Title	**0006**	02/16/2023
	by **Lori Irwin** in **COAPRT 2023 Annual Report**	id. 35519973

127 S. Franklin
Finch Fieldhouse 102 - Central Michigan University
Mt. Pleasant, Michigan
48859
United States
9897743858
Lori.irwin@cmich.edu

Original Submission   02/16/2023

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	**Central Michigan University**
Name of Accredited Program	**Recreation, Parks and Leisure Services - Recreation and Event Management**
Total number of students enrolled in this program.	**111**
Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	**Tim Otteman**
Position Title	**Department Chair**
Address	**1275 S. Franklin RPL Department, Finch Fieldhouse 215 Mt. Pleasant Michigan 48859 US**
Email	**ottem1tw@cmich.edu**

Phone	**+19897747312**
Department Name	**Recreation, Parks and Leisure Services Administration**
Website	**rpl.cmich.edu**
Formal Name of your Institution's President	**Dr. Robert Davies**

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 date: 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 dis-aggregated for each of your programs, self-report in a department data-base, etc.
Six-year graduation rate	**98%**

Graduate school acceptance rate	**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%**
Graduate School Acceptance Rate	**0%**
Method of measurement	**Survey collected with end-of-internship/pre-graduation documents**
Response rate	**80% of graduating students**
Notes	**We did not have any students apply for graduate school.**
Post-graduate employment rate	**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%**
Post-graduate employment rate	**100%**
Method of measurement	**Survey collected with end-of-internship/pre-graduation documents**

Response rate	**80%**
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.	**The Recreation and Event Management (REM) program gives students experience and knowledge needed to be successful in the recreation and event industry. Through both classes and applied experiences, our curriculum focuses in the areas of foundations, programming, operations, administration/management, finance, facilities, strategic planning and professional skills. Students complete 36 hours of on-campus coursework and as a capstone complete the only professional, full-time 30 week, 30 credit internship in the United States. Upon graduation students are prepared to work in a variety of REM industry settings such as community centers, entertainment venues, non-profit organizations, festivals, recreation departments, event companies, theme and amusement parks, convention centers, military recreation, special event venues, faith-based recreation, and/or college and university settings.**

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 graduating from the program shall 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 7.01 was assessed:	**(Direct Measure) The Final Internship Evaluation: The REM concentration has developed the Final Internship Evaluation to reflect the content domain areas associated with the industry including foundations, program development and delivery, finance, operations, facilities, and strategic planning. Students must demonstrate a sound understanding of the background, nature, history, scope and philosophy of a recreation and event management organization.** **(Direct Measure) The Internship Final Paper is also an assessment tool for student mastery of this standard. The REM concentration has developed the Internship Final Paper guidelines to reflect the content domain areas associated with the industry including foundations, program development and delivery, finance, operations, facilities, and strategic planning. Student will discuss and provide documentation regarding their foundational understanding of the background, nature, history, scope and philosophy of the recreation and event management organization at which they completed their internship experience**
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 attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Foundations section of the Internship Final Paper** **75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Foundations section of the Final Internship Evaluation**
Result of the assessment of the learning outcome for Standard 7.01:	**2022 - 2023 Met 100% 4.89/5.0** **75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Foundations section of the Internship Final Paper** **2022 -2023 Met 100% 4.7/5.0** **75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Foundations section of the Final Internship Evaluation**
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 graduating from the program shall 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:	**(Direct Measure) The Final Internship Evaluation: The REM concentration has developed the Final Internship Evaluation to reflect the content domain areas associated with the industry including foundations, program development and delivery, finance, operations, facilities, and strategic planning.** **1. As part of their internship, students are required to complete a capstone project in which they develop, implement, and evaluate a program/service/event for which they are totally responsible which is reflected in the Final Internship Evaluation.** **2. A portion of the 'program development and delivery' assessment focuses on working with special/diverse population groups.** **3. A portion of the 'program development and delivery' assessment focuses on program/event evaluation.** **(Direct Measure) The Internship Final Paper is also an assessment tool for student mastery of this standard. The REM concentration has developed the Internship Final Paper guidelines to reflect the content domain areas associated with the industry including foundations, program development and delivery, finance, operations, facilities, and strategic planning. Student will discuss and provide documentation regarding their ability to plan, deliver, and evaluate leisure programs and services for a recreation and event management organization at which they completed their internship experience.** **1. As part of their internship, students are also required to complete a capstone project in which they develop, implement, and evaluate a program/service/event for which they are totally responsible which is reflected in their Internship Final Paper.** **2. A portion of student documentation and reflection in 'program development and delivery' assessment focuses on working with special/diverse populations.** **3. A portion of student documentation and reflection in 'program development and delivery' assessment focuses program/event evaluation.**
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.	**75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Program Development & Delivery section of the Internship Final Paper** **75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Program Development & Delivery section of the Final Internship Evaluation**

Result of the assessment of the learning outcome for Standard 7.02:	**2022 - 2023 Met 100% 4.7/5.0** **75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Program Development & Delivery section of the Internship Final Paper** **2022 - 2023 Met 100% 4.67/5.0** **75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Program Development & Delivery section of the Final Internship Evaluation**
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.	**The REM concentration has developed the Final Internship Evaluation to reflect the content domain areas associated with the industry including foundations, program development and delivery, finance, operations, facilities, and strategic planning**
Describe the method by which the learning outcome for Standard 7.03 was assessed:	**The Internship Final Paper is also an assessment tool for student mastery of this standard. The REM concentration has developed the Internship Final Paper guidelines to reflect the content domain areas associated with the industry including foundations, program development and delivery, finance, operations, facilities, and strategic planning.** **The Final Internship Evaluation and Internship Final Paper reflect the content domains including:** **• Finances: Demonstrates the ability to use a variety of resources, processes and procedures in the financial operations of a recreation and event management organization.** **• Operations: Demonstrates the ability to use appropriate administrative, management and leadership techniques and strategies within a recreation and event management organization.** **• Facilities: Demonstrate the ability to effectively manage facilities within a recreation and event management organization including scheduling, maintenance, and risk management.** **• Strategic Planning: Demonstrates a sound understanding of processes and critical-thinking used to optimize long-term outcomes and success of recreation and event management organizations.**

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.

ADMINISTRATION: OPERATIONS
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Operations section of the Internship Final Paper

75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Operations section of the Final Internship Evaluation

ADMINISTRATION: FINANCE
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Finance section of the Internship Final Paper

75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Finance section of the Final Internship Evaluation

ADMINISTRATION: FACILITIES
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Facilities section of the Internship Final Paper

75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Facilities section of the Final Internship Evaluation

ADMINISTRATION: STRATEGIC PLANNING
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Strategic Planning section of the Internship Final Paper

75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Strategic Planning section of the Final Internship Evaluation

Result of the assessment of the learning outcome for Standard 7.03:	**ADMINISTRATION: OPERATIONS: To provide students with the necessary preparation in operations, strategic planning, facility management, and professional competencies related to the recreation and event management profession.** **2022 - 2023 Met 100% 4.65/5.0** **75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Operations section of the Internship Final Paper**

2022 - 2023 Met 100% 4.78/5.0
75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Operations section of the Final Internship Evaluation

ADMINISTRATION: FINANCE
2022 - 2023 Met 100% 4.6/5.0
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Finance section of the Internship Final Paper

2022 - 2023 Met 100% 4.47/5.0
75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Finance section of the Final Internship Evaluation

ADMINISTRATION: FACILITIES
2022 - 2023 Met 100% 4.57/5.0
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Facilities section of the Internship Final Paper

2022 - 2023 Met 100% 4.84/5.0
75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Facilities section of the Final Internship Evaluation

ADMINISTRATION: STRATEGIC PLANNING
2022 - 2023 Met 100% 4.25/5.0
75% of students will attain an average of 3.0 (demonstrates understanding of learning outcomes and application of concepts/skills) or higher on the Administration-Strategic Planning section of the Internship Final Paper

2022 - 2023 Met 100% 4.7/5.0
75% of students will attain an average of 3.0 or (consistently achieves what is expected) higher on the Administration-Strategic Planning section of the Final Internship Evaluation

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 hourse and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organizations.	**Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 1,200 clock hours during a 30 week internship, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.**
Describe the method by which the learning outcome for Standard 7.04 was assessed:	**The Recreation and Event Management program requires students to complete a 30-week, 1200 hour, professional internship as a capstone experience following the completion of all academic coursework. Students are required to take three classes related to the internship.** **• RPL 310: Pre-Internship in Leisure Services – completed two semesters before the internship** **• RPL 497: Seminar in Recreation Professional Development – completed last semester on campus before the internship** **• RPL 320: Professional Internship in Recreation – completed during the internship experience** **RPL 320 – Final Paper** **Students must complete written documentation regarding application of knowledge and skills during the internship experience. The final internship paper is the final reflection and requirement for graduation from the RPL – Recreation and Event Management program. Learning opportunities: each chapter of the paper must discuss and document correlated Internship Letter of Agreement goals and include information regarding actions taken, results and outcomes of those actions, tangible items, and discussion regarding what they learned as a professional.** **RPL 320 Supervisor Evaluation** **Students are required to work at a professional, entry-level position, and demonstrate that they have attained all of the internship Letter of Agreement (LOA) goals by receiving a rating of 3/5, "consistently achieves what is expected". Goal categories for the LOA that are reflected in all internship evaluations include foundations, program development and delivery, operations, finance, strategic planning, facilities, and professional skills. Students complete monthly**

progress reports and three evaluations during the internship experience.

The Internship Letter of Agreement goals read as follows:

1. Student will receive a FOUNDATIONAL orientation/staff training that addresses:

a. Orientation to the community served by the organization.

b. Identification of the benefits of programs/services for communities, groups, families, and individuals.

c. Mission, goals, and history of the organization.

d. Professional development/community outreach opportunities.

e. Programs, services, and facilities offered.

2. Student will be involved in all phases of the PROGRAM DEVELOPMENT AND DELIVERY process including:

a. Planning programs and services.

b. Supervising programs and services.

c. Marketing, promotions, and public relations activities for programs, events, and services

d. Risk management, safety, & health practices.

e. Working with special population groups (seniors, persons with disabilities, etc.).

f. Student will have one program or service for which s/he has total responsibility for planning, organizing, promoting, conducting, and evaluating.

3. Student will be involved in or be exposed to the FINANCIAL OPERATIONS of the organizations including:

a. Handling routine financial transactions/financial record keeping and reporting.

b. Bidding and purchasing procedures.

c. Program/service cost analysis, cost recovery, pricing.

d. Organization and/or program and event budget development.

e. Seeking external funds/resources with grants, contracts, fund raising, partnerships, sponsorship.

4. Student will be involved in or exposed to MANAGEMENT AND ADMINISTRATION – OPERATIONS within the organization including:

a. Day to day office administration and operations.

b. Understanding some of the workplace politics that occur within an organization; formal and informal.

c. Participate in the development or implementation of policies and procedures.

d. Exercise of oral and written communication skills.

e. Staff/volunteer/vendor/contractors leadership and management opportunities including selection, hiring, training, supervision, and/or evaluation.

5. Student will be involved in or exposed to MANAGEMENT AND ADMINISTRATION – FACILITIES including:

a. Scheduling and use of facilities.

b. Facility supervision and staffing.

c. Critical maintenance and operation issues.

d. Emergency procedures and regulatory requirements.

6. Student will be involved or exposed to the processes of MANAGEMENT AND ADMINISTRATION - STRATEGIC PLANNING to optimize long-term outcomes for the success of the organization including:
a. Industry issues and trends.
b. Needs assessment, competitive analysis, and service/program forecasting.

7. Student is expected to begin the internship working at an entry level capacity in a variety of areas/departments in the initial weeks of the internship and then progress to a professional level for the remainder of the internship.

All Internship Evaluations directly correlate with the Internship LOA. Internship Supervisors submit three evaluations throughout the student experience so that the student, supervisor and faculty advisor have the opportunity to communicate about student performance and experience. The ranking system for the Internship Evaluation per goal statement in each category is as follows:

• 5 = Consistently exceeds what is expected
• 4 = Occasionally exceeds what is expected
• 3 = Consistently achieved what is expected
• 2 = Occasionally fails to achieve what is expected
• 1 = Consistently fails to achieve what is expected

A final overall internship performance score is also indicated by the internship supervisor which uses a 0-10 point scale – 10 indicating the highest score possible. Goal category scores and the overall performance score are computed and converted into overall Internship Evaluation grade.

The Internship Evaluation tool includes the following feedback categories:

FOUNDATIONS: Demonstrates a sound understanding of the background, nature, history, scope and philosophy of a recreation and event management organization.
1. Identifies the philosophy, mission and goals of the organization
2. Articulates the organization's background and history
3. Identifies the needs and interests of the population whom the organization serves
4. Identifies how the programs and services contribute to the mission and goals of the organization
5. Articulates the benefits of leisure service for communities, groups, families, and individuals
6. Identifies opportunities for continuing professional development

PROVISION OF SERVICES – PROGRAM DEVELOPMENT AND DELIVERY: Demonstrates the ability to plan, deliver, and evaluate leisure programs and services for a recreation and event management organization.
1. Demonstrates a knowledge of a range of programming options

2. Defines program objectives with determined action plans to attain short and long term goals

3. Identifies appropriate resources (i.e. venues, leisure equip/supplies, staff, etc.)

4. Utilizes appropriate marketing & promotion

5. Plans for event safety & risk management

6. Demonstrates ability to accommodate participants of varying (dis)ability or special populations

7. Demonstrates ability to evaluate programs and services

MANAGEMENT AND ADMINISTRATION – OPERATIONS: Demonstrates the ability to use appropriate administrative, management and leadership techniques and strategies within a recreation and event management organization.

1. Displays the capacity to positively motivate others toward determined goals/mission

2. Demonstrates good rapport with staff, peers, stakeholders, and participants

3. Demonstrates appropriate leadership skills for staff and volunteers

4. Follows agency administrative policies and procedures

5. Demonstrates ability to assess and evaluate staff performance

MANAGEMENT AND ADMINISTRATION – FINANCIAL OPERATIONS: Demonstrates the ability to use a variety of resources, processes and procedures in the financial operations of a recreation and event management organization.

1. Demonstrates knowledge and understanding of the organization budget & fiscal procedures

2. Demonstrates ability to conduct cost analysis, cost recovery and pricing

3. Demonstrates ability to plan for and implement strategies for fund raising

4. Understands local, state and national sponsorships

5. Demonstrates ability to identify and leverage potential partnerships

6. Demonstrates ability to understand financial reports

MANAGEMENT AND ADMINISTRATION - STRATEGIC PLANNING: Demonstrates a sound understanding of processes and critical-thinking used to optimize long-term outcomes and success of recreation and event management organizations.

1. Demonstrates ability to identify trends and issues in the field

2. Understands needs assessment and forecasting services for consumers

3. Understands competitive analysis and the identification of the strengths/weaknesses of current and potential competitors or partners

MANAGEMENT AND ADMINISTRATION – FACILITIES: Demonstrate the ability to effectively manage facilities within a recreation and event management organization.

1. Demonstrates knowledge of facility maintenance and operations

2. Effectively plans for facility supervision

3. Follows procedures for scheduling and use of facilities

4. Knows emergency procedures and regulatory requirements related to facility operations

PROFESSIONAL SKILLS, BEHAVIORS AND ATTITUDES:
Demonstrates professional skills, behavior, and attitudes for a recreation and event management organization.
1. Acts in an ethical manner
2. Demonstrates effective written communication skills
3. Demonstrates effective verbal communication skills
4. Shows willingness to accept and utilize constructive criticism
5. Demonstrates effective use of technology
6. Demonstrates dependability
7. Pursues personal professional development
8. Uses technology and social media appropriately

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 program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.** **In addition to using the Internship Evaluation and Internship Final Paper as outcome assessment measures, the REM program also tracks the overall grade average of students' final paper grade and final internship grade. The 30 overall credits for the internship are recorded as 22 credits of applied experience and eight credits for the final paper. While this data is not used as outcome assessment measures, it is tracked for internal program quality indicators. Students must achieve the grade of a 'C' or better to pass their internship.**

Result of the assessment of the learning outcome for Standard 7.04:	**Internship Paper Grades (computed based on 4-point grade scale and converted into letter grades)** **2022-2023 3.70 A-** **2021-2022 3.60 A-** **2020-2021 3.65 A-** **2019-2020 3.72 A-** **2018-2019 3.67 A-** **Internship Evaluation Final Grades (computed based on 1-10 scale & converted into letter grades)** **2022-2023 9.41 A-** **2021-2022 9.20 A-** **2020-2021 9.45 A-** **2019-2020 9.30 A-** **2018-2019 9.77 A**
	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.cmich.edu/academics/colleges/college-education-human-services/departments/recreation-parks-leisure-services-administration/coaprt-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.cmich.edu/docs/default-source/colleges/college-of-education-human-services/rpl/coaprt-website-updated-info8b32e006-0930-48cd-bb5b-3717d10bb06c.pdf?sfvrsn=36720373_7**
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.cmich.edu/academics/colleges/college-education-human-services/departments/recreation-parks-leisure-services-administration/coaprt-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".	**The Event and Recreation Management program has existed as a successful concentration for a number of years under the Recreation, Parks and Leisure Service Administration major within the RPL department. Until January 2023, the RPL department offered one major with three concentrations: Recreation and Event Management, Outdoor and Environmental Recreation and Recreational Therapy.**

The current update (approved by CMU Academic Senate in January 2023 that will officially be listed in the Fall 2023 academic bulletin and website) eliminated the Recreation, Parks and Leisure Services Administration major while allowing the concentration to become a stand-alone major with a transposition of the name from Recreation and Event Management to Event and Recreation Management to better reflect the status of industry terminology/vocabulary and the emphasis on the word event as the key term for searches for academic programs nationwide. This program currently has its own outcome assessment plan, went through its own CMU Program Review in 2022 with the Provost's Office and is accredited as its own program by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) under Council for Higher Education Accreditation.

The rationale for this move is to provide improved exposure and marketing to our program while providing students with a more straightforward degree option that is less confusing. Moving to an Event and Recreation Management title as a stand-alone major is more recognizable for students seeking careers due the prominence of the key word "event" across the breadth of our industry placement such as meeting and convention planning, university and college events, multi-purpose arenas and stadiums, non-profit organizations, wedding planning, festivals, parades and community celebrations, youth and senior activities, camps, resort recreation, corporate events, military recreation and faith-based recreation. It also differentiates the academic degree from campus recreation and activities that often populate searches on the CMU website. |
| The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program. | **checked** |