
Title	0017	03/03/2021
	by Candice Riley in 2021 COAPRT Annual Report	id. 19419638
	riley@calu.edu	

Original Submission 03/03/2021

Section 1: Contact Information

Name of institution	California University of Pennsylvania
---------------------	--

Name of Accredited Program	Parks and Recreation Management
----------------------------	--

Total number of COAPRT Accredited Programs at this institution	1
--	----------

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

Position Title	Assistant Professor
----------------	----------------------------

Address	250 University Avenue Box 74 California West Virginia 15419 US
---------	---

Email	riley@calu.edu
-------	-----------------------

Phone	+17249385288
-------	---------------------

Department Name	Department of Business, Economics, and Enterprise Sciences (Parks and Recreation Management Program)
-----------------	---

Website	https://www.calu.edu/
---------	--

President of Institution	Robert Thorn
--------------------------	---------------------

President's Email **riley@calu.edu**

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 standard going forward and to provide program-level outcomes data, COAPRT is adding two questions to the annual report: graduate school acceptance rate and post-graduation employment rate. These are in addition to the program-level outcome of the six-year graduation rate currently reported. COAPRT recognizes reporting these new program-level outcomes will require additional planning and effort and your programs may not be currently collecting this information. If you do not have the graduate school acceptance rates or post-graduation employment rates for 2020 graduates, please enter “N/A” in the spaces below. In the “Notes” space, please provide a brief description of how you have collected relevant data, plan to improve what you have collected (if applicable) or will now plan to collect and report the data. In addition, provide a credible/acceptable response rate you will achieve for future annual reports. For the 2021 annual report (due March 2022), these data will be required, and N/A will not be accepted. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Therefore, you will see these questions repeated in each COAPRT accredited program (e.g., therapeutic recreation, sports management, tourism) section. 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 dis-aggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate (as previously required)

100%

Graduate school acceptance rate (new requirement)

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. If data are not available for this year, please use the "Notes" space to briefly describe a plan to provide the data in a consistent manner in future annual reports. 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% Example C (did not have data) Number accepted to graduate school: n/a Percent of graduating students: n/a Method of measurement: n/a Response rate: n/a Notes: Items will be added to alumni survey, administered three months post-graduation, and monitored with follow-up reminders to secure a response rate of at least 80%

Graduate School Acceptance Rate (new requirement)

0 students were accepted to graduate school

Method of measurement

Initial survey was sent via email (through Handshake) just before graduation. Five follow up emails were sent to non-responders, and phone calls were made to those who said they were "still looking." Data was also collected from LinkedIn profiles and faculty.

Response rate

75% of graduating seniors

Notes

We haven't worked to increase our response rate but will work closely with campus career services to help us secure a response rate of 85%

Post-graduate
employment rate
(newly required)

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. If data are not available for this year, please use the "Notes" space to briefly describe a plan to provide the data in a consistent manner in future annual reports. 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% Example C (have partial data) Number of employed students: 23 Percent of graduating students: 43% Method of measurement: Anecdotal from academic advisor so not really complete Response Rate: n/a Notes: Items will now be added to alumni survey, administered four months post-graduation by advisor, and monitored with follow-up reminders to secure a response rate of at least 85%

Post-graduate
employment rate
(new requirement)

3 Students indicated they are currently employed

Method of
measurement

Initial survey was sent via email (through Handshake) just before graduation. Five follow up emails were sent to non-responders, and phone calls were made to those who said they were "still looking." Data was also collected from LinkedIn profiles and faculty.

Response rate

75% of graduated students

Notes

Items will now be added to alumni survey, administered four months post-graduation by advisor, and monitored with follow-up reminders to secure a response rate of at least 85%

Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, and 7.03 (for a total of three 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

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.

Our students at California University of Pennsylvania graduate with a Bachelor of Arts in Parks and Recreation Management. The primary philosophy and goals of the Park and Recreation Management program is to improve the quality of life for our citizens and our communities. We are devoted to improving the health and wellness of our constituents through the provision and promotion of an active and healthy leisure lifestyle. Also, we are dedicated to the effective preservation, conservation, stewardship, management and use of our parks and protected areas while continuing to connect children to nature and improve our environment. Finally, our program is committed to enhancing social equity and promoting equal access to parks, recreation and leisure opportunities for all.

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.

Students will demonstrate entry-level knowledge in the nature and scope of the park, recreation, tourism, and hospitality professions and the historic, scientific, and philosophical foundations of the profession based on the evaluation of key class assignments.

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

Course-specific assignments, activities and test/quiz items were used to assess compliance with the learning outcomes.
REC 165: In-class discussion on crowding in national parks
REC 361: Diversity issues in Parks and Recreation Assignment
REC 374: Commercial Recreation Business Profile Paper
REC 374: Commercial Recreation Manager Interview
REC 365, Recreation Resource Management: Quiz on Prominent People in Recreation Resource Management

Indicate whether this outcome measure is Direct or Indirect.

Direct

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

REC 165: In-class discussion on crowding in national parks: 80% of students who were present for the class discussion performed the required task at a satisfactory level or better.

72 Total students, 64 students (88.9%) present, 8 students (11.1%) absent

REC 361: Diversity issues in Parks and Recreation Assignment: 90% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 11 students total, 5 - 100/100; 1 - 95/100; 1- 90/100; 2 - 85/100; 1- 75/100; 1- 0/100; Avg = 85/100

REC 374: Commercial Recreation Business Profile Paper: 90% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 8 students total, 1 - 100/100; 3 - 96/100; 2- 92/100; 1 - 80/100; 1- 52/100; Avg = 88/100

REC 374: Commercial Recreation Manager Interview: 90% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 8 students total, 3 - 100/100; 5 - 96/100; Avg = 98/100

REC 365: Assessment Measure: Twenty Matching Items with 20 Prominent People in RRM vs. 20 Descriptions

Direct Measure: Online Class Quiz, 4 Matching sets w/ 5 Items each

Learning Outcomes: Minimum passing score = 80%; 5 students total, 2 - 100/100; 2 - 90/100; 1 - 80/100; Avg = 92/100

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.

Students will demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

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

Course-specific assignments, activities and test/quiz items were used to assess compliance with the learning outcomes.

REC 165: Gender Equality In-Class Activity

REC 361: Diversity Interview Assignment

REC 374: Local Commercial Recreation Business Profile

Please indicate whether this outcome measure is Direct or Indirect.

Direct

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

REC 165: Gender Equality In-Class Activity: Nearly 80% of students who were present for the class discussion performed the required task at a satisfactory level or better.

72 Total students, 57 students (79.1%) present, 15 students (21%) absent

REC 361: Diversity Interview Assignment: 90% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 11 students total, 10 - 100/100; 1 - 0/100; Avg = 91/100

REC 374: Local Commercial Recreation Business Profile: 90% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 8 students total, 1 - 100/100; 3 - 96/100; 2 - 92/100; 1 - 80/100; 1 - 52/100; Avg = 88/100

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.

Students will demonstrate entry-level knowledge about operations and strategic management and administration in parks, recreation, tourism and/or related professions.

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

REC 165: Recreation Agency In-Class Activity

REC 361: Ability Awareness Experience Project

REC 374: Commercial Recreation Business Plan

GEO 474: Students must complete a master plan project in GEO 474 that meets the standard of 7.03. The Master Plan Project is a significant undertaking in GEO 474.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

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

REC 165: Recreation Agency In-Class Activity: 80% of students who were present for the class discussion performed the required task at a satisfactory level or better.

72 Total students, 62 students (86.1%) present, 10 students (14%) absent

REC 361: Ability Awareness Experience Assignment: 80% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 11 students total, 8 - 100/100; 1 – 98/100; 1- 50/100; 1- 0/100; Avg = 86/100

REC 374: Commercial Recreation Business Plan: 60% of students earned an 80% or higher on this assignment.

Minimum passing score = 80%; 8 students total, 1 - 100/100; 3 - 94/100; 1- 92/100; 1 – 88/100; 1 - 80/100; 1- 78/100; Avg = 90/100

GEO 474: (Met) For the Master Plan Project during the fall 2019 semester, 94% of students achieved a “B” or higher on the Master Plan Project.

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.calu.edu/academics/undergraduate/bachelors/parks-recreation-management/index.aspx>

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.calu.edu/academics/undergraduate/bachelors/parks-recreation-management/index.aspx>

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.calu.edu/academics/undergraduate/bachelors/parks-recreation-management/index.aspx>

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".

Update 1. (Sections 1.03, 1.04, 1.05): One of our Parks and Recreation Management Faculty, Dr. Thomas Wickham has been named Interim Assistant Dean of Eberly College of Science and Technology. This appointment is expected to last until Summer 2022 and he will not have a teaching load. However, since our program has been changed into a concentration (see Update #4), our program array will include tourism courses and that instructor (Dr. Susan Ryan) will help us fulfill the faculty requirement needed for accreditation.

Update 2. The program departments at California University of PA were realigned in Summer 2020 which moved Parks and Recreation Management from Earth Sciences to Business and Economics (department renamed to Business, Economics, and Enterprise Sciences).

Update 3. Robert "Bob" Thorn began his term as interim president of California University Feb. 1, 2021, upon the retirement of former president Geraldine Jones.

Update 4. (Sections 7.01-7.04): The Parks and Recreation Management Major has been placed into moratorium by the provost effective Fall 2021. We will be able to maintain the Parks and Recreation Management Minor and we are in the process of developing a concentration (called Parks and Recreation Management) within the Bachelor of Science in Business Administration (B.S.B.A.), Interdisciplinary Studies in Business and Commerce Major. This concentration will still offer the required Parks and Recreation Management courses used in the 7.0 Series Learning Outcomes. After receiving unanimous department approval, the Parks and Recreation Management Concentration is currently moving along the administrative approval process. Once full approval is given, this concentration will be effective Fall 2021.

Update 5. California University of Pennsylvania, Clarion University, and Edinboro University are in the process of integrating into one university. The goal is for each campus to remain and maintain its own identity, but it plans to operate under a single leadership, single program array, and single faculty and staff. At the moment, there is still a great deal of uncertainty as to how this integration is going to appear and how this will effect the Parks and Recreation Management Concentration.
