the fall of 2017, and both have received unanimous supporting votes from the faculty members and Chair of the Department of Health and Human Development. Further, they have had approval of the Tenure and Promotion Committee and Dean. While we are still awaiting their final review from Provost and Board of Trustees, we are confident that they will support the department’s vote. Additionally, one senior lecturer and one full professor (who served as the previous program coordinator and most recently department chair) retired. Changes to department full-time faculty are summarized below:

Faculty who have been promoted are:

	<u>Promoted from</u>	<u>Promoted to</u>
Dr. Randall Burtz	Assistant Professor	Fall 2007 Associate Professor
Dr. Keith Russell	Associate Professor	Fall 2010 Full Professor

Changes to the tenure-track faculty include:

	<u>Hires</u>	<u>Departures</u>
Dr. Charles Sylvester	Fall 1984, Full Professor	Spring 2015
Jill Heckathorn	Fall 1992, Senior Lecturer	Spring 2015
Dr. Jasmine Goodnow	Fall 2013, Assistant Professor	
Dr. Melissa D’Eloia	Fall 2015, Assistant Professor of Therapeutic Recreation	

In addition, the program coordinator and department chair appointments have changed as well. Dr. Charles Sylvester served as department chair from fall 2010 to fall 2015; he had previously served as the program coordinator from 1998 to 2010. Dr. Keith Russell is serving as department chair from fall 2015 to spring of 2019. Dr. Russell had served as the program coordinator from 2009 to 2015. Dr. Randall Burtz is currently serving as the program coordinator. He took over that role from Dr. Russell in the 2015-2016 academic year.

**Carver Academic Renovation**

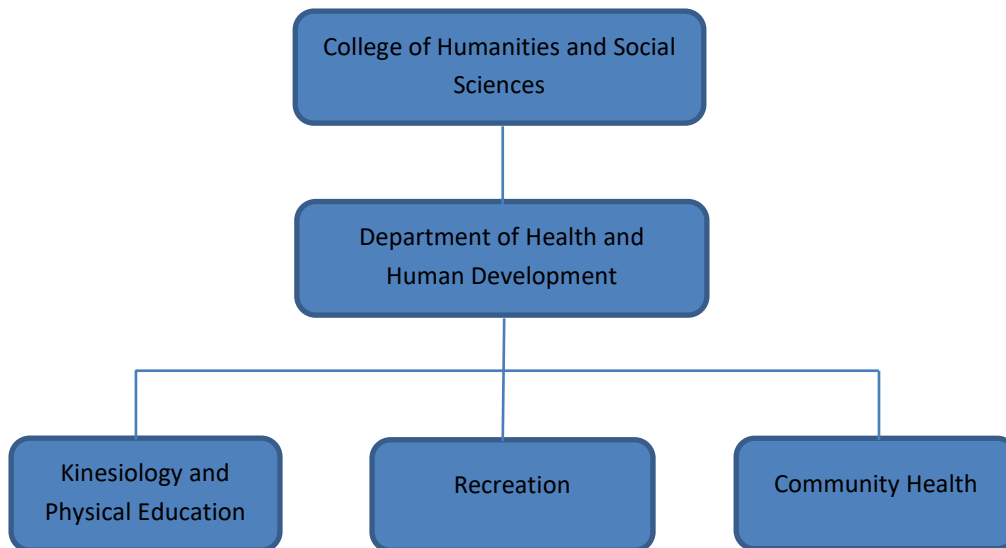
The Recreation Program has been housed in Carver Gymnasium since its development of the current cohort model in 1973. While the program did have a dedicated classroom and office suite, the building was in decay, and conditions for working and student learning was less than optimal (to put it lightly). Indeed, Carver Gym was the building with the lowest earthquake rating on campus. After years of effort, the building was approved for an \$81.5 million renovation, which was completed in September of 2017.



## Standard 1.00 Unit Characteristics

- 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.**

The Recreation Program, first accredited in 1986, is a unit of the Department of Health and Human Development (HHD) within the College of Humanities and Social Sciences. The Department changed its name from the Department of Physical Education, Health, and Recreation (PEHR) to HHD in 2015. The recreation program coordinator reports directly to the department chair. The major in recreation, leading to the baccalaureate degree, began in 1952. During the period 1952 to 1973, both a major and a minor were offered, taught primarily by physical education faculty. In 1973, the current “Phase” curriculum was instituted. At that time, it consisted of a 65-credit major and a 32-credit minor with emphases in community recreation, leisure and natural resources, and leisure resources planning. Currently, the program is a 67 credit-major with a 25-credit support area (focused coursework outside the major guided by student interest and faculty advisement). Program emphasis areas have changed since that time and now include emphasis areas in therapeutic recreation, community recreation, outdoor recreation, and tourism. The Recreation Program has remained a semi-autonomous unit within HHD.



- 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.**

The Council for Higher Education Accreditation and the U.S. Department of Education recognize eight regional accreditation agencies with this authority. Western Washington University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) to offer the bachelor’s and master’s degrees. The most recent accreditation

awarded was in 2010, with the University next undergoing reaccreditation in 2018, with the visitation occurring during the fall quarter of 2018 The Self-Study report for the most recent visit is available via the following link: <http://www.wvu.edu/accreditation/>

**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.**

The Recreation Program at Western Washington University currently has four full-time tenure-track faculty one part-time lecturer. All four full-time-equivalent faculty members provide instruction and service to the undergraduate curriculum.

**Full-Time: Keith Russell**, Ph.D, Full Professor (tenured 2009), HHD Department Chair  
*Annual credit load: 30 credits with 15 credits currently for chair release*

Undergraduate: BS, Environmental Economics, Lewis and Clark College

Masters: MS, Resource Recreation and Tourism, University of Idaho

Doctorate: Resource Recreation and Tourism, University of Idaho

**Full-Time: Randall Burtz**, Ph.D., Associate Professor (tenured 2011), Program Coord.

*Annual credit load: 30 credits with 3 credits for coordinator release*

Undergraduate: BS, Recreation and Leisure Studies (Business Minor), Washington State University

Masters: MA, Recreation Administration, Washington State University

Doctorate: Recreation Resource Management (Human Dimensions Unit), Colorado State University

**Full-Time: Jasmine Goodnow**, Ph.D. Assistant Professor (materials submitted for tenure and promotion, fall of 2017)

*Annual credit load: Teaching: 30 credits*

Undergraduate: BS, Recreation Management/Youth Leadership, Brigham Young University

Masters: MS, Parks, Recreation, and Tourism, University of Utah

Doctorate: Parks, Recreation, and Tourism, University of Utah

**Full-Time: Melissa D'Eloia**, Ph.D., Assistant Professor (materials submitted for tenure and promotion, fall of 2017)

*Annual credit load: Teaching: 30 credits*

Undergraduate: BS. Recreational Studies, Ohio University

Masters: MS, Parks, Recreation, and Tourism, University of Utah

Doctorate: Parks, Recreation, and Tourism, University of Utah

**Part-Time: Lindsay Poynter**, MA, Instructor (replacement for Russell chair duties)

*Annual credit load: variable to 23 credits*

Undergraduate: BA, Recreation (therapeutic recreation), Western Washington University

Masters: MA, Counseling Psychology, Naropa University

A table identifying the instructors assigned to teach the core curriculum:

**Table 1.1: Faculty Track and Credit Load**

Faculty Name	TT/NTT	Credit Load/With Release	Chair/Coordinator Release
Dr. Keith Russell	TT – Full	30/15	15 cr
Dr. Randall Burtz	TT – Associate	30/27	3 cr
Dr. Jasmine Goodnow	TT – Assistant	30	
Dr. Melissa D'Eloia	TT – Assistant	30	
Lindsay Poynter, M.S.	NTT	23	

**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.**

All four full-time tenure-track faculty members possess a doctorate degree and at least one degree in the field of parks, recreation, tourism and related professions. Table 1.2 presents the degrees earned by each full-time faculty member and the institutions that granted the degrees. Faculty members' CVs are available via this link:

[Faculty Curriculum Vitae](#)

**Table 1.2: Full-Time Faculty Degrees Earned**

<b>Instructor</b>	<b>Doctoral Degree</b>	<b>Master's Degree</b>	<b>Bachelor's Degree</b>
Keith Russell Professor & Chair	Ph.D. in Resource Recreation and Tourism  University of Idaho	MS in Resource Recreation and Tourism  University of Idaho	BS in Environmental Economics  Lewis and Clark College
Randall Burtz Associate Professor	Ph.D. in Recreation Resource Management (Human Dimensions Unit)  Colorado State University	MA in Recreation Administration  Washington State University	BS in Recreation and Leisure Studies (Business Minor)  Washington State University
Jasmine Goodnow Assistant Professor	Ph.D. in Parks, Recreation, and Tourism  University of Utah	MS in Parks, Recreation, and Tourism  University of Utah	BS in Recreation Management/Youth Leadership  Brigham Young
Melissa D'Eloia Assistant Professor	Ph.D. in Parks, Recreation, and Tourism  University of Utah	MS in Parks, Recreation, and Tourism; Emphasis  University of Utah	BS in Recreational Studies  Ohio University

**1.05 All individuals instructing in the program shall have competence and credentials in the subject matter for which they are responsible.**

Tenure-Track Faculty

All full-time faculty members were hired on competitive searches that produced highly qualified faculty with diverse professional backgrounds and expertise. The expertise of full-time faculty is best described in the context of their experience and continuing professional development. Evidence of the competency and credentials of each faculty member can be found via this link:

[Faculty Curriculum Vitae](#)

Non-Tenure-Track Faculty

The Recreation Program is fortunate to have professionals willing to serve as part-time lecturers for our program. Their expertise enriches our program, and we are honored to work with them. Part-time faculty members are hired as needed, with the part-time instructor holding a master's degree or higher. Table 1.2 presents the highest degree

earned by our part-time instructor, her area of academic preparation, and the institutions that granted the degrees.

**Table 1.3: Part-Time Faculty Highest Degree Earned**

Instructor	Masters Degree	Bachelor's Degree
Lindsay Poynter	MA, Counseling Psychology Naropa University	Recreation (therapeutic recreation) Western Washington University

Additional evidence of the competency and credentials of this part-time faculty member can be found in her CV via this link:

[NTT Curriculum Vitae](#)

- 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 five years prior to submission of the Self-Study.**

Melissa D'Eloia (TR) and Randall Burtz attended the COAPRT training at the NRPA conference in New Orleans, September of 2017.

## 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:**

**2.01.01 Mission, vision, and values statements of the program shall be visible, operational, and present in the unit culture.**

### **Western Washington University**

Western has currently begun a revision of their strategic plan ([see Strategic Vision](#)). Once the strategic plan is adopted, the above page will include links to the plan itself, as well as to the planning process, indicators of Western's progress in achieving those goals and objectives, and comparative data from identified aspirational peer institutions.

Below are the current mission and objectives as they were stated in fall of 2017, noting that they are subject to change given the university's pending strategic realignment.

#### Mission:

Western Washington University serves the people of the State of Washington, the nation, and the world. Western provides the finest public comprehensive education through rigorous student-centered focus on the liberal arts and sciences, affordable tuition, commitment to fairness and equity, deep engagement in community and global life, and focus on the skills and capacities to explore widely and deeply, think critically, reason empirically, communicate clearly, and connect ideas creatively. Bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. (Pulled from current [Draft Strategic Plan](#).)

#### Vision:

Western Washington University prepares and inspires individuals to achieve their aspirations and address the world's most challenging questions.

#### Strategic Goals:

- A. Support the delivery of the liberal arts core to ensure student access to the broad exploration of knowledge of our undergraduate education;
- B. Review and update general education, major graduation requirements, and graduate programs to ensure they foster the knowledge, skills, and habits of mind required of a fast-changing world in the 21st century;
- C. Expand student access to rigorous baccalaureate and graduate major fields of study;
- D. Increase affordability of both undergraduate and graduate education at all Western's locations;
- E. Expect that all students have access to high-impact educational experiences inside and outside the classroom;
- F. Support innovation in curricula, scholarship, research, and creative activity;

- G. Provide tools and experiences by which students, staff, and faculty can work across disciplines to identify and creatively solve key global, environmental, and societal challenges;
- H. Align curricular revision, budgeting, capital planning, and development to allow for agility in programs and course offerings to respond to changes in student interests, state needs, and knowledge production;
- I. Provide proper technological and other academic infrastructure to support curricular innovation, research, scholarship, and creative activity, civic engagement and social justice; and
- J. Enhance and augment affordable programs in areas underserved by four-year higher education outside Bellingham.

### **College of Humanities and Social Science**

#### Mission:

The College of Humanities and Social Sciences serves the University by engaging students in distinctive, diverse programs in social and behavioral sciences and the humanities. Emerging from a vibrant liberal arts core, our collaborative learning environment inspires individual, social, cultural, creative, and scientific exploration. Students devise and apply innovative solutions, embrace divergent worldviews, consider the ethical implications of their actions, and communicate effectively in their professional, public, and personal lives. Together, students, faculty, and staff generate knowledge, pursue research, and foster life-long learning to contribute to the well-being of communities from local to global (see [CHSS Mission](#)). CHSS is still operating under the current [2012/2015 Strategic Plan](#) and will undergo revision upon completion of the Western Washington University Strategic Plan currently in draft form. CHSS also has a current SCOT analysis that guides strategic vision and activity ([see link](#)).

### **Department of Health and Human Development**

#### Mission:

The mission of the Department of Health and Human Development is to educate individuals to improve personal and community wellness and quality of life through human movement, health, and leisure experiences. In addition, the HHD has a current SCOT analysis that guides its decision-making and strategic initiatives ([see link](#)).

The goal of the department is excellence in teaching, research and service. Programs in the department:

- Provide professional preparation based on a foundation of liberal education.
- Provide intellectually challenging programs of study through a variety of teaching techniques, including active student involvement in the learning process, practica, service learning, and participation in faculty research.
- Provide instruction that enables students to communicate effectively, think critically and creatively, and work cooperatively.

- Provide academic advisement that assists students in achieving their academic and professional goals.
- Prepare students to be competent and ethical professionals who model a commitment to lifelong learning and healthy living.
- Prepare students to be stewards of environments that promote healthy living and quality of life.
- Prepare students to live and work in a culturally-diverse society.

## **Recreation Program**

### Mission:

Conducted from a foundation of liberal education, the Recreation Program prepares students to enhance the quality of individual and community life through the provision of recreation and leisure services for all people. Based on this mission, students shall develop the values, knowledge, skill, and qualities to perform proficiently and ethically as professionals (see [Recreation Program Mission](#)).

In particular, these student learning outcomes are expected of graduating students:

- Understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people, in a systems-based context.
- Understand the relation between leisure and the arts, the humanities, and the social, behavioral, and natural sciences.
- Be able to think critically and use diverse methods of understanding and reasoning.
- Be able to speak and write effectively.
- Be able to work effectively in a multicultural society for the wellbeing of communities.
- Be able to analyze contemporary moral, ethical, social, and political issues in relation to recreation and leisure.
- Possess the technical knowledge and skills required of recreation professionals, including planning, management, assessment, leadership, evaluation, and budget and finance.
- Be well prepared in their area of specialization, including ecotourism, outdoor recreation, community recreation, and/or therapeutic recreation.



- 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) measureable 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.**

During the review period the program has completed one strategic planning cycle (three years) and has updated and revised the strategic plan for the next cycle. Imbedded in the strategic planning documents are items “a” through “f” as required above.

[2013-2016 strategic plan](#)

[2017-2020 strategic plan](#)

- 2.02 There shall be ongoing curricular development and improvement, including faculty ownership of the curriculum and meaningful input from stakeholders and constituent groups.**

The Recreation Program has an assessment process that has several components designed to provide continuous feedback on realizing its mission and meeting its goals and objectives outlined in 2.01:01. First, an annual program outcomes assessment survey is completed by graduating students in the program each fall (linked below). The recent iteration of the online surveys was developed from versions used in years past, but includes new questions that are more aligned with recently-developed goals and objectives developed by program faculty. This process was modified to more closely align the outcomes assessment instrument with the revised goals and objectives of the program. The purpose of the Recreation Program Graduation Survey is to query graduating students from the Recreation Program for their perspectives on their relative experience and learning outcomes associated with their involvement in the Recreation Program. The assessments provide valuable trends to aid in curricular decisions, including the need to include more applied projects, access to technology, and career and professional advising. Please see this link to all [Recreation Program Assessments](#) conducted from 2012 – 2017.

In addition to annual outcome assessments, an alumni survey is also completed. The most recent alumni survey was conducted in the fall/winter of 2013 ([click here for report](#)). The purpose of the 2013 Recreation Program Alumni Survey was to query alumni from the Recreation Program for their perspectives on their relative experience and learning outcomes associated with their involvement in the Recreation Program at Western Washington University. The online survey was developed from versions used in years past, but included new questions that were more aligned with recently revised mission, goals, and objectives following COAPRT reaccreditation. This was done to more directly link the programs’ goals and objectives to learning outcomes in preparation for shifting to the new COAPRT standards. Faculty reviewed the survey and had opportunity to comment on the content and layout of the questions and answers. A total of 587 alumni

were identified from a database made available by the Alumni Office and sent the link to the survey. Of those, 94 emails were returned as not being active or that person was not an alumni, but the wife or husband of an alumni. Therefore, the total sampling frame was 493 alumni. A total of 251 surveys were returned, yielding a response rate of 50.9%.

Conclusion and observations from the survey included sample demographics of the alumni and salient program elements and outcomes from graduates. A total of 22% of this sample graduated from the program prior to 1990, and 78% of the sample graduated between 2000 and 2012. The largest segment of the sample were graduates between 2000 and 2009 (37%). The most-represented option areas was outdoor (27.2%), followed closely by community (26.7%) and therapeutic recreation (21.4%) with tourism (11.7%) as the smallest segment. The majority were employed full time (65.3%), with 18% self-employed or working part time. A small percentage were going to graduate school (2%) or were unemployed looking for work (1.6%).

Slightly more than half (51%) were working in the recreation field, and 49% were not. When asked if they would like to work in the recreation field (for those that were not, 49% of the sample), 66% indicated they would not, while 34% said they would, but they had not found the right situation. That means that 41 respondents of the 251 would like to be working in the recreation field but have not found the right situation.

When considering the respondents' attitudes toward the various elements of the Recreation Program, respondents were asked to what degree they believed various elements helped prepare them for their current or most recent employment position. The top three factors that averaged in the range (1.38 – 1.56) of the scale were the "Quality of Instruction," "Group Projects," and "Field Experiences within Classes." The lowest ranked item that averaged in the Effective to Ineffective range (2.18) was "Advising in and Preparing for a Job Search."

Respondents were also asked how satisfied they were with the Recreation Program's contribution to developing skills and abilities in various areas that were related to goals and objectives of the program.

The top three rated items were "Working cooperatively in groups," "Using moral and logical reasoning," "Thinking creatively," and "Interpersonal skills and awareness." All items were ranked in the Very Satisfied range. The lowest ranked items were "Writing effectively," "Working effectively with other cultures," and "Working effectively with technology." Working effectively with technology was the only item with an average over 2.0 (2.26), indicating dissatisfaction. "Interpersonal skills and awareness," "Working cooperatively in groups," and "Using critical thinking skills were the top three ranked most relevant skills and abilities learned respectively. Other topic areas that were ranked as relevance and usefulness to their current employment situation were the "Development of their own personal philosophy of recreation," understanding the "Personal and social benefits of leisure," and learning about "Organizations and how people behave in them." The two lowest ranked items were the "Historical and philosophical foundations of leisure," and "Principles of Social justice and how to apply

them.” Learning about “Organizations and how people behave in them” was the most important topic learned in relation to their current employment situation.

When asked about the relative importance of specific courses and programmatic elements, Human Relations, Leadership, and Program Planning were the three highest ranked courses. Foundations (201), Principles and Contemporary Issues (480) and Introductory Courses were the three lowest rated courses. Internship, the Cohort or Phase, retreats and Panel Discussion and Guest Lectures were the highest rated Programmatic elements.

Other conclusions from the survey were that three-quarters of the respondents had not participated in an alumni event, and the vast majority (83%) indicated they would like to participate if they were able. More than half (53%) had advanced training, education, or certification credentials, and 61% indicated that this was important or very important to them. A total of 81% indicated they occasionally keep in touch with Phasers, using various means, including social media. Slightly less than a third (29.1%) do not keep in touch at all.

Curricular development and improvement in the Recreation Program is an ongoing process. Stakeholders and constituent groups that have input in ongoing curricular development include students (via data collected from the exit survey); alumni (via guest lectures in classes and from our annual Professional Advisory Committee [PAC] meeting); and, professionals (via on-campus meetings, workshops, and guest lectures in classes; also, some PAC members are professionals that are not alumni).

Finally, curriculum development has consistently improved through our PAC meetings, which has involved day-long sessions with our advisory groups focusing on central themes such as systems theory, social justice, collective impact, collaboration, and systems of care. Our fall 2017 advisory group focused on identifying “core competencies” they feel are necessary for our students to thrive in their professional lives.

As a result, numerous programmatic changes have been made. Please see Matrix ([link to matrix](#)).

**2.03 The academic unit shall have institutionally approved degree requirements for all programs being considered for accreditation.**

The Bachelor of Arts in Recreation is an approved degree program. Links to the University Catalog provide evidence.

Recreation Degree

[https://catalog.wvu.edu/preview\\_program.php?catoid=13&pooid=6169&returnto=2806](https://catalog.wvu.edu/preview_program.php?catoid=13&pooid=6169&returnto=2806)

PDF of University Course Catalog

<https://catalog.wvu.edu/mime/media/view/13/3097/2017-18%20University%20Catalog.pdf>

**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.**

At the time of submission of this Self-Study, this standard will apply to the general recreation degree and the therapeutic recreation concentration.

**2.05 The academic unit shall maintain an up-to-date assessment plan for the learning outcomes in Section 7.0, and if applicable, the 8.0 series standards.**

Each year, the Recreation Program assesses one student learning outcome for the college and university in addition to the assessments done for COAPRT accreditation. Please see the [Recreation Program Assessment](#) document for details of the process and subsequent outcomes developed from this process.

The framework for our assessment plan is outlined below:

- The process begins with a review of our mission and goals. The mission and goals are reviewed at our faculty retreats to ensure that they reflect the needs for preparing our students as future professionals, are consistent with the values and beliefs of the faculty, and are supported by our Professional Advisory Committee. We have revised our mission and goals twice since 2010. Our mission and goals are examined to ensure they are consistent with the college and university at this time as well.
- Our mission and goals are further aligned with COAPRT 7.0 series standards where relevant.
- The Recreation Program curriculum is reviewed by individual classes and their delivery of Student Learning Outcomes (SLO). Syllabi are aligned, and outcome measures are identified.

- Upon examination of individual 7.0 series standards, coursework is adjusted to better align with standards, if necessary, and to focus relevant areas of the curriculum to meet the standard.
- Data is collected for each SLO to be measured. Where scores do not meet that particular standard, the faculty meets at our annual summer retreat to discuss what changes may be implemented (adding readings, lecture content, updating exam or assignment questions, etc.) to enable that course content to meet the standard established for the particular SLO.
- Changes are implemented, and data is again collected. The process identified above is repeated if necessary until learning outcome goals are met.
- If the outcomes meet standards, but the faculty still feel that an additional percentage of the students need to meet that standard, changes are still suggested and implemented to increase the percentage of students meeting standard.

**2.05.01 The program shall demonstrate that its assessment plan is compatible with expectations of the regional accrediting association and the institution.**

The assessment plan utilized by the Recreation Program is in direct compliance with the Council of Higher Education Accreditation (CHEA) and the Northwest Commission on Colleges and Universities (NWCCU).

The Recreation Program submits an Annual Program Review documenting program assessment in compliance with university requirements. The Annual Program Review assesses the program's compliance with institutional learning objectives set forth by the university.

Assessment activity, including curriculum revision since 2012, is found [here](#).

**2.05.02 The program shall demonstrate that data generated through measurement tools that were designed to measure program learning outcomes are used solely for that purpose. Such data must not be used as secondary data for instructor evaluations or other non-related functions.**

The measurement and tools are used solely for the review of the program and student learning outcomes and not for review of faculty performance. None of these measurement tools are related to instructor evaluations.

**2.05.03 Evidence shall be provided that the metrics used for assessment are suitable and appropriate for their intended use.**

The metrics used in the assessment of the student learning outcomes have been specifically identified by the program to address the COAPRT 7.0 series standards. [See matrix](#)

**2.05.04 Evidence shall be provided to demonstrate that the program uses learning outcomes data to inform decisions.**

Each summer the program faculty hold a retreat to discuss assessment reports and reviews from the previous year. Discussion from the results of the program review have resulted in changes in course assignments, course offerings (both new courses and course sequencing), and data collection procedures. Again, see link to annual assessment initiatives.

**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.**

An assessment measure indicative of program quality is the final site supervisor rating for our interns. Since majors complete an internship as a requirement of their degree, their site supervisor rating can be interpreted as an assessment of program quality. Therefore, final internship ratings are aggregated annually, and this annual data is posted as a measure of program quality.

Additional measures of program quality are currently available via the link below. This office tracks and posts retention and graduation rates for each of the university's degree programs. These reports are available via the following links:

<https://chss.wvu.edu/hhd/assessment-survey>

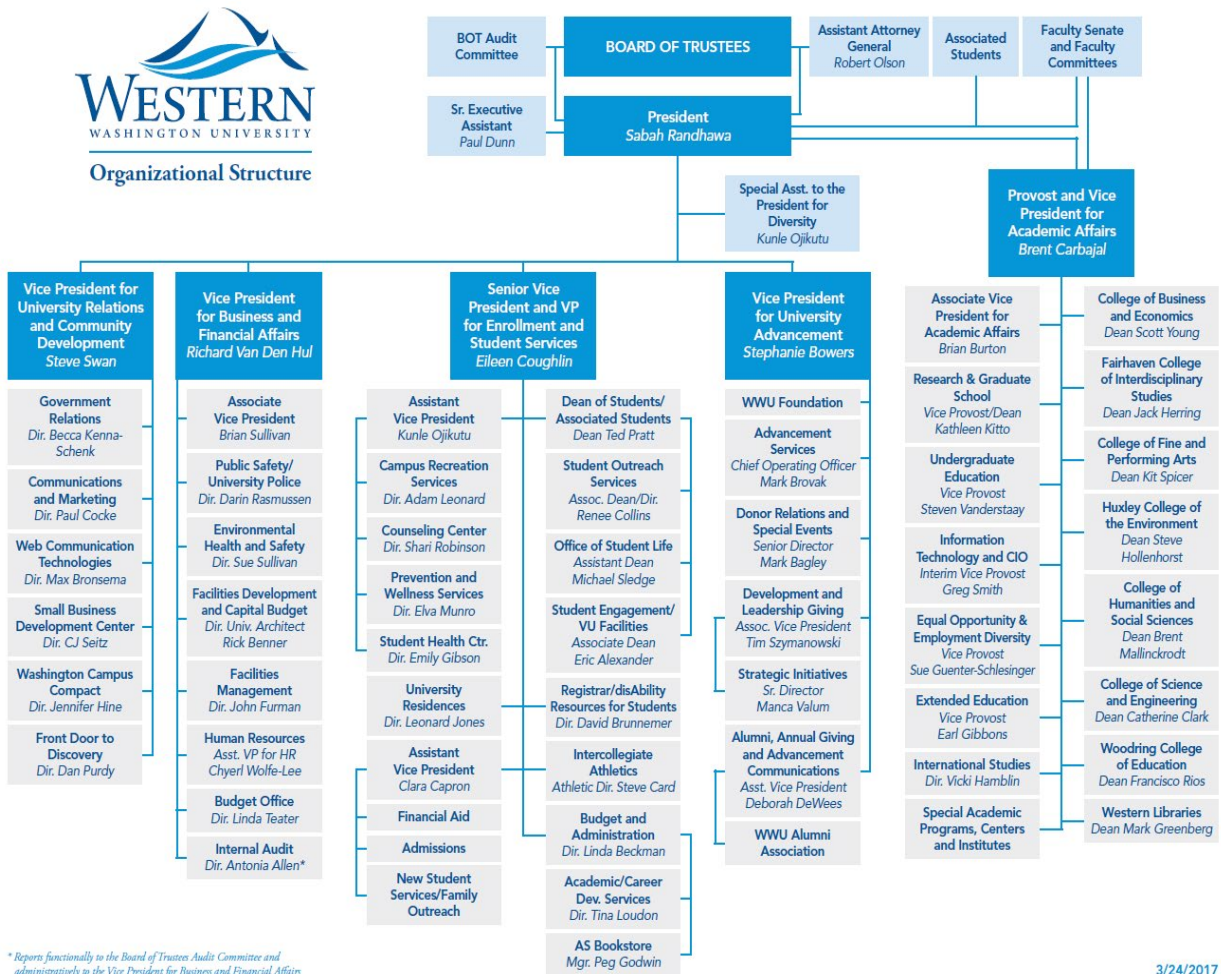
<https://chss.wvu.edu/hhd/coaprt-accreditation>



### 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:

As a backdrop for the administration of the program, below is the organizational chart for Western Washington University. In the far right column, CHSS is overseen by Western’s Board of Trustees, President Sabah Randhawa, and the Provost and Vice President for Academic Affairs, Dr. Brent Carbajal. The dean of CHSS, Dr. Brent Mallinckrodt, reports to Dr. Brent Carbajal.



#### 3.01.01 Responsibility and authority of the program administrator to make decisions related to resources allocated to that program.

The below duties and actions relate to the Recreation Program coordinator’s responsibilities and duties. The approved job description of the Recreation Program coordinator is also included in this link:

Coordinator Duties:

The program coordinator is the administrative head of the unit, elected by program faculty or as a voluntary appointment. In the event of an unexpected vacancy, an interim coordinator may be appointed by the chair.

The recreation program coordinator has the administrative responsibility for coordinating the teaching, research, and service activities of the recreation faculty and students within the guidelines established by the department, college, and university.

Specific duties related to administrative functions include:

- The coordination of functions within the Recreation Program and allied functions at department, college, and university levels.
- The review and response to correspondence concerning recreation.
- The review and coordination of Recreation Program functions in a manner intended to maximize services to students and the public.
- The preparation of reports for use by faculty, staff, and administrative personnel.
- The interpretation of the purpose, programs, and operation of the Recreation Program.
- The coordination of requisitions and special budgetary requests from the Recreation Program.
- Assisting the chairperson in the development and implementation of faculty and staff development opportunities.
- The study, interpretation, and response to internal and external trends and conditions affecting the Recreation Program.
- The preparation, interpretation, and implementation of long-range and short-term planning in accordance with procedures established at department, college, and university levels.
- Organizing and conducting Recreation Program meetings.
- Organizing and conducting Recreation Program retreats.

### **3.01.02 Adequacy of financial resources.**

Currently, each program coordinator in HHD submits items for consideration to the chair, who then prepares the departmental request for presentation to the dean. Program coordinators do not submit actual proposed budgets to the chair, nor do they manage approved budgets. Although some minor areas of fiscal management rest with program coordinators, all major aspects of budget administration remain the responsibility of the chair. However, the program coordinator's budgetary responsibilities include the management and oversight of the Recreation Foundation, a fund developed through contributions made by program alumni.

In all other areas of program administration, the coordinator works with the chair of HHD and the dean of the College of Humanities and Social Sciences, within the framework of university resources and policies, to ensure optimal functioning of the program.



The Department of Health and Human Development (HHD), including the Recreation Program, is sufficiently supported with financial and physical resources. Specifically, HHD has a budget generated from tuition, fees, and state appropriation; this budget has ranged from \$1,373,678 in 2013 to \$1,835,739 in 2017. The template below provides a budget table for academic years 2013-2017.

<b>Sources of Funds by Major Category, 2013 to 2017</b>					
	<b>Year 1</b> <i>(FY 2013)</i>	<b>Year 2</b> <i>(FY 2014)</i>	<b>Year 3</b> <i>(FY 2015)</i>	<b>Year 4</b> <i>(FY 2016)</i>	<b>Year 5</b> <i>(FY 2017)</i> <b>Pending</b>
<b>Source of Funds</b>					
<b>Tuition, Fees, &amp; State Appropriations</b>	1,373,679	1,421,980	1,440,396	1,606,917	1,835,739
HHD Operating Budget	37,965	37,316	37,376	36,316	35,316
<b>Grants/Contracts</b>	4,273	14,898	32,769	37,361	21,032
<b>Indirect Distributed to HHD</b>	936	-	733	623	138
<b>Endowments</b>	720,507	895,877	913,203	893,141	1,038,329
Gifts	20,156	21,905	38,003	76,026	102,940
<b>Other (Self-Sustaining Budget)</b>	96,763	108,484	94,280	69,523	65,113
Laboratory Fees	70,835	51,718	59,361	57,939	56,511
HHD Program Support	25,928	56,766	34,919	11,584	8,602
<b>Total</b>	<b>2,351,042</b>	<b>2,608,944</b>	<b>2,651,040</b>	<b>2,789,430</b>	<b>3,163,720</b>

***Tuition, Fees, and State Appropriation***

As demonstrated above, each year for the past three fiscal years, approximately \$35,000 from HHD’s total budget is allocated towards an operating budget which goes towards the following: 1) basic goods and services (i.e., copying, telephone, supplies and materials, postage, faculty discretionary spending), 2) travel costs (i.e., each year faculty are allotted travel funds for conference travel), 3) equipment costs, and 4) curricular needs.

***Grants and Contracts***

The University provides administrative support for faculty scholarship, research, and artistic creation through the [Office of Research and Sponsored Program](#) (RSP). RSP provides Western faculty with advice and technical support on all aspects of funding, both internal and external. In addition, RSP assists faculty with research and scholarly activities by providing internal grants, including the following categories\*: a) small grants (\$5,000 per academic year limit), b) summer research grants (\$6,000 per summer), c) summer teaching grants, d) project development awards, e) matching equipment funds, and f) journal editing funds. Small grants include: matching equipment funds, project development awards, and pilot project funding (up to \$4,000); grants-in-aid (up to \$2,500); mini-grants (up to \$1,000); manuscript preparation (up to \$1,500 per manuscript); and summer research grants (up to \$5,000). The specific amount of internal funding granted to HHD for years 2013-2017 is presented in Template F.

\*Note. These are not mutually exclusive categories. For instance, summer research grants are considered small grants.

***Endowments/Gifts***

The Western Foundation raises funds for the university and specific departments and programs within the university. Fundraising efforts include phone calls, newsletters, and personal contacts. During the past three years, between approximately \$20,000 and \$40,000 was raised each year for HHD. Foundation funds are used primarily to fund educational support and events for students (e.g., senior receptions, intern lunches, conference registration). They can also be used to help support faculty research or travel.

***Other (Self-Sustaining Budget)***

Health and Human Development operates on a self-sustaining budget, which includes money generated from department program support and laboratory fees. A list of these fees can be viewed in Template F. Fiscal years 2014 and 2015 had significantly higher funding generated from program support because revenue from summer sessions was added. Specifically, HHD was allotted funds from classes the department supported in Extended Education during the summer terms (i.e., these funds were a “two-time” [2014 and 2015] distribution to the department.) In other years, however, funding has been sufficient for operation.

**3.01.03 Implementation of personnel policies and procedures.**

The coordinator provides input and makes recommendations to the chair on issues involving faculty and staff assigned to the Recreation Program.

Specific duties in this area include:

- Coordinating or making recommendations regarding selection, recruitment, and employment of faculty and staff in compliance with university standards, policies, and guidelines.
- Working with the chairperson to organize and coordinate faculty and staff work assignments.
- Assisting the chairperson in the implementation of ongoing personnel policies with regard to program faculty and staff.

The recreation coordinator serves as a spokesperson for recreation faculty, providing a conduit for information, thoughts, and opinions between the program and the chair. The coordinator is the chief advocate for the interests of the faculty in the area they represent.

Specific duties in this area include:

- Serving as Recreation Program representative on the HHD advisory committee
- Assisting the chair in the annual program report
- Assisting the chair with the departmental planning process
- Serving as the transfer adviser for the Recreation Program

The coordinator further operates under instruction from the United Faculty of Western Washington (UFWW) union's Collective Bargaining Agreement (CBA). The link to the most recent CBA is provided below:

<http://www.ufww.org/aaaufww/wp-content/uploads/2015/11/Collective-Bargaining-Agreement-2015-2020.pdf>

#### **3.01.04 Development and implementation of academic policies and procedures for the unit.**

Policies and procedures affecting the program are established at the university level by the Academic Senate and at the department level by the faculty in accordance with college and university guidelines, and the CBA. At the college level, the Council of Chairs and the Faculty Affairs Council provide consultation to the dean of the college regarding the development and implementation of academic policies and procedures. A representative from each department within the college serves on each of these councils. The college Faculty Affairs Council finalized a revision of the College Policies and Procedures and distributed it to the college faculty for final approval. The college faculty voted to approve the revisions proposed by the Faculty Affairs Council. The chair is responsible for the dissemination of information regarding and the implementation of these policies and procedures in consultation with the faculty. This form can be viewed via the link below:

HHD Policies and Procedures Manual

[file:///C:/Users/Randy/Downloads/HHD\\_Policies\\_Procedures\\_Manual\\_Revised\\_2017.pdf](file:///C:/Users/Randy/Downloads/HHD_Policies_Procedures_Manual_Revised_2017.pdf)

HHD Faculty Evaluation Plan

[DEP File](#)

CHSS Faculty Evaluation Plan

[EPOP File](#)

- 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.**

The current program coordinator holds a full-time appointment and is an associate professor with tenure.

- 3.03 The program administrator of the academic unit shall have a workload assignment and compensation consistent with the prevailing practice within the institution.**

The Recreation Program coordinator receives a three-credit release time per academic year. There is no compensation, though consideration is given for the purposes of workload assessment and tenure and promotion.

- 3.04 There shall be formal participation of faculty in setting policies within the academic unit.**

Within HHD, the Recreation Program coordinator is a member of the HHD Chair's Advisory Committee, which meets regularly to discuss matters of concern to program units and the department as a whole. The coordinator meets regularly with the chair.

Further, throughout the academic year, all full-time faculty meet regularly, with the chair presiding. The faculty and chair, consistent with policies of the college and university, establish policies and procedures of the department. Matters considered in these meetings include, but are not limited to, progress on the department's strategic plan, curriculum development, student performance, student needs, budget, use of equipment and supplies, participation in professional activities, relations with the community, and alumni affairs.

Finally, at the program level, the Recreation Program faculty meet weekly during the academic year, and have one overnight summer retreat.

### **3.05 Consistent consultation with practitioners shall affirm or influence the curriculum.**

The Recreation Program is strongly committed to continuing consultation with practitioners and community leaders concerned with the field. This commitment is manifest in several ways, including, but not limited to, the following:

#### Internship Program

The internship program has consistently been a strong and successful method for consulting with the professional community for over 40 years. After presenting documentation of at least 240 hours of paid or volunteer leadership experience, students are required to complete an internship with an agency in their area of study. The internship program requires students to complete 400 hours of paid or volunteer service (or 560 hours of paid or volunteer service for therapeutic recreation students) during one quarter at an approved agency.

Through the internship program, the department has ongoing personal contact with approximately 60 agencies in all facets of the profession. The faculty supervisor, intern, and agency mentor all work in close cooperation to assure the most realistic and educational experience possible for the student. The faculty supervisors are in contact with the interns and agency mentors throughout the experience and (when within a 90-mile radius of the university) visit the agencies in person at least once during the student's internship. Information on each potential internship agency are maintained on the program's website and are open to students at all times.

<https://chss.wvu.edu/hhd/recreation-internships>

#### Professional Advisory Committee

The Recreation Program's Professional Advisory Committee (PAC) was first formulated during winter quarter of 2006. The current advisory committee is listed below, with a list of previous members included. Annual meetings with the advisory committee have occurred over the last decade. As the curriculum has evolved during this time, the PAC has been involved in translating changes to professional practice into curricular revision. As each of the members represent a core area of recreation related to our emphasis areas (community, outdoor, tourism, and therapeutic), the input they have provided has been invaluable. Since 2013, current procedures are to hold annual meetings with the committee to discuss changes in curriculum and varying recommendations for program focus. In recent years, we have examined content areas such as social justice, coalition building, systems thinking, and core competencies. For an overview of the agenda and foci of each of these meetings, please refer to the following link referencing the PAC:

The current Recreation Program Professional Advisory Committee is listed below:

- Hana Butler, Co-Founder, The Ripple Foundation (Outdoor, Community)
- Mike Sidwell, Tree House Foster Youth Services (Outdoor, Community)
- Megan Kennedy, Outreach Counseling Supervisor, Youth Eastside Services (TR)

- NeSha Thomas-Schadt, CPRP, Pierce County Parks and Recreation (Community)
- Katie Stephens, Community Health Specialist, Whatcom County Community Health Department (TR)
- Adrienne Moore, Director of Capacity Building, Up2Us Sports (Youth Sports)
- Kassie McNight, International Programs Manager, Evergreen Escapes (Tourism)

Former members during the review period:

- Sandy Braun, Adventure Associates (Tourism)
- Mickey Fearn, Deputy Director, National Park Service (Outdoor, Community)
- Dunham Gooding, Executive Director, American Alpine Institute (Outdoor, Tourism)
- Brit Kramer, Executive Director, Washington Recreation and Parks Association (Community)
- Paul Leuthold, Former Director, Bellingham Parks and Recreation (Resigned January 2011) (Community)
- Steven Walker, Former Director, Bellingham Community Boating Center (Community, Outdoor)

In addition to PAC meetings, program faculty and students conduct individual meetings with advisory members throughout each academic year. The Recreation Program also regularly brings recognized practitioners to campus to speak to students in class and consult on making the curriculum responsive to current conditions, trends, and issues in society (the program averages more than one speaker per quarter in each class). Faculty members also volunteer their services, enabling them to keep in regular contact with practitioners.

Faculty members, for example, currently work closely with the Washington Recreation and Parks Association (Dr. Burtz), the American Psychological Association (member), several youth development organizations in Canada and Alaska, and the Association for Experiential Education (Dr. Russell), American Therapeutic Recreation Association (member), Children's Hospital of Seattle, and Max Higbee Center (Dr. D'Eloia), the Adventure Travel Trade Association (Dr. Goodnow), the International Adventure Travel Research Association (Dr. Goodnow), Crooked Trails a non-profit community-based tourism company (co-owner Tammy Leland), Bellingham Whatcom County Tourism.

**3.06 The program has a practice of informing the public about the harm of degree mills and accreditation mills.**

The program home page notes that our program is accredited by the Council on Accreditation of Park, Recreation, Tourism and Related Professions (COAPRT). This is followed by a link providing information about COAPRT and the Council for Higher

Education Accreditation (CHEA). The site also includes links to CHEA's information addressing [degree mills](#) and their [video](#) addressing degree and accreditation mills.

<https://chss.wvu.edu/hhd/coaprt-accreditation>

**3.07 The program has a practice of informing the public about their COAPRT accreditation status.**

The Recreation Program's home page notes that our program has maintained continuous accreditation since 1982.

<https://chss.wvu.edu/hhd/coaprt-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.**

Western provides all faculty professional development opportunities through several different offices. The university offers workshops, short courses, brown bag lunches, institutes, and consultations on topics ranging from incorporating technology into classes to scholarly writing. Additional information about these programs is available via these links:

Office of Research and Sponsored Programs  
<http://www.wvu.edu/rsp/>

Center for Instructional Innovation and Assessment  
<http://pandora.cii.wvu.edu/cii/>

In addition to on-campus opportunities, faculty are actively engaged in a wide range of off-campus professional development activities, professional association membership, leadership, campus and community service, and research. All full-time faculty typically participate in at least one professional conference each year. On the average, each faculty member participates in two or three local, regional, or national conferences per year. A summary of faculty involvement in professional conferences since 2012 is available via this link:

[Faculty Conference Attendance](#)

### **4.02 Faculty development activities shall impact program quality, consistent with the missions of the institution and the academic unit.**

An example of the impact on program quality of the professional development of each full-time faculty member is provided below as an introduction to the ongoing professional development of the program's faculty. A more complete understanding of each faculty member's ongoing professional development is evidenced through their vitae.

The Recreation Program stresses generalist preparation, enhancing the program's position in a university oriented toward liberal education and reflecting the faculty's philosophy of undergraduate education. The foundation of the program lies not in specializations, which can lead to fragmentation, but in faculty working collaboratively around a core curriculum supported by specializations. Faculty members are familiar with the concepts of liberal education, student development and learning, and counseling. Specific content is then applied in a context of integrated and student-oriented education. Specializations are built on this foundation.

Designated areas of faculty responsibility are:

Keith Russell

- **Outdoor Recreation.** Dr. Russell has a Ph.D. from the University of Idaho in Resource Recreation and Tourism, where his doctoral work focused on the use of public lands for recreation, education, and therapeutic aims in the United States. He also served as a research assistant, associate, and associate director of the Wilderness Research Center from 1999 – 2003, examining the role of outdoor recreation on public lands in the United States. He has conducted facilitation for various federal agencies on recreational and other human dimension issues, and he has worked with national organizations (Outward Bound, National Outdoor Leadership School, National Association of Therapeutic Wilderness Camps, the Outdoor Behavioral Healthcare Industry Council, American Camping Association) on issues relating to outdoor recreation.

- **Human Relations.** Dr. Russell's primary research area examines the social and psychological dimensions of developmental programming for youth and adolescence in natural, and primarily, wilderness environments. A key aspect of this research has been the design, implementation and evaluation of educational and therapeutic programs for youth. A key aspect of this research has been to examine leadership development, interpersonal group dynamics and the role they play in shaping educational and therapeutic processes, and social skill development in youth. All of this research and personal experience as a leader and facilitator contribute to Dr. Russell's ability and expertise in teaching human relations courses.

- **Program Evaluation.** Dr. Russell also serves as an evaluator for several programs and regularly secures contracts with external organizations (these include, recently, the Sajai Foundation, Students Today Leaders Forever, ENVIROS, and other non-profit youth-serving organizations) designing, implementing, and evaluating youth development programs to encourage physical activity and social-emotional growth in youth. In doing so, Dr. Russell routinely brings practical experience into the classroom. He has taught research methods and program evaluation at the undergraduate, masters, and doctoral levels.

- **Adventure Programming.** This is Dr. Russell's primary research area. In 2011, he co-authored a text on adventure therapy with Michael Gass and Lee Gillis on the therapeutic applications of adventure programming. He has been an active member of the Association for Experiential Education since 1996 and is the former chair of the Therapeutic Adventure Group.

Randall Burtz

- **Outdoor Program Development:** Dr. Burtz has his PhD in Recreation Resource Management focusing on outdoor recreation. He has worked as an instructor and outdoor trip leader at the Colorado State University Pingree Park campus, leading student trips into the Comanche Wilderness. Dr. Burtz has worked on research projects in Rocky Mountain National Park and Arapaho Roosevelt National Forest. He also holds a Leave No Trace Master Educator certification.

- **Program Leadership:** Dr. Burtz has worked as a recreation programmer for a community recreation program and has led programming for Washington State University's After School Program. He also continues to lead students on overnight backpacking trips to gain their Leave No Trace trainer certification.
- **Community Development.** Dr. Burtz has worked as a recreation programmer for a community recreation program. He has further worked as a lead member of a community economic and parks development program for Texas A&M University and the City of College Station. Dr. Burtz also works with the local Whatcom Volunteer Center to coordinate community projects for RECR 475, Community Development and Leisure Services. Further, he is the research coordinator for the Washington Recreation and Park Association's Cultural Competency Initiative.
- **Budget and Finance.** Dr. Burtz has presented budget proposals to appropriations committees as a manager for Washington State University's Campus Recreation Program and has also served on the university's Recreation Appropriations Sub-Committee. He has also performed research on price elasticity for the State of Alaska's Department of Fish and Game McNeil River State Game Sanctuary.
- **Management.** Dr. Burtz has a master's degree in Recreation Administration. Further, Dr. Burtz was a manager for Washington State University's Campus Recreation Program. He stays actively engaged with WRPA to follow current management issues facing professionals in the field.

Jasmine Goodnow:

Dr. Goodnow earned her doctorate in Parks, Recreation, and Tourism from the University of Utah, where her research focused on travel as means of self-discovery. Dr. Goodnow continued this line of research and has attended and presented at regional, international, and international conferences where she engages with diverse professionals around the world to further her understanding of the role of travel in self-discovery, sacredness, and learning. This research has permeated her teaching and service as she has designed and led eight education-abroad courses to Costa Rica, Peru, New Zealand, and Alaska, and infused tourism courses with international content. To further the Recreation Program's commitment to the mission of the college and department, Dr. Goodnow incorporates short-term travel experiences into two courses (REC 279 and REC 479), thereby providing all tourism students with accessible travel experiences. Dr. Goodnow is also collaborating with Dr. D'Eloia and recreation students to develop a microadventure program at Western to provide short-term sustainable adventure travel experiences for underrepresented students.

Melissa D'Eloia: Dr. D'Eloia earned her doctorate in Parks, Recreation, and Tourism from the University of Utah and joined the faculty at Western in 2015. She has been credentialed as a certified therapeutic recreation specialist for 17 years. Dr. D'Eloia routinely attends and presents at national and state therapeutic recreation conferences

where she engages with professionals in the field and stays abreast of the current trends, issues, and practices within TR. Dr. D'Eloia is currently collaborating with two recreation therapists at Children's Hospital of Seattle to develop a new outpatient TR program and to create an evaluation plan that more effectively assesses the clinical outcomes of patients who receive TR services. This collaboration has afforded Dr. D'Eloia an opportunity to engage therapeutic recreation students in programming TR services as well as collaborate in the research and evaluation process. This form of teaching exemplifies the mission of our college and department by collaborating with her to create and apply innovative TR programs and educating majors of their ability to contribute to individual wellbeing and quality of life through therapeutic recreation. Dr. D'Eloia is also collaborating with Dr. Goodnow and recreation students to develop a microadventure program for Western students with disabilities.

**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.**

Age/Gender/Ethnic Background. Western seeks to employ faculty and staff in accordance with state and federal laws and affirmative action/equal opportunity policies. Current faculty members have been hired according to affirmative action policy and practices. Previous searches involved a concerted effort to reach women and minorities and one of the searches was described as a "model" by the former Equal Opportunity Director. Currently, the program is nearly split by gender, and the overall faculty in the department is quite diverse.

The following is a link to Western's Human Resources employment diversity page:

<https://wp.wvu.edu/hr/2016/01/08/employment-diversity-inclusion/>

**4.04 The policy used to determine academic unit faculty workloads shall be consistent with that applied to other academic units.**

According to the Collective Bargaining Agreement between Western Washington University and the United Faculty of Western Washington (herein referred to as the CBA) defines the responsibilities of faculty members under 9.1.1 Work Load Responsibilities (<http://www.ufww.org/aaaufww/wp-content/uploads/2015/11/Collective-Bargaining-Agreement-2015-2020.pdf>) as including “a combination of teaching, advising, research or creative endeavors, and service to departments, colleges, the university, the professions, and the community. Additional responsibilities of tenured and tenure-track faculty include: advising students; teaching classes as scheduled; participating in university committees; maintaining reasonable posted office hours; working collaboratively and productively with colleagues; and participating in accreditation and program reviews. Distribution of workload among the job responsibilities may vary.

Standards for the quality of teaching as well as standards for the quantity and quality of research and service are determined in departmental and college evaluation plans and then used in the appropriate evaluation, tenure, and promotion process. The benchmark for the College of Humanities and Social Sciences is 30 credits a year, which the recreation faculty meets. Loads are established cooperatively and equitably by the recreation faculty. Overall contact with students as a result of retreats, field trips, workshops, and other non-class activities typically exceeds that of the department, college, and university.

**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.**

All university faculty are subject to conditions contained in the CBA. Among other things, the CBA contains policies regarding salary and benefits, leaves of absence, tenure, and promotion. The state has not made provision for the temporary allocation of resources to replace faculty on leave or sabbatical, creating difficulty for small programs without the internal resources to support faculty on leave. Members of the faculty are eligible to participate in all development programs initiated and sponsored by the university. Faculty members have also received development grants, summer research grants, and diversity fund grants, and have been offered support for other enrichment opportunities.

**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.**

Currently 66% of the curriculum is taught by full-time faculty. There are 67 credits to complete the major, and our non tenure-track faculty member currently teaches 23 credits

in the major. It is important to note that the temporary chair release for Dr. Russell greatly impacts this number. The typical full-time teaching load is 88%.

**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.**

The department has an established protocol for retention, tenure, and promotion that all full-time faculty are required to do, as outlined in the Departmental Evaluation Plan ([DEP](#)). There are numerous examples of continuing scholarly productivity on the part of faculty in the past five years, including publications and refereed presentations.

In summary:

Dr. Russell has 19 refereed publications between the years 2012 and 2017. Also, he and two colleagues have a textbook that is in publication. He makes annual presentations at national and international conferences.

Dr. Burtz is co-author of three papers since 2012 that are either in process, in review, or in press, and recently completed a book chapter on recreation management for NRPA.

Dr. Jasmine Goodnow has published three peer-reviewed papers since her appointment in 2013 and makes annual presentations at national and international conferences.

Dr. Melissa D'Eloia: Since her appointment at Western in 2015, Dr. D'Eloia has published four peer-reviewed papers. She has also co-authored a chapter in a therapeutic recreation textbook on TR and mental health. Dr. D'Eloia makes annual presentations at national and regional conferences.

Please see faculty vitae for specific information regarding scholarly productivity ([link to CVs](#)). A summary of publications and presentations since 2012 by current full-time faculty, compiled from their CVs, is available via the table below.

**Table 4.1: Full-Time Faculty Scholarship**

Type of Scholarly Activity	Total
Refereed Publications	22
Books	2
Book Chapters	2
International Presentations	4
Presentations Invited	2
<b>Totals</b>	<b>32</b>

## 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.**

The Phase curriculum provides continuous opportunities for students to participate in program development. Each Phase offers ample formal and informal opportunities to discuss and evaluate the program. Each quarter, faculty-student retreats are used for students to provide suggestions regarding their preparation and to engage in dialogue with faculty about the informal program structure and the academic curriculum.

As a learning community, the Phase provides an "ear" for faculty and a "voice" for students concerning academic program and policy. While this process may not be as formal as some of the other processes we employ, this constant two-way communication is what we do, and who we are as a program. Consideration of student needs and feedback is an inseparable part of the Phase curriculum deeply imbedded in the Recreation Program.

Each fall, in the capstone RECR 450 Program Evaluation course, students complete experiential interviews and focus groups that directly evaluate the Recreation Program. Each fall a different set of prompts guides the process. The focus groups (8) in fall 2017 asked students to brainstorm, clarify, rank, and select the top three curricular or programmatic changes that the Recreation Program could address to enhance their learning. Each fall, these focus group results are reviewed and discussed by the faculty. Recent changes based on these initiatives include an internship preparation day (2013), the integration of technology and open-source platforms and systems that can be utilized post-program (2014), and more applied service projects (2016). In addition, students provide routine feedback about their goals and experiences through quarterly off-campus overnight retreats.

[Senior Exit Survey](#)

### **5.02 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit.**

Potential recreation majors must complete an application process, including submitting a standard application accompanied by an essay expressing motives and goals, current transcripts, and any other materials they deem helpful (letters of reference, work evaluations, etc.). They must also successfully complete RECR 201 (grade of C- or better) and interview with a faculty member. The individual faculty member rates the candidate as acceptable or unacceptable to the program.

Factors that may cause faculty to question a candidate include a low GPA, lack of understanding or misunderstanding of the Recreation Program and profession, or other factors. All applications are then reviewed as a group by the faculty and discussed. A link to the application is provided below:



[https://chss.wvu.edu/files/Health%20and%20Human%20Development/Recreation%20Program%20Application%20Revised%20Fall%202017\\_0.pdf](https://chss.wvu.edu/files/Health%20and%20Human%20Development/Recreation%20Program%20Application%20Revised%20Fall%202017_0.pdf)

Students must maintain a 2.0 GPA once in the program. Students receiving a D in a major course must meet with their faculty advisor to discuss continuation in the program. Two Ds are grounds for dismissal. All students with pending dismissals meet with faculty to explore their circumstances relative to reasons for dismissal, to explore alternatives, and to offer opportunities to remove deficiencies and apply for readmission to the program.

Our 5-year retention rate is an astounding 96%.

**5.03 The resources available to the academic unit shall be sufficient to meet its educational objectives and serve the number of students admitted to the unit and enrolled in its courses.**

An enrollment management plan limits enrollment to 60 students each year based on a ratio of approximately 15 students per faculty member. The enrollment plan was developed in cooperation with previous deans, chairs, faculty, and students. This model has worked well for the last 44 years and has had widespread support from all levels of the university. The cohort model demands substantial student-faculty based relationships, and the 15/1 ratio has been optimal for our student-centered process. Over the last several years, we have had applications far in excess of our capacity which has allowed us to be selective of the students we admit to the program. The dedicated classroom in our new Carver Academic Facility accommodates up to 64 students. On occasion, we have admitted a few additional students when their merits warrant admission to the program after our 60-student limit has been reached.

**5.04 Student advising systems shall be effective, accessible to students, continually improved through evaluation, and include:**

**5.04.01 Academic advising.**

The time and energy devoted to student advisement is a distinctive feature of the Phase curriculum. Student exit surveys consistently rate academic, personal, and professional advising as one of the strongest aspects of the program. Based on academic needs and career interests, each student is assigned a faculty advisor upon being accepted into the program. Faculty members meet regularly with their advisees individually and in groups. Academic information pertinent to the major, support area/minor, and requirements for graduation is regularly supplied. Advisors supply students with advising guides for areas of concentration. Students are also required to have their degree-planning guide reviewed by their advisor prior to being approved for graduation. The Recreation Program also offers students an advising web page shown below. However, personal attention continues to be the preferred advising method.



Each faculty typically offers a minimum of five office hours per week for students to sign up for advising. The program faculty are known for being available and having an open door policy.

The Recreation Program advising web page is provided below:

<https://chss.wvu.edu/hhd/advising-registration>

#### **5.04.02 Professional and career advising.**

- As demonstrated by our senior exit survey, students routinely indicate they are “Very satisfied” with the career advising offered by faculty.
- Career advising begins almost immediately as students enter the program, as faculty work to help place students with the right faculty advisor.
- In developing the student’s support area (25 credits of supporting courses or a minor), care is taken to align the additional classes and other educational opportunities with the student’s career interests. Advising guides are provided for each focus area in the program: <https://chss.wvu.edu/hhd/advising-registration>
- As they work to accumulate leadership hours prior to internship (240 hours), advice is provided as to the most appropriate leadership opportunities. It is our philosophy that we work with students to help them identify internship placements.
- Though several resources are available to them, including website links, an internship page on Canvas, and faculty contacts, we place the onus on the student to make contact and present themselves professionally to potential supervisors and organizations.
- An extensive handout suggesting steps and resources for their internship search is provided at the end of Phase I: <https://chss.wvu.edu/hhd/recreation-internships>
- An internship workshop that connects Phase IV (post-internship) majors with Phase I/II (pre-internship) majors is coordinated by faculty each fall.
- Students develop, working closely with their advisor, a cover letter and resume in Phase I that helps in this process. A cover letter and resume workshop is conducted in RECR 275 each Phase I with support from the Writing Center. Additional resources have also been made available to students on the internship and advising web pages and in personal communication with faculty members.
- Career advising continues long after students complete the program as well, with alumni maintaining continuous contact with faculty as they search for jobs and transition in their lives.
- In addition, the Career Planning and Placement Center provides resume writing and career planning assistance. Prospective employers are also invited to campus to meet with students.

#### **5.05 Student records shall be maintained in compliance with accepted confidentiality practices.**

Students' records are maintained in accordance with PL 380, the Family Educational Rights and Privacy Act of 1974. The Recreation Program complies with the Student Records Policy (WAC 516-26 or Appendix E of the Western General Catalog)

**5.06 There shall be ongoing student involvement in professional organizations, activities of those organizations, and in professional service.**

Students are encouraged to involve themselves in professional organizations and activities. Courses are sometimes canceled during state conferences so students can attend. Students regularly accompany faculty to local, state, regional, and national meetings, including the Washington Recreation and Park Association, the Association for Experiential Education, the American Therapeutic Recreation Association, the Resort and Commercial Recreation Association, the Ecotourism and Sustainability Conference, and the Washington Therapeutic Recreation Association. In addition, professionals routinely visit the program, offering guest lectures, symposia, and other facilitated activities for professional student development.

### **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.**

The Recreation Program has a dedicated full-time secretary and full support of all campus services. Additionally, administrative assistance is available through staff who work with the department and work-study students designated to the department.

**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.**

Faculty office space is sufficient to meet the needs of the faculty. The Carver Academic Facility was completed in September 2017 as part of a \$76 million dollar renovation. Faculty offices and appropriate facilities to accommodate faculty and students in the Recreation Program have been greatly improved with the renovation. There is a dedicated office for each faculty, including a part-time faculty member. Sufficient file and equipment space is also provided.

**6.03 There shall be adequate conference rooms for faculty use, study areas for students, and meeting space for student organizations.**

The Recreation Program has sole use of one classroom (Carver 207), which is available for classes, student meetings, committee meetings, and independent study. Conference space is also available in the Recreation Program office suite. Other meeting and teaching areas may be scheduled, as needed, through university space administration. In the Recreation Program office suite, there is also a table available to students for gathering.

Further, we have a dedicated meeting room for Recreation Program meetings. Our program secretary has a dedicated office and front desk in the reception area. Our resources are consistent with the space allocation for other academic programs in the department.

**6.04 There shall be classrooms, laboratory and teaching areas, and appropriate content-specific instructional areas for the academic unit.**

The designated classroom for the Recreation Program is adequate and accommodates up to 64 students. Classrooms in the Carver Academic Facility are equipped with computers and sufficient media to facilitate student learning. Gymnasiums and other indoor areas are scheduled as needed. Rooms for special presentations are scheduled through university space administration. Several computer laboratories across campus are available for instructional use. A ropes/initiative course built on university-owned property is also available for use.

**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.**

The Recreation Program has received all instructional resources requested. Library and media resources are excellent. Students with special needs are accommodated through disAbility Resources for Students (DRS). DRS provides disability management counseling, enabling resources, and referral information to enrolled students who possess a temporary or permanent disabling condition. For service eligibility through DRS, a complete diagnostic description from a qualified professional is required. Specific accommodations or services are determined on an individual basis and are modified to meet the unique needs of the student and their academic experience.

Western faculty are important members of the DRS team when academic accommodations directly involve the classroom and classroom activities. DRS will partner with faculty in order to ensure student success. Students with disabilities can obtain readers, note takers, and interpreters. Other resources, such as TTY and Braille readers, are available. The study room of Western's library contains tape recorders, record players, Braille materials, and special devices for magnifying print. The Wade King Student Recreation Center has made their facility and equipment available for instructional purposes when multiple, larger accessible spaces are required (Adapted Sports Clinic during Phase I.)

**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.**

With the \$81 million renovation of the Carver Academic Facility, our primary instructional areas have all been brought into compliance with ADA. Prior to the renovation, our facilities were not compliant.

**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.**

Western Libraries contains 1.4 million volumes and offers access to more than 12,000 journals. In addition to books and journals, Western maintains a video collection, Music Library, and Special Collections. Western is also a member of the Orbis Cascade Alliance. This Alliance, with 34 member academic libraries in Washington and Oregon, has brought a number of benefits to Western's faculty and students. We can borrow any title from any of the libraries circulates to its own borrowers by linking to the "Summit" catalog from our own online library catalog, choosing the item to borrow, then filling out a simple online form. Most items are delivered in two working days. The combined catalog has over 9,082,000 bibliographic records, representing 28,407,100 physical items. Most of these resources can be accessed from the library homepage, computers within the library, campus computer labs, and off campus to faculty, students, and staff.

This broad range of resources and services is available to faculty and students, especially through the Internet and the libraries' web presence. Resources include, but are not limited to, books and periodicals, microfilms, and other unpublished reference materials. ERIC reproduction files and services are extensive. The library also serves as an official repository for federal, state, and local government documents. Library services include document reproduction, computer search and support, and interlibrary loan. The library has attempted to make its HHD resources among the most complete in the region.

The following is a list of selected databases to which Western currently subscribes. If material is needed that cannot be provided locally or through the Alliance, they can be obtained at no charge through Interlibrary Loan. The Department of Health and Human Development also has a specific research portal through the library website for our courses, which includes access to databases typically used by our students and faculty.

- Academic Search Complete (EBSCO). Academic Search Complete is a scholarly, multi-disciplinary, full-text database, with more than 5,500 full-text periodicals, including more than 4,600 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 9,500 journals and a total of more than 10,000 publications, including monographs, reports, conference proceedings, etc. The database features PDF content going back as far as 1887, with the majority of full-text titles in native (searchable) PDF format. Searchable cited references are provided for nearly 1,000 journals.
- Access Science. Access Science is an online encyclopedia of science and technology, encyclopedia articles, dictionary terms, biographies, research updates, and science news.
- ERIC: Educational Resources Information Center. ERIC, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education, produces the world's premier database of journal and non-journal education literature. The ERIC online system provides the public with a centralized ERIC website for searching the ERIC bibliographic

database of more than 1.1 million citations going back to 1966. More than 107,000 full-text non-journal documents (issued 1993-2004) are now available for free. Included is full-text access to the ERIC Digest File.

- **GenderWatch.** GenderWatch is a full-text database of unique and diverse publications that focus on how gender impacts a broad spectrum of subject areas. With its archival material, dating back to 1970, GenderWatch is a repository of important historical perspectives on the evolution of the women's movement, men's studies, the transgendered community, and the changes in gender roles over the years. Publications include scholarly journals, magazines, newspapers, newsletters, regional publications, books, and non-government organization, government, and special reports.
- **MEDLINE.** Produced by the U.S. National Library of Medicine, this is the major index of biomedical literature materials. Medline includes PubMed.
- **PsycARTICLES.** PsycARTICLES is a database of full-text articles from journals published by the American Psychological Association, the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe Publishing Group.
- **PsychINFO.** PsycINFO indexes and provides non-evaluative abstracts for scholarly, international literature in psychology and related disciplines such as sociology, education, consumer behavior, linguistics, medicine, law, psychiatry, and anthropology. Materials covered include articles from more than 1,300 journals, reports of surveys, bibliographies, books and book chapters, and dissertations. Dates covered: 1840 – present.
- **Social Services Abstracts.** Social Services Abstracts provides bibliographic coverage of current research focused on social work, human services, and related areas, including social welfare, social policy, and community development.
- **Sport Discus.** Sport Discus indexes and provides abstracts for journals, dissertations, special reports, etc., in sport and fitness literature. Subjects include sports medicine, exercise physiology, sport and biomechanics, sport psychology, training, coaching, and related topics.

Library holdings in the specific areas of parks, recreation, and leisure services are difficult to capture using standard metrics for collection analysis because of the wide range of subject areas encompassed by the research activities of recreation faculty and students. When using “recreation” as a subject term in the Western Libraries catalog, 2,125 items are retrieved. They range from media collections, maps, Internet sources, to books and encompass a variety of call numbers. When “tourism” is submitted, over 580 items are identified. The Recreation Program has a specific resource librarian who helps the program develop specific library resource guides for classes and the Recreation Program in general.

In addition to the resources described above, the library maintains current subscriptions to journals related to recreation, parks, and leisure studies.

**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.**

There are a total of 2,167 computers on Western Washington University's campus. There are 21 General University Computer Labs, yielding 753 general-use computers available to faculty and students in the Recreation Program. The labs are managed by Academic Technology & User Services (ATUS). HHD has a designated computer lab in Bond Hall 319. All Carver Academic Facility classrooms are computer mediated, and all faculty and staff have office computers. HHD students have access to all campus computer labs and are assigned priority to the computer lab located in Bond Hall. The Recreation Program regularly schedules the use of campus computer labs when individual student computer access best supports course topics.

Western Washington University was named on Yahoo's initial list of "Most Wired Campuses" and was one of only three institutions to receive an A+ rating. This was achieved through Western's innovative implementation of student technology resources, including wireless computing, the laptop loan program, the President's Faculty Workstation Program, and classroom technology mediation. These programs continue to provide a rich technology environment for students on our campus.

All registered students and employees are provided with a universal account, which grants access to any of the 753 workstations available on campus, all of which have Internet access. Each account has 500 megabytes of personal network storage space. Wireless Internet access is available to all students and employees (with Universal Login information) and is available throughout campus, both inside and outside of buildings.

All faculty members have personal computers and printers in their offices. Also, faculty have access to personal laptops. Two faculty use university-owned laptops, and the program coordinator uses a personal laptop. Likewise, HHD supports a copy machine, scanner, and color printer. Academic Technology and User Services (ATUS) supports a designated HHD student computer lab in Bond Hall, a centrally-located building. Equipment condition is good, and there is regular faculty rotation for computer upgrades.

Western Washington University's Information Technology Services (ITS) provides strong and consistent support to faculty, students, staff, and other constituents. A primary support area of ITS' work is provided through University Academic Technology User Services (ATUS). The mission of ATUS is to keep the computers in faculty and staff offices and general university labs running with the software and hardware needed to function effectively in the academic community. Specific services provided by ATUS include connecting to the network, using the network to share information, configuring and troubleshooting software, repairing and maintaining computer software, and consulting for facilities upgrades and equipment purchases. ATUS also provides free workshops for students and faculty on distance learning, instructional design, technology tools, and multimedia.

ITS maintains a strong student focus through its innovative Student Tech Center (STS), which provides student access to advanced technological applications and offers "just in time" help to students who may be experiencing technical difficulties or who wish to

include new technology in completing assignments. ITS also administers the Student Technology Fee (STF) process, with guidance from the student-led STF Committee, which annually offers the opportunity for faculty, staff, and students to propose technology projects for funding. Awarding over seven hundred thousand dollars a year, the STF helps Western to upgrade equipment and bring new equipment to campus. The STF's mission is to increase access to technology, improve educational quality with technology, and integrate technology into the curriculum.

Another area of support is delivered through Scientific and Technical Services (STS). This group provides centralized services for scientific labs and is a national leader in integrating scientific instrumentation and supporting instructional material into the classroom, laboratory, and research environments through the use of web-based technologies. The Integrated Laboratory Network project has been selected by the National Science Foundation as one of twenty exemplary projects in the nation. SciTech also operates machine, electronics, and woodworking shops for the design, manufacture, and repair of academic, scientific, and supporting equipment.

Western also makes a strong commitment to developing a sustainable model for maintaining and developing mediated classrooms. ITS is the lead organization that, each summer, selects specific classrooms for new mediation or upgrades to digital projectors, faculty teaching stations and general improvements to lighting and acoustic properties.

Western achieves 99.99% uptime with its core administrative applications such as our Exchange messaging, Novell file sharing, and the Banner administrative system. This means that these applications are unexpectedly unavailable (not including scheduled maintenance and repair) less than one hour per year.



## 7.0a Learning Outcomes

### Introduction to “The Phase” Curriculum

The Recreation Program implements an innovative curriculum where students engage as a cohort in a 4-part blocked system of courses called “The Phase”. Each phase of the curriculum offers courses that are unified by an overarching theme that acts as a guiding force for the students and faculty alike. Phase I is the “foundation phase”, Phase II is the “toolbox phase”, Phase III is the “professional practice phase”, and Phase IV is the “starting the legacy phase”. All new recreation students begin the major when they enter Phase I in the spring quarter of their sophomore or junior year.

Phase I (the foundation phase) is offered spring quarter and courses are taught at the 200-level. We begin the quarter with an overnight retreat to Camano Island, followed in mid-quarter with Camp TEAM (an overnight camp experience for community members with disabilities), and then end with a 3-day white-water rafting trip in eastern Washington during finals week. During Phase I, students are introduced to the recreation program and take classes all four concentration areas (REC 271, 272, 274, 279), REC 275, and REC 276. Students are encouraged to choose a concentration area before beginning Phase II the following winter quarter).

Phase II (the toolbox phase), is offered winter quarter and consists of 300-level courses. The quarter begins with an overnight retreat at Warm Beach where students reflect on their successes and challenges during Phase I as well as establish goals for Phase II. Students engage more deeply within their chosen concentration area, and many courses utilize team-based and/or project-based learning. Courses in Phase II (involve multiple group projects to allow for hands-on learning and building relationships within the cohort.

Phase III (the professional practice phase) is where students are off-campus on their quarter-long internships (either spring or summer quarter). Students practice and apply the skills and knowledge that they have acquired during the first two phases.

Phase IV (the legacy phase) takes place the fall quarter after students complete their internships. Students start their quarter with a retreat at the Firs Chalet at Mt. Baker and culminates with the Phase IV senior banquet the evening before fall graduation. Courses are offered at the 400-level. During Phase IV, students delve more deeply into the curriculum and connect their internship experiences with course work and class discussions.

In addition to the core curriculum offered through the phase system, students are also asked to take elective credits in one of four concentration areas: community recreation, tourism, therapeutic recreation, and outdoor recreation. While not required of all students, the majority of them do select one of the concentrations to be their specialized area of study. Courses in each of the concentrations are integrated into the phase system such that students take one elective per phase (except for during phase III: internship).

### Transition to the COAPRT 2013 (revised October 2014) Standards

The Recreation Program has started the transition from assessment of learning outcomes embedded in courses based on the previous Council on Accreditation 2007 standards to the learning outcome standards based on COAPRT 2013 (revised October 2014).

Therefore, this is the first time the Recreation Program has applied for accreditation under the new standards. This section outlines the formal process we used to assess student learning outcomes directly related to courses in each phase of the Recreation Program’s formal curriculum.





Table 1 presents the accreditation standards, the associated student learning outcome assessment process, and the courses that address each standard.

**Table 1. Overview of assessment framework for student learning outcomes from course-related material for 7.0 Series.**

NRPA 2013 Standard	Assessment procedures	Courses
<b>7.01</b> Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.	<ul style="list-style-type: none"> <li>● Syllabi, assignments, course matrix</li> <li>● Assessment measures used to assess learning outcomes</li> <li>● Data from these assessments</li> <li>● Program improvement based on these findings</li> </ul>	201
		271
		272
		274
		275
		276
<b>7.02</b> 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.	<ul style="list-style-type: none"> <li>● Syllabi, assignments, course matrix</li> <li>● Assessment measures used to assess learning outcomes</li> <li>● Data from these assessments</li> <li>● Program improvement based on these findings</li> </ul>	274
		276
		373
		378
		450
<b>7.03</b> 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.	<ul style="list-style-type: none"> <li>● Syllabi, assignments, course matrix</li> <li>● Assessment measures used to assess learning outcomes</li> <li>● Data from these assessments</li> <li>● Program improvement based on these findings</li> </ul>	372
		444
<b>7.04</b> 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.	<ul style="list-style-type: none"> <li>● Syllabi, assignments, course matrix</li> <li>● Assessment measures used to assess learning outcomes</li> <li>● Data from these assessments</li> <li>● Program improvement based on these findings</li> </ul>	<u>471 +</u>
		472, or
		473

**7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.**

This learning outcome is met through a variety of courses that include RECR 201 and all of the courses offered in Phase I. The courses in the Phase I block (RECR 271, 272, 274, 275, 276, 279) work together to provide students the opportunity to learn about the nature and scope of the profession within each concentration area, gain introductory experience with the techniques and process recreation professionals use to provide services, and learn about the conceptual, philosophical, and theoretical foundations of the recreation field.

**Student Learning Outcome Assessment: 7.01**

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.01.01)	Assessment Measure (7.01.02)	Performance levels/metrics	Assessment Results (7.01.03)	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will be able to demonstrate entry-level knowledge of the nature and scope of the recreation profession.	7.01 (a)	<a href="#">RECR 275</a>	<a href="#">Practicum analysis paper</a> on 4 site visits (Direct Measure)  Assessed by Rubric	80% of students will receive a “passing grade” on the assigned content areas of the rubric	Spring 2015: 98% of students received a “passing grade” on this assignment.  Spring 2015 & Spring 2016: 100% of students received a “passing grade” on this assignment.  Spring 2017: 96.6% of students received a “passing grade” on this assignment.	In 2015 additional clarity and detail was add to the instructions and rubric	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will be able to demonstrate entry-level knowledge of the nature and scope of the recreation profession.	7.01 (a)	<a href="#">RECR 271</a>	<a href="#">Neighborhood Project</a> (Direct Measure)	75% of students will receive an 80% or more on the neighborhood project.	<p>Spring 2013: 91% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2014: 82% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2015: 81% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2016: 84% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2017: 88% of students scored an 80% or more on the Neighborhood Project.</p>	Neighborhood project has been revised and updated to include social justice and coalition building components. A rubric will also be developed to better assess this SLO.	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will be able to demonstrate entry-level knowledge of the nature and scope of the recreation profession.	7.01 (a)	<a href="#">RECR 272</a>	<a href="#">Exam 2</a> assessing scope and nature of outdoor recreation (Direct Measure)	75% of students will receive an 80% or more on exam 2.	<p>Spring 2013: 70% of students scored an 80% or more on exam 2.</p> <p>Spring 2014: 66% of students scored an 80% or more on exam 2.</p> <p>Spring 2015: 87% of students scored an 80% or more on exam 2.</p> <p>Spring 2016: 80% of students scored an 80% or more on exam 2.</p> <p>Spring 2017: 83% of students scored an 80% or more on exam 2.</p>	After spring of 2014, exam was consolidated and content was truncated to focus on core elements of outdoor recreation sub-fields, including outdoor education, conservation groups, and camping. The compacted and intentional focus on these areas improved course structure.	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will be able to demonstrate entry-level knowledge of the nature and scope of the recreation profession.	7.01 (a)	<a href="#">RECR 274</a>	<p>Spring 2016: Items on <a href="#">Exam 1</a>(12, 14, 31, 32, 36) and <a href="#">Exam 2</a> (1, 3, 4, 15, 23, 26, 30, 31) related to the nature and scope. (Direct Measure)</p> <p>Spring 2017: Items on <a href="#">Exam 1</a>(17, 19, 28) and <a href="#">Exam 2</a> (3, 4, 9, 23, 25, 27, 31) related to the nature and scope. (Direct Measure)</p>	<p>75% of students will receive an 80% or more on exams.</p> <p>75% of students will receive an 80% or more on exams.</p>	<p>Spring 2016: 93.3% of students scored an 80% or higher on the exam 1 &amp; 2 questions related to the nature and scope.</p> <p>Spring 2017: 75% of students scored an 80% or higher on the exam 1 &amp; 2 questions related to the nature and scope.</p>	<p>After spring 2016, changes were made to exams 1 &amp; 2 to increase flow of course content and change from online format to in-person format.</p> <p>Will revisit assessment measures to make sure this SLO is adequately assessed.</p>	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will be able to demonstrate entry-level knowledge of the nature and scope of the recreation profession.	7.01 (a)	<a href="#">RECR 279</a>	<a href="#">Exam 1 &amp; 2</a> scores (Direct Measure)	75% of students will receive an 80% or more on exams 1 & 2.	<p>Spring 2014: 72.6% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Spring 2015: 75.8% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Spring 2016: 77.4% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Spring 2017: 78% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Springs 2014 &amp; 2015: There was no reflection assignment so there is no data.</p>	<p>In spring 2015 readings and lectures were updated to include WTO industry data and current trends</p> <p>In spring 2015 changes were made to test items to better measure student learning and assessment of outcomes.</p>	

			<a href="#">Reflection assignment</a> (Indirect Measure)	75% of students will receive an 80% or more on the reflection assignment.	Spring 2016: 91.9% of students scored 80% or higher on the reflection assignment  Spring 2017: 96.6% of students scored 80% or higher on the reflection assignment	Spring 2016 a reflection assignment was created to better assess students' understanding of the scope of the tourism industry.	
<b>7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.</b>							
Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will demonstrate entry-level knowledge of the techniques and processes used by professionals to facilitate recreation activities	701 (b)	<a href="#">RECR 276</a>	<a href="#">Activity Leadership assignment</a> (Direct Measure)	75% of students will receive an 80% or more points on the Activity Leadership assignment.	Spring 2014: 100% of students scored 80% or higher on the activity leadership assignment.  Spring 2015: 100% of students scored 80% or higher on the activity leadership assignment.  Spring 2016: 100% of students scored 80% or higher on the activity leadership assignment.	In 2015 additional clarity and detail were added to instructions and rubric  Will continue to modify the course to focus more on facilitation techniques	

			<p><a href="#">Paired-Activity Plan</a> (Direct Measure)</p>	<p>75% of students will receive an 80% or more on Paired-activity plan</p>	<p>Spring 2017: 100% of students scored 80% or higher on the activity leadership assignment.</p> <p>Spring 2014: 96.8% of students scored 80% or higher on the paired-activity plan assignment</p> <p>Spring 2015: 100% of students scored 80% or higher on the paired-activity plan assignment</p> <p>Spring 2016: 100% of students scored 80% or higher on the paired-activity plan assignment</p> <p>Spring 2017: 100% of students scored 80% or higher on the paired-activity plan assignment</p>	<p>In 2015 additional clarity and detail were added to instructions and rubric</p> <p>Will continue to modify and update assignment and assessment rubric</p>	
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**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will demonstrate techniques and processes used by professionals and workers in these industries	701 (b)	<a href="#">RECR 271</a>	<a href="#">Neighborhood Project</a> (Direct Measure)	75% of students will receive an 80% or more on the neighborhood project.	<p>Spring 2013: 91% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2014: 82% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2015: 81% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2016: 84% of students scored an 80% or more on the Neighborhood Project.</p> <p>Spring 2017: 88% of students scored an 80% or more on the Neighborhood Project.</p>	Neighborhood project has been revised and updated to include social justice and coalition building components. A rubric will also be developed to better assess this SLO.	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will have entry-level knowledge of the techniques and processes used by professionals to facilitate inclusive recreation activities	701 (b)	<a href="#">RECR 274</a>	<p>Spring 2016: Items on <a href="#">Exam 1</a>(4-7, 9, 12, 15, 23, 24, 27, 34, 37) and <a href="#">Exam 2</a> (5, 11, 12, 13, 16, 18, 22, 25, 27) related to techniques and processes (Direct Measure)</p> <p>Spring 2017: Items on Exam 1(1, 4, 7, 21, 22, 31) and Exam 2 (1, 5, 10-15, 26) related to techniques and processes (Direct Measure)</p>	<p>75% will receive an 80% or more on exams 1 and 2.</p> <p>75% will receive an 80% or more on exams 1 and 2.</p>	<p>Spring 2016: 92% of students scored an 80% or higher on exam 1 &amp; 2 questions related to techniques and processes.</p> <p>Spring 2017: 56% of students scored an 80% or higher on exam 1 &amp; 2 questions related to techniques and processes.</p>	<p>In spring 2017 changes were made to exams 1 &amp; 2 to increase flow of course content and change from online format to in-person format.</p> <p>Will revisit assessment measures to make sure this SLO is adequately assessed.</p>	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy	701 (c)	<a href="#">RECR 201</a>	<a href="#">Exam 1,2,3 scores</a> (Direct Measure)	75% of students will receive 80% or more points on exams 1, 2, & 3.	<p>Fall 2015: 60% of the students scored an 80% or higher on exam 1; 84% scored an 80% or higher on exam 2, and 96% scored an 80% or higher on exam 3.</p> <p>Winter 2016: 86% of the students scored an 80% or higher on exam 1; 84% scored an 80% or higher on exam 2, and 96% scored an 80% or higher on exam 3.</p> <p>Fall 2016: 84% of the students scored an 80% or higher on exam 1; 78% scored an 80% or higher on exam 2, and 94% scored an 80% or higher on exam 3.</p>		

					Winter 2017: 86% of the students scored an 80% or higher on exam 1; 90% scored an 80% or higher on exam 2, and 96% scored an 80% or higher on exam 3.		
<p><b>7.01</b> Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.</p>							
Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy	701 (c)	<a href="#">RECR 271</a>	<a href="#">Low Stakes Writing Assignment</a> (Direct Measure)	80% of the students will receive a 90% or better on the low-stakes paper.	<p>2013: 90% of students received a 90% or better.</p> <p>2014: 100% of students received a 90% or better.</p> <p>2015: 98% of students received a 90% or better.</p> <p>2016: 91% of students received a 90% or better.</p> <p>2017: 96% of students received a 90% or better.</p>	<p>Concepts of bonding and bridging added to lecture and assignment (2015). Coalition building added as well (2016).</p> <p>Will design a rubric to better assess this outcome.</p>	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy	701 (c)	<a href="#">RECR 274</a>	<p>Spring 2016: Items on Exam 1(2, 3, 10, 13, 22, 28, 29, 33) and Exam 2 (28, 29, 33) related to historical, philosophical, and conceptual foundations. (Direct Measure)</p> <p>Spring 2017: Items on <a href="#">Exam 1</a>(2, 3, 6, 8, 9, 18, 20, 24, 25, 29) related to historical, philosophical, and conceptual foundations. (Direct Measure)</p>	<p>75% of students will receive an 80% or more on exams 1 &amp; 2.</p> <p>75% of students will receive an 80% or more on exams 1 &amp; 2.</p>	<p>Spring 2016: 91% of students scored an 80% or higher on the exam 1 &amp; 2 questions.</p> <p>Spring 2017: 50% of students scored an 80% or higher on questions related to historical, philosophical, and conceptual foundations.</p>	<p>In spring 2017 changes were made to exams 1 &amp; 2 to increase flow of course content and change from online format to in-person format.</p> <p>Will revisit assessment measures to make sure this SLO is adequately assessed including adding more items on the historical development of TR.</p>	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy	701 (c)	<a href="#">RECR 272</a>	<a href="#">Exam 1</a> (Direct Measure)	75% of students will receive an 80% or more on exam 1.	<p>Spring 2013: 66% of students scored an 80% or more on exam 1.</p> <p>Spring 2014: 71% of students scored an 80% or more on exam 1.</p> <p>Spring 2015: 66% of students scored an 80% or more on exam 1.</p> <p>Spring 2016: 72% of students scored an 80% or more on exam 1.</p> <p>Spring 2017: 90% of students scored an 80% or more on exam 1.</p>	After 2014, the curriculum was revised to address key environmental legislation, agency management techniques (ROS, LAC, Benefits), core philosophies (Muir, Thoreau), and central conceptual foundations (Attention Restoration Theory).	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy	701 (c)	<a href="#">RECR 279</a>	<a href="#">Exam 1</a> & <a href="#">Exam 2</a> (Direct Measure)	75% of students will receive an 80% or more on exams 1 & 2.	<p>Spring 2014: 72.6% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Spring 2015: 75.8% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Spring 2016: 77.4% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p> <p>Spring 2017: 78% of students scored 80% or higher on the combined total of exams 1 &amp; 2.</p>	<p>In spring 2015 readings and lectures were updated to include WTO industry data and current trends</p> <p>In spring 2015 changes were made to the exam to better measure student learning and assessment of outcomes.</p>	

**7.01** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related 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.

Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Course Specific Learning Outcome	Evidence of Continuous Program Improvement (7.01.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy	701 (c)	<a href="#">RECR 480</a>	<a href="#">Recreation Research Paper</a> (Direct Measure)	75% of students will score an 80% or higher on the Recreation Research Paper.	<p>Fall 2013: 82.7% of students scored 80% or higher on the recreation research paper.</p> <p>Fall 2014: 78.8% of students scored 80% or higher on the recreation research paper.</p> <p>Fall 2015: 89.7% of students scored 80% or higher on the recreation research paper.</p> <p>Fall 2016: 88.9% of students scored 80% or higher on the recreation research paper.</p>	Each year guest speakers, lectures, and readings are updated to reflect current trends and social justice issues in the recreation profession.	




**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.**

Faculty in the Recreation Program at WWU provide students numerous opportunities to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal cultural dimensions of diversity. Most of these opportunities are provided during the Phase II and IV blocks of courses. The matrix below presents a number of courses where the 7.02 standard is most apparent and the learning assessments are the most relevant.

**Student Learning Outcome Assessment: 7.02**

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.							
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Assessment Measure (7.02.02)	Performance levels/metrics	Assessment Results (7.02.03)	Evidence of Programmatic Decisions (7.02.04)	ABSENT – EMERGING – PRESENT – OUTSTANDING
Students will demonstrate entry-level knowledge of the techniques and processes used by professionals to facilitate recreation activities.	7.02	<a href="#">RECR 276</a>	<a href="#">Recreation Activity Leadership</a> (Direct Measure)	75% of students will score 80% or higher on the activity leadership	Spring 2014: 100% of students scored 80% or higher on the activity leadership assignment.  Spring 2015: 100% of students scored 80% or higher on the activity leadership assignment.  Spring 2016: 100% of students scored 80% or higher on the activity leadership assignment.  Spring 2017: 100% of students scored 80% or higher on the activity leadership assignment.	In 2015 additional clarity and detail were added to instructions and rubric  Will continue to modify the course to focus more on facilitation techniques	

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.							
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Assessment Measure (7.02.02)	Performance levels/metrics	Assessment Results (7.02.03)	Evidence of Programmatic Decisions (7.02.04)	
Students will demonstrate the ability to design a specific program plan that provides benefits and fulfills needs of a specific target market and agency's mission statement	7.02	<a href="#">RECR 373</a>	<a href="#">Final Program Plan</a> (Direct Measure)	75% of students will receive 80% or more points on final program plan.	<p>Winter 2014: 78.8% of students scored 80% or higher on the final program plan.</p> <p>Winter 2015: 78.3% of students scored 80% or higher on the final program plan.</p> <p>Winter 2016: 73% of students scored 80% or higher on the final program plan.</p> <p>Winter 2017: 91.58% of students scored 80% or higher on the final program plan.</p>	<p>In 2015 the project was redesigned so students worked in pairs instead of solo and the project was completed one component at a time throughout the quarter instead of just a first and second draft.</p> <p>In 2016 modifications included discussion-based format to team based learning and six units. The 6 units included reading guides, readings, quizzes, and application exercises.</p> <p>In winter 2017 the entire class worked with just one agency, Edmonds Parks and Recreation as part of <i>Sustainable Cities</i>, a collaboration between Western and Edmonds.</p>	

						<p>Specifically, 12 program plans were created for Edmonds under the umbrella of <i>Playful Cities</i> and <i>Let's Move</i> campaign. We visited Edmonds twice during the quarter to gather information, visit the site, and meet with recreation programmers and coordinators, and finally to orally present their program plans.</p> <p>Will revisit assessment measures to make sure this SLO is adequately assessed.</p>	
Students will demonstrate the ability to develop goals and objectives	7.02	<a href="#">REC 373</a>	<p><a href="#">Goals and Objective portion of the Final Recreation Program Plan</a> (Direct Measure) As Assessed by Rubric</p>	<p>75% of students will receive an 80% or more points on assignments.</p> <p>70% of students will score 80% or above on the assigned content areas on the rubric.</p>	<p>Missing data winters 2014 &amp; 2015</p> <p>Winter 2016: 95.2% of students scored 80% or higher on the goals and objectives assignment.</p> <p>Winter 2017: 75% of students scored 80% or higher on the goals and objective portion of their Final Recreation Program Plan.</p>	<p>In 2016, the program plan assignment was modified to increase student achievement and assessment regarding this SLO.</p> <p>Will revisit assessment measures to make sure this SLO is adequately assessed.</p>	

<p>Students will be able to understand how to implement and lead recreation and leisure service programs in complex work environments</p>	<p>7.02</p>	<p><a href="#">RECR 378</a></p>	<p><a href="#">Exam</a> (Direct Measure)</p> <p><a href="#">Video Project</a> (Direct Measure)</p>	<p>75% received 80% or more points on the exam</p> <p>75% of students will receive 80% or more points on the assignment.</p>	<p>Winter 2014: 71% of students received 80% or more points on the exam.</p> <p>Winter 2015: 83.7% of students received 80% or more points on the exam</p> <p>Winter 2016: 71.5% of students received 80% or more points on the exam</p> <p>Winter 2017: 77.4% of students received 80% or more points on the exam</p> <p>Winter 2014: 100% of students received an 80% or more on the assignment.</p> <p>Winter 2015: 100% of students received an 80% or more on the assignment.</p>	<p>In Winter of 2015 the exam was redesigned to focus more on scenarios and understanding how to apply their learning of behavioral and personality inventories to various work place scenarios.</p> <p>In addition, the group reports were re-designed to sequentially reflect on core concepts we were learning in class and apply them directly the students' group experience.</p> <p>The video project was introduced in winter 2013 and has been refined to now include a paper that accompanies their presentation of the video and discussion questions that guide a facilitated discussion session after the video project is presented in their groups of four.</p>	
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					<p>Winter 2016: 100% of students received an 80% or more on the assignment.</p> <p>Winter 2017: 100% of students received an 80% or more on the assignment.</p>		
Demonstrate human relation techniques and processes used by recreation professionals	7.02	<a href="#">RECR 378</a>	<a href="#">Group Report Assignments</a>	75% of students will receive a grade of 80% or higher on the group report assignment.	<p>Winter 2014: 91% of students received a grade of 80% or higher on group report assignments</p> <p>Winter 2015: 83%of students received a grade of 80% or higher on group report assignments</p> <p>Winter 2016: 86%of students received a grade of 80% or higher on group report assignments</p> <p>Winter 2017: 82%of students received a grade of 80% or higher on group report assignments</p>	In winter 2015, the group experiences (weekly 90-minute out of class group experiences) and the group report assignments were redesigned to have a specific focus each week related to class material and concepts and the report-writing prompts reflected this re-design.	

<p>Plan recreation activities that promote maximum participation and inclusion</p>	<p>701 (b)</p>	<p><a href="#">274</a></p>	<p>Camp TEAM Activity Plans (Direct Measure)</p>	<p>75% of the students will receive 80% or more on the activity plan assignment.</p>	<p>Spring 2014: 95% of students received an 80% or more on the activity plan assignment.</p> <p>Spring 2015: 100% of students received an 80% or more on the activity plan assignment.</p> <p>Spring 2016: 90% of students received an 80% or more on the activity plan assignment.</p> <p>Spring 2017: 100% of students received an 80% or more on the activity plan assignment.</p>	<p>Spring 2018: will create a rubric that more directly assesses this outcome.</p>	
<p>Students will be able to facilitate programs that promote inclusivity.</p>	<p>7.02</p>	<p><a href="#">RECR 274</a></p>	<p>Successful completion of Camp TEAM (indirect measure)</p> <p>Camp TEAM evaluation (direct measure)</p>	<p>95% of students will facilitate inclusive camp activities for community members with disabilities.</p>	<p>Spring 2016 &amp; 2017: 120 community members with disabilities and 115 (97%) Rec program students facilitated inclusive camp activities.</p> <p>No data available.</p>	<p>Will create an evaluation tool that can be used at Camp TEAM to assess this SLO.</p>	

<p>Student will understand the principles and procedures for evaluating leisure services</p>	<p>7.02</p>	<p><a href="#">RECR 450</a></p>	<p><a href="#">Exam assessing evaluation principles and procedures</a> (Direct Measure)</p>	<p>75% of students will receive 80% or more points on the exam</p>	<p>Fall 2013: 51% of students received an 80% or more points on the exam.</p> <p>Fall 2014: 71% of students received an 80% or more points on the exam.</p> <p>Fall 2015: 81.4% of students received an 80% or more points on the exam.</p> <p>Fall 2016: 80.4% of students received an 80% or more points on the exam.</p>	<p>Fall 2014 developed a hybrid-model of the course to allow more time in weekly labs to develop logic models, review literature, design surveys and analyze data.</p> <p>Also fall 2014: Dropped Exam 2 and had one exam 3/4 through quarter to focus on proposal last 1/4 of the course. The material in the last quarter of the course focused on data collection and analysis techniques which were incorporated into their final individual proposal assignments.</p>	
<p>Students will be able to develop and write an evaluation proposal</p>	<p>7.02</p>	<p><a href="#">RECR 450</a></p>	<p><a href="#">Written Proposal Assignment</a> (Direct Measure)</p> <p>Assessed by rubric</p>	<p>75% of students will receive 80% or more points on assignment</p>	<p>Fall 2013: 98% of students received an 80% or more points on the written proposal assignment.</p> <p>Fall 2014: 85.2% of students received an 80% or more points on the written proposal</p>	<p>In Fall 2017, the written proposal assignment will be removed from the course. Students will instead have four assignments that build skills in program evaluation and will complete two exams. The feedback from</p>	

					<p>assignment.</p> <p>Fall 2015: 89.9% of students received an 80% or more points on the written proposal assignment.</p> <p>Fall 2016: 92.4% of students received an 80% or more points on the written proposal assignment.</p>	<p>students was the structure of this course was too writing intensive and they already had a writing intensive course (RECR 480) during the Phase. This was important feedback, so a shift was made to develop skills and focus more on content related to program evaluation and research methods.</p>	
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**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.**

Students in the Recreation Program at Western engage in many learning opportunities related to operations and strategic management/administration in parks, recreation, tourism and related professions. These opportunities are provided through courses students take during the Phase II (RECR 372) and Phase IV block (RECR 444) are provided during the Phase II and Phase IV blocks of courses. The matrix below presents the courses where the 7.03 learning outcome standard is most apparent and the learning assessments are the most relevant.

**Student Learning Outcome Assessment: 7.03**

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.						
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.03.01)	Assessment Measure (7.03.02)	Performance levels/metrics	Assessment Results (7.03.03)	Evidence of Programmatic Decisions (7.03.04)
Students will demonstrate entry-level knowledge about operations and strategic management/administration in the profession.	7.03	<a href="#">RECR 372</a>	<a href="#">Exam 1</a> & <a href="#">Exam 2</a> scores (Direct Measure)	75% of students will receive 80% or more on exams 1 & 2.	2013: Missing data – Unable to retrieve from Canvas. 2014: 82% of students received an 80% or more on exams 1 & 2. 2015: 73% of students received an 80% or more on exams 1 & 2. 2016: 75% of students received an 80% or more on exams 1 & 2. 2017: 82% of students received an 80% or more on exams 1 & 2.	2015: While the 73% was below the target, 84% of students received an 80% or higher on the final exam which is cumulative.

<p>Students will demonstrate entry-level knowledge about operations and strategic management/administration in the profession.</p>	<p>7.03</p>	<p><a href="#">RECR 372</a></p>	<p>Indirect measure: <a href="#">Case studies</a></p>	<p>100% of students will complete case study written assignment</p>		<p>Will develop assessment rubric for assignment.</p>
<p>Understanding of budget preparation, adoption, and execution by developing a thorough understanding of the principles and procedures of budgeting and financial management</p>	<p>7.03</p>	<p><a href="#">RECR 444</a></p>	<p><a href="#">Budget Proposal and Presentation Assignment</a> (Direct Measure)</p>	<p>75% of students will receive 80% or more on the budget proposal and presentation assignment.</p>	<p>2013: 94% of students received an 80% or more on the budget proposal and presentation assignment.</p> <p>2014: 90% of students received an 80% or more on the budget proposal and presentation assignment.</p> <p>2015: 90% of students received an 80% or more on the budget proposal and presentation assignment.</p> <p>2016: 93% of students received an 80% or more on the budget proposal and presentation assignment.</p>	<p>Will develop an assessment rubric for the assignment.</p>

					2017: In process	
<p><b>7.03</b> 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.</p>						
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.03.01)	Assessment Measure (7.03.02)	Performance levels/metrics	Assessment Results (7.03.03)	Evidence of Programmatic Decisions (7.03.04)
To understand the impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision	7.03	<a href="#">RECR 444</a>	<a href="#">Exam 1</a> & <a href="#">Exam 2</a> Score (Direct Measure)	75% of students will receive 80% or more on exams 1 & 2	<p>2013: 70.5% of students received an 80% or more one exams 1 &amp; 2</p> <p>2014: 65.5% of students received an 80% or more on exams 1 &amp; 2</p> <p>2015: 73.0% of students received an 80% or more on exams 1 &amp; 2</p> <p>2016: 65.5% of students received an 80% or more on exams 1 &amp; 2</p>	<p>Since these scores did not achieve our standards, lectures were reworked for clarity in 2015 which resulted in improved scores. Unfortunately the improvement did not hold for the following year as well. Lectures will continue to be revised.</p>

**7.04 Students graduating from the Program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.**

The Recreation Program requires majors to complete a 10-week, 400 clock hours internship through RECR 472/473. The internship takes place during the Phase III block in which students earn between 12-15 quarter units under the supervision of a faculty supervisor and a professional on-site supervisor. Prior to the internship, the students must complete 240 hours of volunteer or paid experience relating to recreation, parks, and/or tourism services, and obtain approval from their faculty advisor. The matrix below presents the 7.04 learning outcome standard and the learning assessments that are the most relevant.

Student Learning Outcome Assessment: 7.04

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.						
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Assessment Measure (7.04.02)	Performance levels/metrics	Assessment Results (7.04.03)	Evidence of Programmatic Decisions (7.04.04)
Students 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	<a href="#">RECR 472</a> <a href="#">RECR 473</a>	<a href="#">Supervisor Evaluation</a> (Direct Measure)  <a href="#">Graduation Survey item on internship</a> (Indirect Measure)	80% of students will earn a “Frequently” or “Almost Always” rating on 90% of the items on the Internship Evaluation Form as rated by their internship supervisor  Ave 3.5 and above on related questions	Few Internship Evaluations were retained, thus most of the data is missing.  2013: 83% of students earned a “Frequently” or “Almost Always” rating on 90% of the items on the Internship Evaluation Form as rated by their internship supervisor  2014: 80% of students earned a “Frequently” or “Almost Always” rating on 90% of the items on the Internship Evaluation Form as rated by their internship supervisor  2015: 75% of students earned a “Frequently” or	In 2016, additional internship informational sessions prior to the internship were included outside of class time and infused into REC 275.  Faculty plan to utilize Qualtrics for data gathering to improve data management

					<p>“Almost Always” rating on 90% of the items on the Internship Evaluation Form as rated by their internship supervisor</p> <p>2017: 83% of students earned a “Frequently” or “Almost Always” rating on 90% of the items on the Internship Evaluation Form as rated by their internship supervisor</p>	
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**Rubric for evaluating compliance with standards 7.01 through 7.04**

**Each learning outcome is evaluated separately**

Rating	Description
<b>Exceptional</b>	<ul style="list-style-type: none"> <li>● Program evidences multiple opportunities for student achievement of the learning outcome, has multiple direct and indirect assessment measures, has collected data, and evidences use of the complete assessment process for continuous program improvement.</li> <li>● Evidence of extensive and rigorous analysis of assessment measures.</li> </ul>
<b>Present</b>	Program evidences opportunities for student achievement of the learning outcome, has assessment measures of acceptable quality, has collected data, and is utilizing assessment results for continuous program improvement.
<b>Emerging</b>	Program evidences opportunities for student achievement of the learning outcome, has assessment measures of acceptable quality, and a plan in place for collection of assessment results and their utilization.
<b>Absent</b>	Evidence indicates the program is not in compliance with this standard, or evidence is insufficient to warrant the conclusion that the program is in compliance with the standard.

## 7.0b Therapeutic Recreation Learning Outcomes

[Link to TR Learning Outcomes](#)