

Title **0037** 02/27/2023
by **Laurie Harmon** in **2023 COAPRT Annual Report** id. 35717307
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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 **University of Wisconsin-La Crosse**

Name of Accredited Program **Recreation Management**

Total number of students enrolled in this program. **47**

Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person. **Laurie Harmon**

Position Title **Department Chair**

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Department Name **Recreation Management & Therapeutic Recreation**

Website **<https://www.uwlax.edu/rec-management-and-therapeutic-rec/>**

Formal Name of your Institution's President **Chancellor Joe Gow**

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

96%

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	11%
Method of measurement	Campus-wide survey through Handshake 1 month pre-graduation up to 6-months post graduation. Reminders are provided.
Response rate	61%
Notes	This is completed by our institutional research department at UWL.
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	50%
Method of measurement	Campus-wide survey through Handshake 1 month pre-graduation up to 6-months post graduation. Reminders are provided.

Response rate

61%

Notes

This is completed by our institutional research department at UWL.

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.

Recreation Management Program

The Recreation Management Program at University of Wisconsin - La Crosse is the only nationally accredited recreation management program in the University of Wisconsin system. The mission is to train students in the skills of the recreation profession and instill an appreciation of the vital role of leisure in people's lives. An experiential approach to our teaching makes students uniquely competitive in the recreation job market and proves an excellent transition into the recreation profession.

The program services students interested in a range of professional careers. Four emphasis areas (tourism, community-based recreation, outdoor recreation, and generalist) provide the opportunity to create a personalized program of study. Graduates find employment in government agencies, YMCAs, Boys and Girls Clubs, campus, environmental education, military bases, tourism enterprises, resorts, and other for-profit recreation organizations ranging from retail to direct service providers.

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.

**We conceive of this competency as developing foundational knowledge about history, civic engagement, management, legalities, the environment, and diversity, equity, and inclusion as they inform recreation, park, and tourism related practices. Data are provided in the following courses (though additional data are collected as well).
REC 325 (Leisure in a Diverse Society). This course requires students to demonstrate an understanding of ability to recognize stereotypes and prejudice affecting leisure experiences and leisure services delivery (7.01a)
REC 351 (Civic Engagement in the Recreation Profession). This course requires students to demonstrate an understanding of techniques that may be used to effectively involve the public in recreation issues and decision making (7.01b)
REC 150 (Foundations of Recreation). This course includes a stand alone unit where students learn the philosophical foundations of leisure and the history and development of recreation (7.01c)**

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

**REC 325: Students complete an External Agency Assessment project which includes illustrating understanding of 7.01a.
REC 351: Unit B from a summative exam is given which includes a series of questions assessing students' understanding of 7.01b techniques.
REC 150: The summative unit exam is used to assess student learning specific to 7.01c.**

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.

REC 325: The goal is for 90% of students to achieve 70% or better on the External Agency Assessment.
REC 351: The goal is for 90% of students to achieve 70% or better on the summative exam
REC 150: The goal is for 80% of students to achieve 70% or better on the summative unit exam.

Result of the assessment of the learning outcome for Standard 7.01:

REC 325: Spring 2022 - 100% of students achieved 70% or better on the External Agency Assessment.
REC 351: Spring 2022 - 91% of students achieved 70% or better on the summative exam.
REC 150: Fall 2021 - 97.4% of students achieved 70% or better on the summative unit exam.
Spring 2022 - 97.8% of students achieved 70% or better on the summative unit exam.

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.

Provision of services and experiences includes recreation programming, environmental education, site planning and design, and experience evaluation. We further acknowledge that to best serve our clientele, we must provide solutions to overcome stereotypes and prejudice in the leisure field. Data are presented in the following courses (though additional data are collected as well):
REC 400 (Planning for Park and Recreation Facilities). This course assesses the ability to a) assess and implement relevant federal, state, and local statutes specific to a park and recreation comprehensive plan; b) engage citizenry in the park and recreation planning process; and, c) analyze park and recreation facility plans for effectiveness (7.02a & 7.02c)
REC 340 (Evaluation Methods and Practices). This course assesses students' abilities to a) write properly worded mail and phone survey question; b) describe the proper steps used to complete surveys; c) use basic statistical applications to interpret data; and, d) write a survey report with findings and recommendations (7.02a, 7.02b, & 7.02c)

Describe the method by which the learning outcome for Standard 7.02 was assessed:

REC 400: These outcomes are assessed by the summative scores on a semester long planning project and through the formative score on the sub-component of the project called Inventory & Analysis.
REC 340: These outcomes are assessed through the summative Final Research Project.

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.

REC 400: The goal is for 95% of students to achieve 70% or better on the semester long planning project and 95% of students to achieve 70% or better on the Inventory & Analysis sub-component of the semester long planning project.
REC 340: The goal is for 90% of students to achieve 70% or better on the Final Research Report.

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

REC400: Fall 2021 - 95.5% achieved 70% or better on the semester long planning project and 90.1% of students achieved 70% or better on the Inventory & Analysis sub-component of the semester long planning project.
REC 340: Fall 2021 - 100% of students achieved 70% or better on the Final Research Report.
Spring 2022 - 100% of students achieved 70% or better on the Final Research Report.

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.

Management/Administration includes civic engagement, leading, planning, and organization. Data are presented in the following course (though additional data are collected as well): REC 351 (Civic Engagement in the Recreation Profession). Students successfully completing this course will have the following competencies: 1) an understanding of the importance of civic engagement to the field of recreation; 2) an understanding of techniques that may be used to involve the public in recreation issues; 3) the ability to work with stakeholders surrounding an issue in recreation management; 4) the ability to listen respectfully to those with conflicting positions/points of view; 5) the ability to effectively synthesize and describe another person's point of view verbally and in writing; 6) the ability to prepare a professional report detailing a specific issue related to a recreation program, facility, etc. that describes the issue, the history, the stakeholders, the conflict, and recommendations for potential solutions.

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

The Class Project Individual Final Report.

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.

The goal is for 90% of students to achieve 75% or better on the Class Project Individual Final Report.

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

In Spring 2022, 68.2% of students achieved 75% or better on the Class Project Individual Final Report.

Follow up explanation to not reaching our goal: This was an unusual semester. Three recreation management minors took the course without the required prereqs. 2 of the 3 scored below 75% on the final report. There was a loophole in WINGS registration that allowed them to enroll without an override. That issue has since been corrected with records and registration. Additionally, 7 students were allowed to take the prereq REC 340 concurrently with REC 351 in order to graduate on time. 3 of the 7 scored below 75% on the final report. REC 340 introduces students to the research process, and the process of creating a research report. 10 of 12 (83.3%) of student who completed all required prereqs prior to taking REC 351 achieved a 75% or better on the final report. REC 351 has a semester long research course embedded into it. Thus, the semester began with 45% of students lacking familiarity with the research process. This created issues throughout the semester. Feedback from students in an evaluation assignment indicated that students who had completed the prereqs struggled to do their part and help their classmates who were not familiar with research. It is recommended that student not be allowed to take REC 340 and REC 351 concurrently without supporting evidence that they are familiar with/understand the research process, including reporting procedures.

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.

All Recreation Management majors must complete a minimum of 12-credits of REC 450 (Internship) as the summative experience of their RM degree requirements. Students apply the five core internship areas of experience design & facilitation, professional ethics, diversity & inclusion, evaluation, and leisure, quality of life, and well-being through a comprehensive, full-time internship of continuing experience in one appropriate professional recreation or tourism organization of not less than 400 clock hours and no fewer than 10 weeks.

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

The Internship Supervisor Final Evaluation is used. The measure is a tool in which the Internship Supervisor completes a summative assessment of student accomplishments in 5 core competency areas. The ratings are on a 5-point scale from “Exceptional = 5” to “Unacceptable = 1”. Students are assessed in the areas of “Performance”, “Knowledge”, “Attitude”, and “Behavior” in the following core competencies:
Experience Design & Facilitation
Professional Ethics
Diversity & Inclusion
Evaluation
Leisure, Quality of Life, and Well-Being

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.

The goal is for 100% of students to achieve 70% or better on the assessment.

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

In Fall 2021 there were no interns. In Spring 2022, 100% of students achieved 70% or better on the assessment. In Summer 2022, 100% of students achieved 70% or better on the assessments.

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.

<https://www.uwlax.edu/rec-management-and-therapeutic-rec/accreditation/>

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.

<https://www.uwlax.edu/rec-management-and-therapeutic-rec/accreditation/>

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.

<https://www.uwlax.edu/rec-management-and-therapeutic-rec/accreditation/>

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".

No major changes were made in this reporting year. However, the program did conduct a full re-accreditation self study and was, subsequently, awarded re-accreditation.

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

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