

Title	0032	02/27/2023
	by Callie Schultz in 2023 COAPRT Annual Report	id. 35712700
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Each accredited program requires its own separate annual report. **For example if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports.**

Section 1: Contact Information

Name of institution	Western Carolina University
Name of Accredited Program	Parks and Recreation Management
Total number of students enrolled in this program.	125
Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	Callie Schultz
Position Title	Program Director & Associate Professor
Address	Western Carolina University PRM Program Reid Gym 122 F Cullowhee North Carolina 28723 US

Email **csschultz@wcu.edu**

Phone **+18282273844**

Department Name **Human Services**

Website **prm.wcu.edu**

Formal Name of your Institution's President **Chancellor Kelli R. Brown**

Section 2: Intent to Pursue Accreditation

Does the academic unit intend to pursue accreditation or re-accreditation as originally scheduled? **Yes**

Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)? **Yes**

Section 3: Statistics Summary Report - Faculty

Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03) **Yes**

Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field?
(Standard 1.04)

Yes

Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible?
(Standard 1.05)

Yes

Section 4: Statistics Report - Students Note: Council adopted the Graduation Rate definition used by the National Center for Education Statistics, <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>. As required by the Council on Higher Education Accreditation (CHEA), COAPRT is mandated to engage in “regular, critical, self-evaluation of its performance, standards, policies and impact” (CHEA Standard 12.M.1). This process includes “the review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning” (CHEA Standard 12.M.1). To meet this CHEA standards we are collecting the following program level data: Graduate school acceptance rate, post-graduation employment rate, and six-year graduation rate. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Suggested sources of evidence for this program-level data could include alumni or senior exit surveys completed within x months of graduation, centrally collected data if it can be disaggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate

100%

Graduate school acceptance rate	<p>Report the number of last year's graduates from the accredited program who indicated they have been accepted to graduate school, the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number accepted to graduate school: 7 Percent of graduating students: 11% Method of measurement: Survey collected three months post-graduation Response rate: 83% of graduating students responded to survey Notes: We will monitor and assure we continue to achieve a response rate of greater than 80% Example B (have data) Number accepted to graduate school: 3 Percent of graduating students: 18% Method of measurement: Self-report on department database Response rate: 53% of graduating students Notes: We haven't worked to increase our response rate but will now use a student-employee to help us secure a response rate of 85%</p>
Graduate School Acceptance Rate	6%
Method of measurement	Qualtrics survey emailed to PRM graduates from the 2022 school year (May, August, December)
Response rate	42%
Notes	n/a
Post-graduate employment rate	<p>Report the number of last year's graduates from the accredited program who indicate they are currently employed (your program needs to determine if it will count part-time, employment outside the PRT profession, if it will subtract out those students from the total count who are not seeking employment for whatever reason, etc.), the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number of employed students: 56 Percent of graduating students: 78% Method of measurement: Self-report on department database up to three-months post-graduation. Academic advisor reminds students to submit their employment data during the three-month window. Response Rate: 89% Notes: Not applicable Example B (have data) Number of employed students: 36 Percent of graduating students: 64% Method of measurement: Self-report on department database Response Rate: 44% of graduated students Notes: We haven't ever followed up with students to increase our response rate, we will have our part-time club advisor do that in the future to bring up our response rate to at least 80%</p>
Post-graduate employment rate	88%
Method of measurement	Qualtrics survey emailed to PRM graduates from the 2022 school year (May, August, December)

Response rate **42%**

Notes n/a

Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program

Section 5-1: Narrative Report - Learning Outcomes Assessment Please provide the following information COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.

PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

WCU's Parks and Recreation Management (PRM) Program prepares students for professions in the leisure service, recreation, outdoor, and tourism industries, as well as with land agencies such as the National Parks and U.S. Forest Service. Students in the program earn a Bachelor of Science (B.S.) degree in Parks and Recreation Management. A PRM minor is also available.

PRM Mission:

Our mission is to advance knowledge, educate professionals, engage communities, and affect positive social and environmental change using innovative, experiential, and equitable practices. PRM graduates are prepared to design, implement, and evaluate components of the leisure service industry.

PRM Vision:

We envision a global community where individuals and groups can equitably and responsibly access spaces for recreation, pursue healthy active lifestyles, and promote social and environmental justice.

Provide the program-specific learning outcome consistent with COAPRT Standard 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.

Program-level SLO: 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-level SLO (PRM 250): Demonstrate knowledge of basic concepts, theories, principles, and practices related to the parks and recreation, and leisure services profession. Course SLO #1.

Describe the method by which the learning outcome for Standard 7.01 was assessed:

Exam in PRM 250: Foundations of Parks and Recreation Management

Indicate whether this outcome measure is Direct or Indirect. **Direct**

State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved. **75% of students will score 70% or above on the examination.**

Result of the assessment of the learning outcome for Standard 7.01: **In fall 2022, 90% of students scored at least a 70% on Exam #1 (n= 55/61)**

Please provide the program-specific learning outcome consistent with COAPRT Standard 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. **Program-level SLO: 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-level SLO (PRM 270): Articulate leadership considerations for working with diverse populations. Course SLO #4.
Course-level SLO (PRM 270):Practice, apply, and evaluate leadership and facilitation skills in a variety of small and large group settings Course SLO #3.

Describe the method by which the learning outcome for Standard 7.02 was assessed: **Course-level SLO (PRM 270): Articulate leadership considerations for working with diverse populations. Course SLO #4. -Measured with the "Group Project Proposal" assignment**
Course-level SLO (PRM 270):Practice, apply, and evaluate leadership and facilitation skills in a variety of small and large group settings Course SLO #3. -Measured with the "Group Project Presentation" assignment

Please indicate whether this outcome measure is Direct or Indirect. **Direct**

State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.

"Group project proposal"-75% of students will score 70% or above on the proposal.
"Group project presentation"-75% of students will score 70% or above on the presentation.

Result of the assessment of the learning outcome for Standard 7.02:

Fall 2022 Results:
29/30 students scored a 70% or above on the proposal. (96.6%)
29/30 students scored a 70% or above on the presentation. (96.6%)

Please provide the program-specific learning outcome consistent with COAPRT Standard 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.

Program-level SLO: 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-level SLO (PRM 430): Research, develop and present a comprehensive recreation-based business plan. Course SLO #5.

Describe the method by which the learning outcome for Standard 7.03 was assessed:

PRM 430: Entrepreneurship & Commercial Recreation "Feasibility Study" assignment

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.

70% of students will score at 75% or above on the final "Feasibility study" project.

Result of the assessment of the learning outcome for Standard 7.03:

**Fall 2022 Results:
91% of students scored 75% or higher. (32/35)**

Please provide the program-specific learning outcome consistent with COAPRT Standard 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.

**Program-level SLO: 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-level SLO (PRM 483/484): Gain professional experience in an area of interest in the parks & recreation field during a 400-hour internship at a PRM-related agency. Course SLO #4.**

Describe the method by which the learning outcome for Standard 7.04 was assessed:

Final reflection paper (post 400-hour internship experience).

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.

80% of students will score 80% or above on their final reflection paper.

Result of the assessment of the learning outcome for Standard 7.04:

90% of students scored 80% or higher on their final reflection paper (29/32).

Section 6: Narrative Report - Accountability and Informing the Public

An important aspect of accreditation is accountability. It is expected that 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 The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05). n/a

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05. **prm.wcu.edu**

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06). n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.06. **prm.wcu.edu**

It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07). n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.07.

Section 7: Program Changes

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

Parks & Recreation Management Curriculum Changes Overview January 10, 2023

Program-Level Changes

Overall rationale: The PRM program in the past 3 years has had one faculty member leave the team, one retire, and has hired 3 new faculty. We also (last year) received COAPRT accreditation and have undertaken a comprehensive program curriculum review. With our new team in place, the changes below reflect both accreditation feedback and also new ideas that represent expertise of our new faculty team and needs of our students in a 'post'-Covid world.

1) Remove PRM 255: Active Recreation and Leisure as a core course option.

a. Students had an option to take PRM 254: Introduction to Outdoor Pursuits OR this course as a part of their core PRM course options. The faculty member who taught this course retired. Our current faculty have noticed a deficit in student ability specifically around outdoor recreation and outdoor education knowledge and skills. We believe that all students in the major need to be introduced to outdoor pursuits in at least one course as a foundation to the PRM major. PRM 255 will remain as an elective option, but will not be part of the core course offerings. Note: PRM 254 was required as part of the major for over 25 years. We made the shift to the "either/or" option and now we are finding that students don't have the requisite skills.

2) Change PRM 433 course number and name to PRM 362: Sustainable Recreation & Public Land Management and add it as a PRM major requirement.

a. Student feedback from senior exit interviews, faculty feedback regarding content knowledge, and accreditation program review feedback prompted the need for this course change. Faculty asked, "what does a PRM grad look like?" and "where might a gap exist in what we want a PRM grad to look like and what knowledge and skills PRM grads actually leave with?" The gap we found was in knowledge around sustainability. Sustainability and public land management are foundational components to responsible Parks and Recreation Management (Sustainability is one of 3 "pillars" of the National Parks and Recreation Association). The current class offerings did not adequately cover this topic. We had an elective course: PRM 433 Outdoor Recreation and Public Land Management that contained significant content on sustainable management practices. Therefore, we propose editing this course slightly to center the focus on both

sustainable recreation and public land management making it a required core course.

3) Change First Aid Course Requirement to add a “proof of certification” option in addition to the course options

a. An increasing number of PRM students are obtaining their first aid certifications outside of WCU (for example, their summer camp might pay for them to become certified in WFA-Wilderness First Aid). We still firmly believe that a first aid certification should be a requirement for all PRM majors. However, we want to add some flexibility for our students to be able to take a first aid course from WCU OR provide us with proof that they have gotten their first aid certification outside of WCU. We will continue to offer our first aid course options (though we will cut back on the number of sections, freeing faculty members up to teach other core courses) so that students can still first aid courses at WCU. However, this option will offer students more options to meet this requirement. We propose adding the following language to the first aid curriculum requirement: Students may choose from the following list of courses or provide proof of current certification in WFA, Advanced WFA, WFR, OEC, EMT, or WEMT to their advisor.

4) Change required major hours to 41-45

a. Because of the changes indicated above, the total number of hours required for the major will change to 41-45

Course-Level Changes

1. Title, course description, and number change to PRM 433: Outdoor Recreation and Public Land Management. New course is PRM 362: Sustainable Recreation & Public Land Management

a. Please see description above for the rationale for this change. This course is being re-vamped to focus on sustainable recreation and public land management. It will then become a required core course (currently it is an elective) to fill a programmatic need. The new course fits better as a 300-level course given the new course content and focus. We also want students to take this course before the 400-level series in our major, as much of the information in this course is foundational for the 400-level courses.

The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program.

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