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

- **STUDENT SUCCESS**
- **INSTITUTION OF INNOVATION**
- **COMMUNITY ENGAGEMENT**
- **VISIBILITY**

The RCLS program has developed goals, which will guide our efforts over the next five years. To the extent possible, we have tried to incorporate the overarching goals of the university into our ongoing planning efforts.

Although we submitted a status report for our previous planning efforts, COAPRT should be aware that the last five years have been more than active for the RCLS program. Three of the past five years have been consumed with position searches in Therapeutic Recreation, Recreation and Tourism Management, and Outdoor Recreation. None of these efforts are reflected in our strategic plan update for 2012 -2015.

Dr. Emily Messina was hired effective September 2011, in the area of Therapeutic Recreation. Dr. Jeremy Schultz was hired effective September 2013, in the area of Recreation and Tourism Management. And Dr. Jeremy Jostad was hired effective September 2015 in the area of Outdoor Recreation. We have experienced a significant transition in personnel over the past five years.

In addition to working on our core curriculum and assessment, we have been busy acclimatizing and coaching new faculty into their positions, as well as providing familiarization to the program, the department, and university. Much of the work with regard to the development of outcomes and evidenced-based instruction and assessment was accomplished while we were in this period of transition. We feel good about the assessment plan we have developed, however, there are strong feelings that we need to return to and re-evaluate program, degree, course, and assignment outcomes. Both Therapeutic Recreation and Recreation and Tourism Management (formerly Recreation Management) have seen some significant curriculum revisions and we anticipate the Outdoor Recreation curriculum will go through the same process. This plan will largely emphasize curricular and assessment changes we believe are important in order to establish program viability, stability, and growth over the next five years.
STUDENT SUCCESS

Continue to revise and strengthen the RCLS core curriculum, including outcome statements, course syllabi, measures of success, and forms of evidence.

Resolve the issues of redundancy and overlap seen with the dual processes of university assessment and COAPRT assessment expectations.

Evaluate and move toward resolving program capacity issues

Evaluate and refine advising efforts

- Re-evaluation and revision of program, degree (OR, TR, and RTM), and course outcome statements
- Re-evaluation of course syllabi, measures of success, and forms of evidence
- Develop a better strategy for dovetailing accreditation assessment efforts with the university assessment process
- Develop strategies to help with program capacity issues
- Continue to refine approaches to academic advising

KEY STRATEGIES:

- Re-evaluate and revise, where necessary, the over-arching RCLS student outcome statements, in light of recent and anticipated future curricular changes

- Re-evaluate and revise, where necessary, the over-arching degree outcome statements for Recreation and Tourism Management, Outdoor Recreation, and Therapeutic Recreation, in light of recent and anticipated future curricular changes

- Re-evaluate and revise, where necessary, the individual core classes and respective student outcome statements

- Re-evaluate and revise course syllabi, measures of success, and forms of evidence in light of recent and anticipated future curriculum changes

- Initiate conversations and plans with the university assessment office in order to reduce redundancy and overlap between the parallel processes of university assessment and COAPRT assessment expectations

- Explore approaches or options that help with program capacity issues

- Continue communication and collaboration with the Office of Undergraduate Advising. Open new channels of communication with the CALE undergraduate advising officer.
ACTION STEPS:

• Revise, where necessary, over-arching RCLS student outcome statements, measures of success, appropriate evidence and forms of documentation

• Revise, where necessary, 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 forms of documentation

• Revise, where necessary, student outcome statements for the individual core classes including a re-evaluation of assignments, measures of success, evidence of success, and forms of documentation

• Plan meetings with the CALE dean, university assessment office, and the university assessment committee in order to review and streamline the dual processes of university assessment and COAPRT assessment expectations

• Research internal and external approaches for working with issues of student capacity, related to program sustainability and effectiveness

• Plan meetings and advising strategies with the Office of Undergraduate Advising. Plan meetings and advising strategies with the CALE undergraduate advising officer

INDICATORS OF SUCCESS:

• Revised student outcome statements for the RCLS program and associated measures of success, forms of evidence, and documentation strategies

• Revised student outcome statements for the Recreation Management, Outdoor Recreation, and Therapeutic Recreation degree areas, including measures of success, forms of evidence, and documentation strategies

• Revised student outcome statements for the individual core classes, including revised syllabi and assignments, measures of success, forms of evidence, and documentation strategies

• Documentation of a series of meetings leading toward the resolution and reduction of redundancy and overlap between the dual processes of university assessment and COAPRT assessment expectations.

• Documentation of research and suggested approaches for dealing with the issue of program capacity, related to program sustainability and effectiveness

• Documentation of a series of meetings leading toward refined student advising approaches and practices
TARGET COMPLETION DATE:

- The revision of RCLS program outcome statements, including measures of success, forms of evidence, and documentation strategies: Fall 2017 (All RCLS faculty)

- The revision of degree (OR, TR, RTM) outcome statements, including measures of success, forms of evidence, and documentation strategies: Fall 2017 (All RCLS faculty)

- The revision of core curriculum student outcome statements, including revised syllabi, assignments, measures of success, forms of evidence, and documentation strategies: Fall 2017 (All RCLS faculty)

- The resolution and development of a new plan to reduce redundancy and overlap between the parallel processes of university assessment and COAPRT assessment expectations: Fall 2017 (RCLS program director)

- The resolution and development of approved university and college techniques for better managing program capacity issues: Fall 2018 (All RCLS faculty and the PEHR Co-Chairs)

- The development of regular communication and advising strategies between RCLS and the Office of Undergraduate Advising. The refinement of advising strategies between RCLS and the CALE undergraduate advising officer: Fall 2018 (RCLS Program Director)

INSTITUTION OF INNOVATION

Continue to strengthen our learning environment by improving systems for tracking, managing, and storing assessment data.

The development of a minor in Travel and Tourism

Begin the process of up-dating the Outdoor Recreation curriculum

Continue the process of curriculum refinement in the area of Therapeutic Recreation.

Activate the process of capping the TR program via admissions requirements

Change the existing minor in Challenge Course Management and Leadership to a minor in Group Facilitation and Experiential Education
**Key Strategies:**

- Develop a process for capturing, storing, and displaying quantitative assessment data on the Canvas platform
- Research new software for capturing, storing, and displaying qualitative assessment data
- Finish the CPAC process for course approval in the area of Sustainable Tourism
- Initiate the process of CPAC approval for a new minor in Travel and Tourism
- Initiate curriculum refinement and the process of CPAC approval for a variety of courses in the Outdoor Recreation degree (including emphasis development in the areas of land and water based activities)
- Initiate conversations around the development of an Outdoor Recreation equipment budget, within the larger PEHR operational budget
- Continue conversations and negotiations regarding the Outdoor Recreation and EPIC (ASEWU Outdoor Programs) partnership
- Explore the possibility of Outdoor Recreation accreditation through WEA (Wilderness Education Association)
- Explore the possibility of a direct transfer agreement between the EWU Outdoor Recreation degree program and Wenatchee Valley College
- Continue the process of curriculum refinement and the associated CPAC approval process for three courses in the Therapeutic Recreation program
- Activate admissions requirements for the Therapeutic Recreation program
- Initiate the process of CPAC approval to change or add the following courses and requirements: RCLS 225 (Facilitation Techniques), RCLS 321 (Leave No Trace Trainer), RCLS 352 (Challenge Course Practitioner), RCLS 475 (The Theory and Practice and Experiential Education), and the requirement to document 50 hours of facilitation and experiential education experience
- Initiate the process of CPAC approval to change the existing minor in Challenge Course Management and Leadership to Group Facilitation and Experiential Education
ACTION STEPS:

• Work with the Office of Internet Technology and develop the capacity to integrate assignment outcomes with existing rubrics on the Canvas platform. This quantitative data will be generated, stored, and displayed in Canvas (program director)

• Locate and purchase new software designed to capture, store, and display qualitative assessment data (program director)

• Submit CPAC paperwork for the approval of a new course in Sustainable Tourism (Schultz)

• Submit CPAC paperwork for the approval of a new minor in Travel and Tourism (Schultz)

• Continue the work of refining the Outdoor Recreation curriculum and associated CPAC approval process (Jostad)

• Plan a series of meetings with the CALE dean and the PEHR co-chairs regarding the development of an equipment budget for Outdoor Recreation (Jostad and Chase)

• Work toward the development of a new MOU (every two years) between Outdoor Recreation/PEHR and EPIC concerning equipment usage and storage (Jostad and Chase)

• Research the implications of WEA accreditation for the Outdoor Recreation degree program (Jostad)

• Research and discuss, via a series of planned meetings, the implications of setting up a DTA with Wenatchee Valley College and EWU in the area of Outdoor Recreation (Jostad and Chase)

• Submit CPAC paperwork and seek approval for changing the following three classes in the TR curriculum: RCLS 245 (to a 300 level course) – Removing PHED 132 and PHED 349 and replacing them with BIO 232 and BIO 233 (Messina)

• Seek university approval and activation of admission requirements for the Therapeutic Recreation program (Messina)

• Submit CPAC paperwork and seek approval to change or add the following the following courses and requirements: RCLS 225 (Facilitation Techniques), RCLS 321 (Leave No Trace Trainer), RCLS 352 (Challenge Course Practitioner), RCLS 475 (The Theory and Practice and Experiential Education), and the requirement to document 50 hours of facilitation and experiential education experience (Cindric)
• Submit CPAC paperwork and seek approval to change the existing minor in Challenge Course Management and Leadership to Group Facilitation and Experiential Education (Cindric)

**INDICATORS OF SUCCESS:**

• The successful integration of course assignment outcomes and associated rubrics on the Canvas platform (which will lead to the generation, storage and display of quantitative assessment data)

• The successful identification and purchase of new software designed to capture, store, and display qualitative assessment data

• CPAC approval for a new course in Sustainable Tourism

• CPAC approval for a new minor in Travel and Tourism

• CPAC approval for a series of refined or new courses in the area of Outdoor Recreation

• CALE dean and PEHR approval of a new equipment budget for Outdoor Recreation

• The development and approval of a new MOU between EPIC Adventures and the Outdoor Recreation degree program

• A final decision regarding the compatibility and utility of WEA accreditation for the Outdoor Recreation program

• The development of a DTA between Wenatchee Valley College and the EWU Outdoor Recreation program

• The activation of admission requirements for the Therapeutic Recreation program

• CPAC approval for changing the following three classes in the TR curriculum: RCLS 245 (to a 300 level course) – Removing PHED 132 and PHED 349 and replacing them with BIO 232 and BIO 233

• CPAC approval to change or add the following courses and requirements: RCLS 225 (Facilitation Techniques), RCLS 321 (Leave No Trace Trainer), RCLS 352 (Challenge Course Practitioner), RCLS 475 (The Theory and Practice and Experiential Education), and the requirement to document 50 hours of facilitation and experiential education experience

• CPAC approval to change the existing minor in Challenge Course Management and Leadership to Group Facilitation and Experiential Education
**Target Completion Dates:**

- Canvas program modifications to generate, store, and display quantitative assessment data: Fall 2016 (program director)
- Purchase of software designed to capture, store, and display qualitative assessment data: Spring 2017 (program director)
- CPAC approval for a new course in Sustainable Tourism: Spring 2017 (Schultz)
- CPAC approval for a new minor in Travel and Tourism: Spring 2017 (Schultz and Chase)
- CPAC approval for a series of refined or new courses in the area of Outdoor Recreation: Spring 2018 (Jostad)
- CALE dean and PEHR approval of a new equipment budget for Outdoor Recreation: Spring 2017 (Jostad and Chase)
- The development and approval of a new MOU between EPIC Adventures and the Outdoor Recreation degree program: Fall 2017 (Jostad and Chase)
- A final decision regarding the compatibility and utility of WEA accreditation for the Outdoor Recreation program: Spring 2018 (Jostad and Chase)
- The development of a DTA between Wenatchee Valley College and the EWU Outdoor Recreation program: Spring 2017 (Jostad and Chase)
- The activation of admission requirements for the Therapeutic Recreation program: Fall 2016 (Messina)
- CPAC approval for changing the following three classes in the TR curriculum: RCLS 245 (to a 300 level course) – Removing PHED 132 and PHED 349 and replacing them with BIO 232 and BIO 233: Spring 2017 (Messina)
- CPAC approval to change or add the following the following courses and requirements: RCLS 225 (Facilitation Techniques), RCLS 321 (Leave No Trace Trainer), RCLS 352 (Challenge Course Practitioner), RCLS 475 (The Theory and Practice and Experiential Education), and the requirement to document 50 hours of facilitation and experiential education experience: Spring 2017 (Cindric)
- CPAC approval to change the existing minor in Challenge Course Management and Leadership to Group Facilitation and Experiential Education: Spring 2017 (Cindric)
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 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:

• Assess, organize, and document when and where student projects and assignments have taken place in the community over the past three to five years

• Establish organizations and community partners where we want to see continued working relationships

• Assess, establish, and document new potential areas for student/faculty community engagement via networking, conferences, professional organizations, meetings, student internships, and citizen boards

• Develop future community engagement projects, which are designed around the 2013 Standards and student outcomes and evidence-based learning

• Develop a database, via the Google doc program or another suitable software program, which can help with the documentation of our efforts in this area.

INDICATORS OF SUCCESS:

• Development of a database, which documents past and future community engagement projects, contacts in the community, and areas for future development: (program director)

• Successful and documented outreach efforts to organizations and community partners in order to establish new areas for student and faculty community engagement projects: On going (all RCLS faculty)

• The development of future community engagement projects, which are designed around the 2013 standards and student outcomes and evidenced-based learning: On going (all RCLS faculty)
TARGET COMPLETION DATES:

- Development of a community engagement database: Spring 2017 (program director)

- Documentation of outreach efforts, which are targeted to establish new relationships with outside organizations and community partners: On going, Fall 2015 – Spring 2020 (all RCLS Faculty)

- Development of new community engagement projects and assignments (designed around the 2013 standards): On-going, Fall 2015 – Spring 2020 (all RCLS faculty)

VISIBILITY

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:

- Continue to improve program visibility through social media networking tools.

- Continue to revise and improve existing web pages that showcase and explain our three degree areas and the RCLS program as a whole

ACTION STEPS:

- Revise, where necessary, the RCLS Facebook page to promote the RCLS Program and connect with current, past, and future students

- Revise, where necessary, the RCLS YouTube channel to highlight RCLS Program courses, events and adventures

- Revise, where necessary, the integration of social media networks onto the current RCLS website

- Revise, where necessary, existing web pages that highlight the RCLS program and the three degree areas (OR, RTM, and TR)
INDICATORS OF SUCCESS:

- An update and further refinement of our current RCLS Facebook page (program director and Cindric)
- An update and further refinement of our current YouTube channel (program director and Cindric)
- An update and evaluation of our efforts to integrate social media networks onto our current website (program director and Beam)
- An update and further refinement of our existing web pages that highlight the RCLS program and the three degree areas (program director and Beam)

TARGET COMPLETION DATES:

- RCLS Facebook page revisions and update: Spring 2017 (program director and Cindric)
- YouTube channel revisions and update: Spring 2017 (program director and Cindric)
- An evaluation of our efforts to integrate social media networks onto our current website: Spring 2017 (program director and Cindric)
- RCLS web page revisions and update: Spring 2017 (program director and Beam)