

## STRATEGIC PLANNING

### STANDARD 2.01.04

Eastern Washington University has a strategic planning process that encompasses the 2012 – 2017 timeframe. The university focus areas and associated goals, include:

STUDENT SUCCESS  
INSTITUTION OF INNOVATION  
COMMUNITY ENGAGEMENT  
VISIBILITY

The following is an update to the plan we submitted in 2012 to COAPRT. At the time, the RCLS program developed four goals, which have guided our efforts over the past five years.

All comments regarding goal status are written in bold.

### STUDENT SUCCESS

Continue to strengthen the RCLS curriculum by moving into an outcomes based instructional process. We plan to hold students more accountable by raising the minimum passing score for all RCLS classes, and we want to make the professional internship process affordable and accessible to all students.

- We are planning the successful transition to a student outcomes and evidence-based instructional format, in anticipation of the 2013 Standards.
- We plan to raise the minimum passing score for all RCLS classes from 2.0 to 2.5.
- We plan to offer tuition cost savings to our students by lowering the credit load for professional internship (from 15 to 12 credits).

#### KEY STRATEGIES:

- Evaluate and revise the over-arching RCLS student outcome statements, in light of the new standards
- Evaluate and revise the over-arching degree outcome statements for Recreation Management, Outdoor Recreation, and Therapeutic Recreation, in light of the new standards
- Evaluate and revise the individual core classes and respective student outcome statements

- Evaluate and revise the Therapeutic Recreation option and respective student outcome statements
- Raising of the minimum passing score for all RCLS classes (from 2.0 to 2.5)
- Reduction of the professional internship credit load from 15 to 12 total

### ACTION STEPS:

- Develop over-arching RCLS student outcome statements, measures of success, appropriate evidence and documentation, and an associated database - **Completed**
- Develop over-arching student outcome statements for the Recreation Management degree, the Outdoor Recreation degree, and the Therapeutic Recreation degree, measures of success, appropriate evidence and documentation, and an associated database - **Completed**
- Develop student outcome statements for the individual core classes including an evaluation of assignments, measures of success, evidence and documentation, and an associated database - **Completed**
- Develop student outcome statements for the Therapeutic Recreation class series including an evaluation of assignments, measures of success, evidence and documentation, and an associated database - **Completed**
- Submit paperwork and attend a university committee meeting/hearing in order to raise the minimum passing score for all RCLS classes (from 2.0 to 2.5) - **Completed**
- Submit paperwork and attend a university committee meeting/hearing in order to reduce the credit load for professional internship - **Completed**

### INDICATORS OF SUCCESS:

- Completed student outcome statements for the RCLS program and associated measures of success, forms of evidence, documentation strategies, and a new database - **Completed**
- Completed student outcome statements for the Recreation Management, Outdoor Recreation, and Therapeutic Recreation degree areas, including measures of success, forms of evidence, documentation strategies, and a new database - **Completed**
- Completed student outcome statements for the individual core classes, including revised syllabi and assignments, measures of success, forms of evidence, documentation strategies, and a new database - **Completed**
- Completed student outcome statements for the various Therapeutic Recreation classes, including revised syllabi and assignments, measures of success, forms of evidence, documentation strategies, and a new database - **Completed**

- University approval for raising the minimum passing score for all RCLS classes (from 2.0 to 2.5) - **Completed**
- University approval for lowering the professional internship credit load from 15 to 12 credits - **Completed**

#### TARGET COMPLETION DATE:

- The transition process to the new 2013 COAPRT standards: **The RCLS program used the 2011 – 2012 academic year to complete the various steps (stated above) in order to come into compliance with the 2013 COAPRT standards. This includes revised outcome statements for the RCLS program, the three degree areas, and all of the core classes. We also revised syllabi and assignments in the core classes. Finally, we created measures of success, forms of evidence, documentation strategies, and a new data-base to organize and store all of this information. For the purpose of this report, data collection started in fall 2012 and ended in spring 2015. Data collection continues, however, the data for summer and fall 2015 are not reflected in this report.**
- The raising of the minimum passing score for all RCLS classes, from 2.0 to 2.5: **Completed, Winter 2012**
- The reduction of professional internship credits from 15 to 12: **Completed, Winter 2012**

#### **INSTITUTION OF INNOVATION**

Continue to strengthen our learning environment by improving systems for tracking and managing student activities and data associated with the professional internship process (for current and future students). We plan to utilize technology in order to streamline the administrative processes involved with the professional internship process, for both the student and the host organization.

#### KEY STRATEGIES:

- We plan to develop an on-line database system to track all professional internships
- We plan to develop an on-line, interactive internship manual for the student and the supervisor

#### ACTION STEPS:

- Track and organize internship information from the past three to five years, including specific internship locations, years and dates of placements, sector (private, public, non-profit), positions held and associated job descriptions, remuneration agreements, living accommodations, contact and website information,

and student comments regarding their overall experience – **Internship information is tracked in our new data base. This information includes: internship locations, years and dates of placement, sector, supervisor information, and contact information.**

- Establish useful indicators (internship data that will be consistently tracked and managed over time) for both internal and external use (will not include student performance information or grades – this will be tracked separately). - **Completed**
- Develop a database that is effective, user-friendly, and accessible via website - **Completed**
- From the existing manuals, establish and prioritize internship forms and paperwork that need to be interactive – as compared to informational – **We have made the manual interactive, to the extent possible. Portions of the internship paperwork are still filed as hard copies in the student’s academic file.**
- Locate the proper software or web-based procedures, which will allow us to make forms interactive – **Completed, however, we are finding that some hard copies are still necessary**
- Develop aspects of our internship manual(s), which should be filled out and completed on-line – **Again, this was successful, but certain documents, by necessity, need to be hard copies**

#### INDICATORS OF SUCCESS:

- Development of an on-line tracking and information system for all professional internships - **Completed**
- Development of on-line, interactive student and supervisor internship manuals – **Completed**

#### TARGET COMPLETION DATES:

- On-line database system to track all professional internships: **Completed Spring 2012**
- On-line, interactive internship manual for the student and supervisor: **Completed Spring 2012**

### COMMUNITY ENGAGEMENT

Continue to strengthen community engagement through active participation of RCLS students and faculty with campus and community groups, business, organizations, and government.

### KEY STRATEGIES:

- Further develop our working and instructional relationship with the ASEWU Outdoor Program (EPIC)
- Further develop student class projects and assignments that positively affect and contribute to various community and business organizations in the Inland Northwest
- Establish a database for the documentation of community engagement projects

### ACTION STEPS:

- Reduce the RCLS outdoor equipment inventory and costs associated with replacement, maintenance, and storage - **Completed**
- Develop class fees that are payable to EPIC and include equipment rental and student transportation – **On going. We are limited by the state with regard to the amount we are allowed to raise course fees on an annual basis. Course fees are raised every year, to the extent possible, in order to help off-set the costs of transportation, and equipment purchases and associated maintenance.**
- Expand and refine RCLS instructional efforts in the area of outdoor recreation through short-term teaching contracts with the EPIC professional staff (rock climbing, whitewater rafting and kayaking, and mountaineering) **On going and always under negotiation. Currently, specific members of the EPIC staff teach courses (for RCLS) in rock climbing, whitewater kayaking, wilderness first responder, swiftwater rescue, and mountaineering. In addition, one staff member, Dustin Semb, teaches our leadership course (RCLS 220).**
- Further develop field practicum and employment opportunities, at EPIC, for RCLS students – **On going. A good number of our OR students are employed by EPIC. We also offer practicum opportunities, whenever there is interest and available staff to supervise**
- Assess, organize, and document when and where student projects and assignments have taken place in the community over the past three to five years – **Completed, but on an individual faculty level. We have not yet designed a centralized, web-based storage system**
- Establish organizations where we want to see continued working relationships – **Completed, but on an individual faculty level. Faculty are made aware, via meetings, when and where these discussions are occurring.**
- Assess, establish, and document new potential areas for student/faculty community engagement via networking, conferences, professional organizations, meetings, student internships, and citizen boards – **Completed, but on an individual faculty level. Conversations occur during faculty meetings, however, much of this**

**work, out of necessity, is accomplished according to the degree area, e.g., OR, RTM, and TR**

- Develop future community engagement projects, which are designed around the 2013 Standards and student outcomes and evidence-based learning – **On going. Much of this work is class specific. For example, the programming class (RCLS 385) designs quarterly events for the community. The Facilities Planning class (RCLS 360) and the Evaluation and Research Class (RCLS 425) will also work, on occasion, in partnership with community entities and organizations. Students enrolled in the Therapeutic Recreation program and the Challenge Course curriculum will also work in partnership with community organizations.**
- Develop a database, via the Google doc program, which can help with the documentation of our efforts in this area. – **Not completed\*, but this will appear as a new goal for the next five-year plan.**

#### INDICATORS OF SUCCESS:

- A written and signed agreement or contract between EPIC and RCLS regarding equipment use, storage, transportation, and student fees - **Completed**
- A documented track record of hiring EPIC professional staff to teach outdoor recreation hard skill classes - **Completed**
- Development of a Google Doc database, which documents past and future community engagement projects, contacts in the community, and areas for future development. – **Partially completed\***

#### TARGET COMPLETION DATES:

- EPIC equipment use and transportation agreement: **Completed, on going, Fall 2012 – Fall 2015**
- Contracting of outdoor recreation hard skill classes: **Completed, on going, Spring 2012 – Fall 2015**
- Development of a community engagement database: **Not completed\***
- Development of new community engagement projects and assignments: **On going, Fall 2012 – Fall 2015**

|                   |
|-------------------|
| <b>VISIBILITY</b> |
|-------------------|

Continue to strengthen the RCLS Program's reputation by raising the visibility of our high-quality academic curriculum, community engagement and innovation.

The RCLS Program's reputation drives the engagement and support of our current students, alumni relations, as well as our enrollment for undergraduate and graduate programs. Expanded visibility and recognition of the RCLS Program's strengths and successes will drive internal and external perceptions of the RCLS curriculum as a program of choice.

#### KEY STRATEGIES:

- Improve program visibility through social media networking tools.
- Establish resources in technology to support the development and creation of social media platforms.

#### ACTION STEPS:

- Establish an RCLS Facebook page to promote the RCLS Program and connect with current, past and future students.
- Establish an RCLS YouTube channel to highlight RCLS Program courses, events and adventures.
- Integrate social media networks onto current RCLS website.
- Establish video based technology resources and equipment such as cameras, camcorders, video editing software and video based accessories (microphones, tripods, memory cards, lighting, mounts, etc.).

#### INDICATORS OF SUCCESS:

- Development of Facebook page and established user base. **Completed**
- Development of YouTube channel and established user base. **Completed**
- Integration of media networks on to current website. **Completed**
- Purchase of all needed video based technology and equipment within an allocated budget. **On going**

**TARGET COMPLETION DATES:**

- Development of Facebook page and established user base: **Completed Spring 2013**
- Development of YouTube channel and established user base: **Completed Fall 2013**
- Integration of media networks on to current website: **Completed Fall of 2013**
- Purchase of all needed video based technology and equipment within an allocated budget Ongoing— **Completed, on going, Fall 2012- Fall 2015.**