

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Outdoor & Community Recreation Education

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Introduction

Background

In 2017, the creation of the Outdoor and Community Recreation Education (OCRE) program was approved by the Weber State University Board of Trustees and the Utah System of Higher Education Commission. Previously (late 1970s-2017), the program consisted of a few courses that fulfilled requirements for a minor in the Sport and Recreation emphasis in the Human Performance Management (now Exercise and Sport Science) bachelor's degree. The OCRE program initially launched with two emphases, Outdoor Recreation Administration and Community Recreation Administration. A year and a half later, an additional emphasis in Outdoor Entrepreneurship was created in partnership with the Goddard School of Business and Economics. This was followed by the creation of an Associate of Applied Science degree in Outdoor Leadership in 2021, and in 2023, the Goddard School of Business and Economics added an outdoor recreation emphasis to their new associate degree in entrepreneurship.

Program Overview

The Outdoor and Community Recreation Education (OCRE) program affords students the opportunity to develop a foundation in the skills, competencies, and knowledge necessary for designing and managing recreation experiences within the regular scope of professional practice. The major provides students with a unique mix of models that are grounded in the foundations of both experiential learning and recreation, which include: outdoor education; parks and recreation management; local, state, and federal legislation; regulations and standards of outdoor recreation; and environmental education concepts. Authentic leadership, service, and field experiences prepare students to explore the applications of theory to practice, philosophy, and develop technical, instructional, and facilitation skills. Furthermore, coursework in the OCRE program is designed and sequenced to support the development of the necessary administrative knowledge and evidenced based skills for recreation professionals.

The organization of courses in the core of the curriculum allows for concepts to be reinforced and integrated across a variety of required coursework, which culminates in a 400-hour capstone internship. As an undergraduate program, the focus of the course work is designed to provide an introduction to theory and application of core professional competencies including, program design, customer service, administration and management; marketing; risk management; assessment, and evaluation). Direct experience with members of the learning community, which includes peers, faculty, and community members, and immersion in the natural and cultural settings in which recreation professionals and educators operate, empowers students to develop into ethical, compassionate citizens who are committed to making responsible contributions within the community, nation, and world in which they live. Upon completion of the program, students may pursue front-line and leadership positions in: outdoor education and/or adventure centers; municipal parks and recreation agencies; guiding/outfitting companies; not-for-profit and private camps; resorts, spas, and wellness centers; state and national parks; campus recreation; and adventure-based therapeutic programs.

Program Offerings

OCRE currently has Bachelor of Science emphasis areas in Outdoor Recreation Administration, Community Recreation Administration and Outdoor Entrepreneurship, a minor in Recreation, a Bachelor of Integrated Studies track, and an Associate of Applied Science in Outdoor Leadership. The OCRE Program has expanded offerings to include approximately 29 different academic courses

(OCRE prefix) and 47 different activity courses (REC prefix). Collectively, these courses reflect the diverse nature of the field, and the requisite knowledge and skills expected for industry professionals. Coursework requires the student to synthesize information from multiple sources and perspectives and to communicate that information in an efficient manner. The content, activities, and experiences integrated into this program can be applied to a variety of recreation, education, developmental, and therapeutic settings. Course content across the core of the major is designed so that students can gain a greater appreciation and comprehension of how to effectively plan, implement, and evaluate recreation services for diverse participants. This in turn, facilitates the development of professionals with the knowledge and skills to enter into a workforce that plays a significant social, economic, educational, cultural, and environmental role within the local and state communities. By developing recreation professionals as leaders within their field the Outdoor and Community Recreation Education program supports the broader WSU goal of supporting the local and regional workforce. Below is a summary of each of the major program areas that illustrate their contributions to specific areas within the industry.

Students in the **Outdoor Recreation Administration (BS)** will gain the skills and knowledge to operate outdoor recreation-based agencies in areas such as outdoor education, guiding/outfitting, outdoor retail, equipment manufacturing, wilderness/adventure therapy, public land management, and more. Coursework for this degree track covers recreation in travel and tourism and the fundamentals of outdoor education, equipment production/sales, and entrepreneurship.

Students in **the Community Recreation Administration (BS)** emphasis develop skills related to the administration and management of recreation programs in a community-based setting, such as municipal recreation centers, parks, non-profit agencies, youth sports leagues, senior centers, camps and more. Coursework for this degree track covers programming recreation for youth, planning and designing community parks, and grant writing for the recreation industry.

Students in the **Outdoor Recreation Entrepreneurship (BS)** emphasis develop and build outdoor skill sets in classes like fishing and skiing while preparing for a future career as an entrepreneur in the outdoor recreation industry. Coursework for this degree track covers topics such as business fundamentals, accounting and finance, sales and marketing, and outdoor equipment production and retailing.

Students in the **Outdoor Leadership degree (AAS)** develop the technical skills and certifications to acquire jobs in front-line positions including, but not limited to: outdoor education, winter sports industry, outdoor adventure tour guides, and adventure and wilderness therapy. Coursework for this degree covers topics such as wilderness medicine, leadership and decision-making, technical skills, and environmental literacy.

*The AAS degree is a stackable degree, meaning that students can complete the degree in two years and in two additional years, complete the outdoor recreation administration emphasis (see Grad MAPS).

** Outcome data for the AAS degree is not included in this self-study because it launched in 2021, and to date, no students have graduated from the program.

Standard A - Mission Statement

Since the inception of the OCRE program in 2017, we have worked diligently to align the program mission, goals, and strategic priorities to ensure that our students' experience reflect the institution's core values. Below, we highlight the mission of institutional units as they correspond to the academic organizational structure. In table 1 we highlight the alignment of our strategic priorities to demonstrate how they support the mission of Weber State University.

Weber State University Mission: Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Moyes College of Education Mission: The Moyes College of Education prepares you for professional excellence in serving individuals and communities through:

- **Meaningful relationships:** You will have the opportunity to interact and work with other students, faculty, advisors, and staff to help you grow. These opportunities may include working with faculty on research, serving and practicing your skills in the community with mentors, and working together with other students on problems specific to your field.
- **Inclusive culture:** We will encourage and support you as you progress in your chosen program. We are committed to meeting all students where they are and helping them succeed.
- **Immersive learning opportunities:** You will have opportunities throughout your time at Weber State to be involved in internships and clinical experiences in school and community settings. The best way to cement your knowledge and skills is to practice them in a professional site to become the most prepared professional.
- **Creative advancement of knowledge:** In addition to creatively teaching what is known in our fields of study, we work to advance knowledge through research. You can be involved in this creation of knowledge in your field.

Department of Health, Physical Education and Recreation Mission: To inspire future professionals by providing a high-quality education through an innovative, engaged learning experience.

Outdoor & Community Recreation Education Program Mission: The mission of the Outdoor and Community Recreation Education program is to prepare students to effectively utilize recreation experiences that promote personal growth, health and wellness, and economic and environmental sustainability. Students will develop competencies through authentic and direct experiences that support professional careers in the recreation industry.

University, College, Department, and Program Level Strategic Planning

In 2021, WSU published its five-year strategic planning initiative for 2021-2026 that centered around five key areas (see table 1). Following the institution's planning efforts, the College of Education created 'Education Amplified' that focused on four key areas that were aligned to WSU's strategic plan. Prior to the college and university's recent strategic efforts, OCRE drafted an initial strategic plan in 2019. This plan has since been updated and extended beyond the original five years due to the disruptive impact the covid-19 pandemic had on general institutional operations and faculty

turnover within the OCRE program. Given that OCRE launched a strategic plan prior to the university and college's efforts, our strategic goals and action items overlap across multiple areas. Despite the difference in timelines for the development of our respective strategic plans, our goals clearly align and support institutional, college, and department-level strategic priorities and mission.

Table 1. Strategic Alignment to Department, College and University Strategic Planning

WSU Amplified (strategic priorities)	College of Education strategic goals	HPER Department (SPR goals)	OCRE strategic goals
Equity Diversity and Inclusion	Justice and Equity Foundation		Diversity and Inclusion
Eliminate disparities in educational outcomes for underserved students, particularly students of color and students from low socioeconomic status	We commit to policies and practices that provide a foundation of justice and equity for all students, faculty, and staff. Action Items 1. Enact equity-minded policies and practices. 2. Increase the number of students who are from historically underserved groups and implement specific practices and policies to retain them. 3. Increase the number of faculty and staff who are from historically underserved groups and implement specific practices and policies to retain them.	Not identified in the HPER SPR report.	Cultivate an authentic community culture within OCRE that is open, inclusive, diverse, and professional. Action Items 1. Establish regular Fall/Spring kick-off and/or wrap up celebration. 2. Intentionally recruit to increase diversity in the major. 3. Recruit and retain diverse program faculty/staff.
Retention and Completion	Recruitment, Retention, & Completion Outcome	Completion	Completion
Through well-aligned and meaningful initiatives, WSU will positively impact student success as defined by measurable increases in retention and completion across all student populations throughout their academic careers	We strategically optimize recruitment opportunities and promote retention and completion initiatives. 1. Maximize student recruitment opportunities through MCOE concurrent enrollment courses. 2. Increase fall to fall retention rates for all MCOE students. 3. Improve 8-year graduation rate including closing completion gaps between overall student population and student groups disaggregated by low-income, first generation, and race/ethnicity.	Improve percentage of students completing their degree in 1 year or less at the 90-credit mark.	Given the relative newness and current size of the program, this was not an identified strategic priority. However, OCRE currently adopts several key practices known to support student persistence and completion. As noted below, our completion rates are in line with college and university averages. OCRE students time to baccalaureate degree from the 90-credit hour mark in one year or less averaged 37.3% since 2017. By comparison, the college averaged 39.4% and the university averaged 33.5%. Average completion in OCRE is 90.3% (college = 90.5%; university

			<p>= 84.9%). *Completion is defined as equaling a 73% or better grade.</p> <p>OCRE graduates' median years to Baccalaureate degree is 4.31 years, compared to 4.67 years (college) and 5.3 years (university).</p> <p>OCRE graduates' median credit hours earned for baccalaureate degree for OCRE majors is 129.4 hours compared to 137 credits hours (college) and 139 credits (university).</p>
Personal Connections and Academic Excellence	Personal Connections & Academic Excellence Ecosystem	High Impact Educational Experiences	Authentic Learning Community
<p>On their path to their own definition of academic success, the experience of every student at Weber State is filled with rich and impactful relationships with faculty, staff, students and the community.</p>	<p>We engage in intentional practices that promote personal connections for students, faculty, and staff and support an environment for academic excellence and collaboration.</p> <p>Action Items</p> <ol style="list-style-type: none"> 1. Develop a robust student mentoring program that reflects evidence-based practices. 2. Provide each program graduate with two or more HIEE experiences. 3. Facilitate systematic and meaningful collaboration between faculty, staff, students, and other stakeholders across programs, departments, colleges, and communities. 	<p>Create and enhance high-impact educational experiences (HIEE) for students.</p>	<p>Continue to pursue an innovative and cutting-edge curriculum that serves students and meets workforce needs.</p> <p>Action Items</p> <ol style="list-style-type: none"> 1. Identify a minimum of one HIEE's in each core class. 2. Engage in ongoing curricular improvement processes to ensure students are engaged in authentic learning experiences that are aligned to professional competencies (review/revise signature core assignments/experiences, core courses, learning outcomes, etc.). 3. Create an ongoing study abroad opportunity (ex, Outward Bound-Costa Rica, New Zealand, Nordic Study Abroad with ED, Other destinations). 4. Provide students with flexible learning opportunities using a variety of delivery modes (online, hybrid, intensive 1st block/second block, summer, etc.). 5. Build an outdoor classroom that supports offering a range of classes and workshops year-round. 6. Foster meaningful relationships between OCRE and our alumni.

Community Anchor	Community -University-Workforce Innovation Ecosystem		Community Resource & Supporting Workforce Demand
<p>Intentionally apply our intellectual assets, economic influence, and financial and human resources in partnership with regional communities to seek a sustainable economic, social, cultural and environmental system that ensures opportunity, equity and inclusion.</p>	<p>We leverage the Moyes College of Education as a site for innovation, a regional resource, and a facilitator for a more just society.</p> <p>Action Items</p> <ol style="list-style-type: none"> 1. Create, maintain, and sustain a hub for innovation with a focus on the use of technologies. 2. Develop facilities that support access, inclusion, creative collaboration, and innovation. 3. Respond to and meet dynamic workforce needs by innovative, collaborative, and leveraged resources within programs. 	<p>Not identified in the HPER SPR document.</p>	<p>Engage in strategic partnerships to enhance student outcomes, experiences, and program reach.</p> <p>Ensure that OCRE is seen as a public resource for members of the community to pursue professional development/education and resource/research support.</p> <p>Action Items</p> <ol style="list-style-type: none"> 1. Connect/partner with campus organizations and departments that are closely aligned to our discipline to facilitate cross-disciplinary experiences. 2. Leverage opportunities across professional associations to provide high impact educational experiences for students. 3. Establish an OCRE advisory board to help ensure OCRE is meeting workforce needs. 4. Explore technical certificate/AAS degree that leads to a “technician” level degree to serve entry-level workforce needs. 5. Establish partnership with Continuing Education to expand reach.
<p>Marketing and Branding</p>	<p>N/A</p>	<p>Enrollment</p>	<p>Marketing</p>
<p>Weber State is an “institution of choice” for key target audiences* looking to pursue higher education, with an emphasis placed on increasing awareness of WSU’s value proposition among the “general population.”</p>		<p>Increase the number of HPER degree-seeking students.</p>	<p>Create a marketing strategy to increase enrollment.</p> <p>Action Items</p> <ol style="list-style-type: none"> 1. Establish a feasible enrollment goal- increase student majors within 5/yr. 2. Create engaging and effective promotional materials. 3. Engage the campus community to increase awareness/enrollment in OCRE. 4. Engage in recruitment efforts at local schools to increase enrollment in OCRE. 5. Establish OCRE scholarship opportunities to recruit prospective students.

Standard B – Curriculum

Curriculum Overview

The recreation field is a broad industry and reflects diverse areas of specialization depending on the area of professional practice (e.g., outfitters, guiding, outdoor retail, ski resorts, national parks, state parks, municipal parks and recreation, summer camps, nonprofits, etc.). For example, individuals pursuing employment in outdoor recreation settings will likely need competency in specific outdoor skills, environmental literacy, land management, and wilderness medicine. On the other hand, students who pursue careers in municipal parks and recreation and other community-based settings will likely need expertise in areas such as grant writing, facility/event management, financial management, and youth development. Similarly, pursuing the development of one's own start-up venture requires a different skillset involving entrepreneurial knowledge and competencies. Although OCRE provides students the opportunities to pursue specific emphases by industry area, the curriculum also reflects a robust shared core to provide students with the knowledge and skills required of any recreation professional. These areas include foundational knowledge (history, theory, philosophy) and skills (recreational), group development and management, programming, risk management, administration and management (human resources, finance, marketing, etc.), research and evaluation, trends and issues, digital literacy, computer skills, and two internship experiences.

Finally, one of the core attributes of the OCRE curriculum is the use of a cohort model to move students through the degree requirements. The intent behind this model was to establish a core community of students who collectively move through highly experiential and challenging courses together. Our hope with this approach is that it gives students an authentic academic experience rooted in the importance of relationships that are integral to recreation professions.

Curriculum Changes

Over the last five years, we have consistently sought feedback on the curriculum to ensure students are acquiring the core professional competencies needed in the industry. Thirty students have graduated from the OCRE Program and these students have provided insight throughout their time in the program that has resulted in some key changes. Most changes that we have adopted are driven by two key factors; our ability to offer a course and student performance.

Course Scheduling

Given the breadth of the curriculum for the number of faculty, our ability to offer all of the courses for the major requires that we offer each course once an academic year and historically, some courses every other year. This approach to scheduling was a design decision based on having two faculty and the ability to offer all of the required courses. Theoretically, this would help maximize enrollment in courses because it would capture students from two cohorts instead of just one, and thereby increase the number of students in a course. This approach, however, was entirely predicated on students following a GradMAP exactly. What we have learned over the past five years is that due to fall and spring admissions, students often do not move through the program as a cohort, and rarely do they follow a GradMAP as it was designed. For example, we have had several students who have missed the semester when a particular course was offered and it resulted in either having to take an approved course substitution or enroll in an independent studies course. Courses that have been most impacted by this scheduling format have included OCRE 3400, 3500, 4000, 4020, and 4300. To address this, we have moved to offering each required course once an academic year and that

appears to have addressed the main issue. Our program is still small and at this point, there is not the demand to offer courses every semester. Should this change, we will need to consider options to provide additional course sections.

Student Performance

As students complete major requirements, we formally evaluate performance across a range of courses and professional competencies (as seen in the biennial assessment reports). We also frequently hear students comment on their perceptions of a course requirement, and directly solicit feedback to help inform curricular changes. In addition, during the capstone internship experience we are able to determine how well they are able to apply what they have learned from previous coursework to their internship experience. For example, one assignment in the internship is to complete an organizational assessment where students evaluate a company's administrative practices and operations (programming, finances, marketing, risk management, evaluation, etc) to industry standards. A recurring theme was that students would frequently miss areas related to organizational structure, competitive analyses, and insurance. This, in turn, led to changes in core courses that are also pre-requisites to the internship (i.e., OCRE 3520 and 3600) to help ensure that students were better prepared to complete the assignment in the internship experience.

Collectively these two areas have informed and facilitated key curricular changes. Each of the changes are briefly noted below and highlighted in yellow in the catalog description. Course requirements that have been removed are denoted with a strikethrough.

OCRE 2050 (change adopted in 2023) - We have moved forward to change this course to a lower division course, which is in line with other USHE institutions. We have also proposed this course as a General Education offering with the intention to introduce students to the major sooner in their academic career.

OCRE 4205 (change adopted in 2023)- This course was originally proposed as an experimental class in the spring of 2023, and is currently undergoing approval to serve as a permanent course offering that includes a Community Based Research requirement. We previously required students to take ESS 3600: Measurement and Statistics, but found that the course was not as closely aligned to our discipline's use and application of statistics and was difficult for our students to transfer the knowledge and skills to our field.

COMM 2250 (change adopted in 2022) –Previously students were required to take a different course on web design that was limited in scope and did not provide students with the level of digital media literacy that graduates should possess. Since adopting this requirement, we have largely heard positive comments from students.

MIS 2010 (change adopted in 2021) – In addition to industry professionals making the recommendation, it was also observed in multiple courses that students had limited experience using Excel. As a result, this curricular change was added.

OCRE 4020 (change adopted in 2023) – This course has significant overlap with OCRE 4550: Outdoor Education Principles and Philosophies. While there are distinct differences between the two courses, it was difficult to justify maintaining the requirement, when we have also faced low enrollment numbers in this course (averaging anywhere from 1-5 students).

ACTG 2010 (change adopted in 2023) – As a program, we determined that requiring one accounting course was sufficient to meet national accreditation standards related to financial management.

OCRE electives (change adopted in 2023) – As a result of the changes made in each of the emphasis areas, it opened up the possibility of creating room in the program of study to allow students to take elective courses. This change, in turn, provides greater consistency across all three emphases so that they each require 18 credits (previously one was 15 credits and the other two were 18 credits).

Major Requirements for BS Degree

Required Core Courses (42 credit hours)

- OCRE 2500 - Introduction to Outdoor Pursuits **Credits: (4)**
- OCRE 2890 INT - Cooperative Work Experience **Credits: (1-9)** 2 credits are required
- **OCRE 2050- Recreation, Parks, and Wellness Credits: (3)**
- OCRE 3100 - Recreation Leadership and Group Facilitation **Credits: (3)**
- OCRE 3300 - Inclusive and Adaptive Recreation **Credits: (3)**
- OCRE 3320 - Adventure Programming **Credits: (3)**
- OCRE 3520 - Risk Management and Legal Issues in Recreation Services **Credits: (3)**
- OCRE 3600 - Administration and Management of Recreation Services **Credits: (3)**
- **OCRE 4205 – Research and Evaluation in Recreation Credits: (3)**
- OCRE 4300 - Trends and Ethical Issues in Recreation Services **Credits: (3)**
- OCRE 4890 INT - Cooperative Work Experience **Credits: (1-6)** 6 credits are required
- **COMM 2250 HU - Essentials of Digital Media Credits: (3)**
- **MIS 2010 - Business Computer Skills Credits: (1)**
- 2 Elective credit hours from REC
Select 2 credit hours from courses with a REC prefix. Any REC courses will fulfill this requirement.

Professional Areas of Emphasis

A student must complete the required and support courses in one of the three emphases: Outdoor Recreation Administration, Community Recreation Administration, or Outdoor Recreation Entrepreneurship.

Outdoor Recreation Administration Emphasis

Required Courses (18 credit hours)

- OCRE 2300 - Wilderness Medicine **Credits: (3)**
- OCRE 3400 - Outdoor Equipment Production and Retailing **Credits: (3)**
- OCRE 3450 - Adventure Travel and Sustainable Tourism **Credits: (3)**
- ~~OCRE 4020 - Nature Interpretation **Credits: (3)**~~
- OCRE 4550 - Outdoor Education Philosophies & Principles **Credits: (3)**
- **OCRE Elective (3 Credits)**
- **OCRE Elective (3 Credits)**

Community Recreation Administration Emphasis

Required Courses (18 credit hours)

- OCRE 3500 - Community Recreation and Park Planning **Credits: (3)**
- OCRE 3700 - Recreation and Sports Facilities and Events Management **Credits: (3)**
- OCRE 4000 - Recreation Programming for Youth Development **Credits: (3)**
- OCRE 4500 - Grant and Proposal Writing for Recreation Professionals **Credits: (3)**
- ACTG 2010 - Survey of Accounting I **Credits: (3)**
- ~~ACTG 2020 - Survey of Accounting II **Credits: (3)**~~
- OCRE Elective (3 credits)

Outdoor Recreation Entrepreneurship Emphasis

Required Courses (18 credit hours)

- OCRE 3400 - Outdoor Equipment Production and Retailing **Credits: (3)**

Select a minimum of 15 credit hours from any of the following courses:

- ENTR 1002 - Startup Innovation **Credits: (3)**
- ENTR 2003 - Marketing Execution for Small Business **Credits: (1)**
- ENTR 2004 - Branding for Small Business **Credits: (1)**
- ENTR 2005 - Product to Market **Credits: (1)**
- ENTR 2006 - E-Commerce for Small Business **Credits: (1)**
- ENTR 2007 - Product Design & Prototyping for Small Business **Credits: (1)**
- ENTR 2008 - Legal Foundations for Small Business **Credits: (1)**
- ENTR 2009 - Money Management for Small Business **Credits: (1)**
- ENTR 2010 - Funding For Small Business **Credits: (1)**
- ENTR 2011 - Results-Focused Leadership **Credits: (1)**
- ENTR 2012 - People Management for Small Business **Credits: (1)**
- ENTR 4680 - Small Business Diagnostics **Credits: (3)**

Outdoor Leadership (AAS)

Required General Education Courses

- BTNY 1403 LS SUS - Principles of Environmental Science **Credits: (3-4)**
- ECON 1100 SS - Environmental Issues and Economic Policy **Credits: (3)**
- COMM 1020 HU - Principles of Public Speaking **Credits: (3)**
- COMM 2110 HU CEL - Interpersonal and Small Group Communication **Credits: (3)**

Major Course Requirements for AAS Degree (31 credits)

- GEOG 1002 - GPS, Map Reading and Navigation **Credits: (1)**

- OCRE 2300 - Wilderness Medicine **Credits: (3)**
- OCRE 2500 - Introduction to Outdoor Pursuits **Credits: (4)**
- OCRE 2550 - Leadership and Safety Management for Outdoor Pursuits **Credits: (4)**
- OCRE 2860 - Outdoor Leadership Practicum **Credits: (2)**
- OCRE 2890 INT - Cooperative Work Experience **Credits: (1-9)** 2 credits are required
- PAR 1000 INT - Emergency Medical Technician **Credits: (4)**
- PAR 1001 - Emergency Medical Technician Lab **Credits: (2)**
- REC 1241 - Mountain Biking, Level I **Credits: (1)**
- REC 1307 - Avalanche Level I **Credits: (1)**
- REC 1310 - Whitewater Paddling, Level I **Credits: (1)** or
- REC 1316 - Stand-Up Paddleboard **Credits: (1)**
- REC 1527 - Rock Climbing, Level I **Credits: (1)**
- REC 1535 - Leave No Trace Trainer **Credits: (1)**
- REC 1610 - Skiing, Level I **Credits: (1)** or
- REC 1620 - Snowboarding, Level I **Credits: (1)**

Select 5 Additional Elective credit hours from REC (5 credits)

Select 5 additional credit hours from courses with a REC prefix. Any REC courses that are not already required above will fulfill this requirement.

Suggested Electives (9 credits)

The following suggested electives are provided in order to assist students wishing to pursue an AAS degree with the Outdoor & Community Recreation Education program.

- BTNY 1203 LS - Plant Biology **Credits: (3)**
- BTNY 2413 - Introduction to Natural Resource Management **Credits: (3)**
- CHF 1500 SS/EDI - Human Development **Credits: (3)**
- ESS 2300 - Health/Fitness Evaluation and Exercise Prescription **Credits: (3)**
- GEO 1130 PS - Introduction to Meteorology **Credits: (3)**
- GEOG 1000 PS SUS - Planet Earth: Air, Water, Land and Life **Credits: (3)** and
- GEOG 1005 - Planet Earth: Local Field Studies **Credits: (1)**
- HLTH 1030 SS - Healthy Lifestyles **Credits: (3)**
- HLTH 1110 - Stress Management **Credits: (3)**
- HLTH 2400 - Mind/Body Wellness **Credits: (3)**
- PSY 2400 - Positive Psychology **Credits: (3)**
- WSU 1560 SS/HU - Perspectives in Social Science and Humanities **Credits: (3-5)**

Each of the courses within the core curriculum supports the acquisition of the program learning outcomes (as described in Section C). As noted in table 2, program-level learning outcomes are comprehensively assessed during the capstone internship. Each course, however, that leads up to internship experience within the core curriculum serves students by either introducing, emphasizing, or utilizing their knowledge, skills, and abilities across the three key learning outcomes. This is further operationalized in table 3, where we illustrate how each course has identified core assignments that support students' preparation to succeed in the capstone internship experience.

Table 2. OCRE Core Curriculum Map

Courses	Foundations	Assess, design, implement, evaluate	Admin/Mgmt Skills
OCRE 2050: Recreation, Parks and Wellness	E	I	I
OCRE 2500: Introduction to Outdoor Pursuits	I	I	I
OCRE 2890: Cooperative Work Experience I	I	U	U
OCRE 3100: Leadership and Facilitation of Group Dynamics	I	U	U
OCRE 3300: Inclusive and Adaptive Recreation	I	U	U
OCRE 3320: Adventure Programming	E	U	U
OCRE 3520: Risk Management and Legal Issues	I	E	U
OCRE 3600: Administration and Management of Outdoor and Community Recreation Services	I	U	U
OCRE 4205: Research and Evaluation in Recreation	E	U	U
OCRE 4300: Trends and Ethical Issues in Recreation Services	E	E	E
OCRE 4890: Cooperative Work Experience II	A	A	A

Notes: I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively;

Table 3. OCRE Key assignments across the curriculum that support the acquisition of professional competencies.

Professional Outcomes/ Curriculum	1. Foundational Core Knowledge & Skills	2. Recreation Programming: Assess, Plan, Implement, Evaluate	3. Leadership, Administration and Management	4. Professional Development and Practical Experience
OCRE Core Curriculum				
OCRE 2050 (Rec, Parks, & Wellness)	Recreation issue papers & exams	Logic Model Reading Card Assignment	Guest Lecture Speaker Grid	Recreation Activities Presentation
OCRE 2500 (Intro to Outdoor Pursuits)	Article Reviews, Skill Competency Checklists, knowledge-based quizzes	Trip Plan	Practice taking on a leadership role	Direct experience/participation, students teaching skills to peers
OCRE 2890	Job shadow/volunteer Hours at approved sites (60 hours)			Internship; Portfolio, Resume, Networking
OCRE 3100 (Leadership)	Leadership philosophy paper	Group Facilitation	Leadership presentation	
OCRE 3300 (Inclusive Rec)	Assessments on theories/Concepts related to disability, gender, race, SES, sex, etc.	Facilitate Inclusive/Diverse Recreation Program	Community Diversity Assessment; ADA Park and Rec Facility Assessment	Site Visits Service Learning with local provider
OCRE 3320 (Adventure Programming)	Program Volunteer & Observation	Program Plan Design and Implementation	Team Management Assessment	Direct Programming Experience (implement an event)
OCRE 3520 (Risk Management)	Quizzes, exam	Design and deliver a safety talk	Risk assessments, Legal analysis	
OCRE 3600	Quizzes	Facilitate and role-play management scenarios; Provide structured feedback on performance.	Complete 6 Case analyses; Complete 6 different assessments on budgeting, marketing, risk management, evaluation	Volunteer and attend a professional conference
OCRE 4205	APA assignments Quizzes	Program evaluation or research study	Data analysis	CITI Training Present findings at the Research & Engagement Symposium
OCRE 4300 (Trends and Issues)	Code of ethics		Trend/Issue Professional Interview	Trends and Issues Presentation
OCRE 4890 Internship	CPRP Exam	Internship Project	Professional assessment Organization analysis	400hr Internship; Portfolio, Resume
Community Recreation Administration Concentration				
OCRE 3500 (Community & Park Planning)	Exam		Oral presentation on park recommendations, Community Assessment	Direct experience; Site Visits;

OCRE 3700 (Facilities)	Exam	Facility improvement project		Interview a facility manager; event preparation shadow
OCRE 4000 (Youth Dev)	Quizzes	YD Program Evaluation; YD Program Design	Reflections	Youth Mentoring
OCRE 4500 (Grant Writing)	Critical Reading Forms, Scholarly Articles	Critical Reading Forms, Grant Reviews	Grant proposal	Grant proposal presentation
REC Courses	Demonstrate basic proficiency in activity areas			Direct experience/participation
Outdoor Recreation Administration Concentration				
OCRE 2300	Wilderness medicine		Risk evaluation, response, and mitigation	Wilderness First Responder or Outdoor Emergency Care certification
OCRE 3400 Outdoor Retailing)	Gear Reviews Retail Visit Assessment	Conceptual Design	Business Canvas Model Assignment	Site Visits
OCRE 3450 (Adventure Travel & Tourism)	Assessments on foundational theories/concepts tied to travel and tourism - Quizzes	Plan and implement an adventure travel experience	Research study/data analytics.	Attend Intermountain Sustainability summit; Present research
OCRE 4550 (Outdoor Ed)	Review of teaching/learning theories; Personal philosophy; Teaching Observation	Curriculum Development & Implementation		Direct Experience – Teach in local schools (Venture, Greenwood WSU Charter Academy)
Outdoor Entrepreneurship				
OCRE 3400 Outdoor Retailing)	Gear Reviews Retail Visit Assessment	Conceptual Design	Business Canvas Model Assignment	Site Visits

Standard C - Student Learning Outcomes and Assessment

When the OCRE program first commenced in 2017, the assessment plan consisted of eight different outcomes. These outcomes were then used for the first two biennial assessments. In 2022, following our 2021 biennial assessment, the Dean of the College of Education, Kristin Hadley, recommended that OCRE adjust its outcomes to reflect more program-level as opposed to course-level learning outcomes. It was further recommended that these outcomes should be primarily assessed near degree completion as this more effectively captures the synthesis of professional knowledge, skills, and abilities. Following this recommendation, we also reviewed our national association accreditation standards which had similarly changed its standards to just three core professional standards (see below). Accredited academic programs must demonstrate evidence of learning from the core curriculum (not emphasis areas). While we are not currently an accredited program, our goal was to align our learning outcomes to national accreditation standards as defined by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). To this end, beginning in the fall of 2023 and as part of this self-study process, we have revised the OCRE learning outcomes to follow COAPRT standards. These learning outcomes will now be assessed just before, during, and at the end of the capstone internship, OCRE 4890: Cooperative Work Experience II (see page 19 for the full assessment plan). Moreover, our outcome assessment is directly tied to the core curriculum and does not reflect emphasis coursework.

Measurable Program Learning Outcomes

At the end of their program of study in Outdoor & Community Recreation Education, students shall

1. 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.
2. Demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
3. Demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

A. Other programs

- a. Recreation Activity Program (added for this review)
 - i. The Recreation Activity Program (REC) provides students the opportunity to engage in physical activity while exploring a variety of outdoor activities. Courses generally focus on accessibility to recreation to engage students in pursuits they can continue after completion of the course to encourage lifelong physical activity, recreation, and learning, and the attendant wellness benefits.
 - ii. REC courses generally include technical skill based learning outcomes and therefore also serve as the pathway for both OCRE and non-OCRE students to pursue professional technical certifications relevant to their interests in the field. At present, REC offers professional level training and/or paths toward certification for climbing instruction, avalanche risk management, Leave No Trace educator skills, ski/snowboard instruction, and swiftwater rescue. The mountain biking program continues to grow, with plans to include certification in this skill in the future.
 - iii. The activity courses referenced above were contained within the Physical Education program through Fall 2106. From Fall 2015, through the inception of REC in Spring 2017, and to the present, the REC program has grown from 19 to 47 catalog courses, 37 to 60 sections offered per year, and 364 to 445 annual enrollments (see Appendix A for relevant charts). In addition to the Recreation Manager, the REC program currently employs 17 adjunct instructors and 16 part-time hourly staff.
- b. General Education Outcomes (if applicable)
 - i. OCRE does not presently offer any General Education courses. However, we intend to propose in the Fall of 2024 that our foundations course, OCRE 2050: Recreation, Parks and Wellness will meet the criteria for a WSU GE course.
- c. Concurrent Enrollment (if applicable)
 - i. We do not presently offer any concurrent enrollment courses, but we are exploring options and feasibility of creating a course. OCRE is a niched field and in the state of Utah there is no clear alignment to existing standards CE curriculum. OCRE has, however, proposed the concept to the Utah State Board of Education that industry demand would benefit from the development of a CE/CTE curriculum/pathway and efforts are underway to provide a more formalized request.
- d. Other interdisciplinary work
 - i. As a discipline, OCRE is fundamentally interdisciplinary and draws on theoretical frameworks, research and practice across many disciplines that include but are not limited to, human development, psychology, social sciences, education, the natural sciences, health and wellness, medicine, and management. Because of this, our program actively works across campus to integrate other areas of expertise and perspective into the curriculum (see table 4 for examples). Further, these interdisciplinary efforts support important HIEE experiences across the curriculum

Table 4. Interdisciplinary Coursework

OCRE Course	Other WSU Program/Department	Integration	Proposed Benefit and Connection to HIEEs
OCRE 2000: Risk, Resilience, Rock Climbing	Women and Gender Studies	This course is co-taught with an instructor from the WSU Women's Center.	HIEE: Experiential learning
OCRE 2300: Wilderness First Responder	Emergency Medicine	While the courses are taught independently, we have built it into the curriculum to require (AAS) students to take both PAR 1000/1001 and OCRE 2300 to earn a Wilderness EMT certification.	Professional credentialing
OCRE 2610: Introduction to Outdoor Living Skills	First Year Experience	This course is co-taught with an FYE instructor	HIEE: Immersive field experience
OCRE 3320: Adventure Programming & REACH	Health Promotion Nursing	The REACH program, hosted by OCRE 3320, is co-director with a faculty member from Health Promotion. Nursing program is offering REACH to BS, MS and DNP, as HIEE.	HIEE: Interdisciplinary, Intercultural competence, Undergraduate research, project-based learning, internship/Field Experience
OCRE 4300/HLTH 4920	Health, Physical Education and Recreation & Study Abroad	This New Zealand study abroad course is co-taught and lead with faculty from Physical Education	HIEE: Global Education, Intercultural competence
OCRE 4930, 4800	Teacher Education & Study Abroad	Co-lead the experience with faculty from Teacher Education	HIEE: Global Education, Intercultural competence, Undergraduate research, project-based learning.
OCRE 3450	Department of Foreign Languages, WSU Study Abroad Office, Campus Recreation	Co-taught and facilitated elements of the course with faculty and staff across campus	HIEE: Global Education, Intercultural competence
HNRS 3900: Mountains Matter	Department of Foreign Languages	Co-teaching the experience with faculty from Foreign Languages	HIEE: Global Education, Intercultural competence
Bachelor of Integrated Studies	BIS	Co-mentored with faculty across campus	HIEE: Undergraduate research

B. Five/Seven-year Assessment Summary

Because OCRE revised the original assessment plan to address institutional feedback and reflect national accreditation standards, we do not have a summary of learning outcome assessment data. That said, the significant changes made to the assessment plan do not negate previous assessment reports that demonstrated that our students were largely meeting the previously established thresholds. In fact, in all but three of the 31 measures for the eight different learning outcomes, our students met or exceeded the thresholds. On the three measures that students did not meet the threshold, average scores were within a few percentage points of meeting the standard. Therefore, we are confident that the thresholds established in the new assessment plan, while rigorous, are achievable. Annual assessment reports based on years' past biennial assessments, can be found at https://www.weber.edu/ie/Results/Outdoor_and_Community_Recreation.html.

Assessment of Graduating Students

Students graduating from OCRE will be assessed comprehensively during the capstone internship (OCRE 4890) experience (see table 5). Across the three learning outcomes, there are 10 different measures, four for learning outcome one, and three for learning outcomes two, three, and four. One measure is assessed just prior to enrolling in OCRE 4890 (successfully passing a practice version of the Certified Park and Recreation Professional exam) and the remaining nine measures will be assessed at the completion of the internship.

Table 5. OCRE Student Learning Outcomes and Thresholds

Student Learning Outcomes and Competencies	Measure	Assessment Strategy	Schedule
Outcome 1: Foundations 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.	Measure 1: OCRE 4890 90% of Students will include an industry certification or proof of professional training in their final portfolio.	Students will acquire at least one industry certification/training (minimum 1.0 CEU equivalent) prior to graduating the program.	Measured at the completion of the internship.
	Measure 2: OCRE 4890 90% of students will include a personal reflection on their attendance to a professional conference in their final portfolio.	Students will attend at least one professional regional or national conference and complete a reflection on the experience.	Measured at the completion of the internship.
	Measure 3: OCRE 4890 90% of students will score at 80% or better on their final internship reflection.	Upon completing their internship, students will complete a final reflection linking professional philosophy and science to career aspirations.	Measured at the completion of the internship.

	Measure 4: 90% of students will achieve a 3.0 or above GPA for coursework in their major.	Graduation GPA reports will be run annually.	Upon Graduation.
Outcome 2: Provision of Services and Experience 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.	Measure 1: OCRE 4890 90% of students will score at 80% or better on their performance reviews.	Students will receive professional feedback in the form of performance reviews from internship site supervisors at least twice during their internship.	Measured at the completion of the internship.
	Measure 2: OCRE 4890 90% of students will score at 80% or better on their final internship project report.	Students will successfully complete an internship project.	Measured at the completion of the internship.
	Measure 3: OCRE 4890 90% of students will have a description of a high impact educational experience in their professional portfolio.	Students will participate in at least one high impact educational experience, exclusive of their internship.	Measured at the completion of the internship.
Outcome 3: Management/Administration 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.	Measure 1: OCRE 4890 90% of students will score at 80% or better on their final organization analysis assignment.	Students will conduct a comprehensive analysis of the management and administrative practices of their internship organization.	Measured at the completion of the internship.
	Measure 2: OCRE 4890 100% of students graduating from the program will complete the CPRP practice exam with a 70%	Students will take the CPRP practice exam and meet the NRPA minimum passing threshold.	Measured before the start of the internship.
	Measure 3: OCRE 4890 90% of students complete all 400 hours of their internship	Students will complete 400 supervised hours in a professional internship.	Measured at the completion of the internship.

Standard D - Academic Advising

The faculty and academic advisor of the Outdoor and Community Recreation Education program are strongly committed to assisting each of our students in a supportive and enriching advisement process that is the most effective for each individual student. Through the academic advising process, students are informed and provided opportunities that enhance their capacity to accomplish their desired degree and area emphases. In the Outdoor and Community Recreation Education (OCRE) program, student success is partly achieved by the open communication, plan development, and progress evaluations each student has with the Academic Advisor, our faculty, and the student themselves; creating an advising partnership that is informed, trusted, and effective. Students are informed that the responsibility of their successful completion of their programs lies in their hands; however, we are here to provide them with the necessary information and support for them to achieve their goals. Students are advised of program requirements, courses in the department that satisfy general education requirements, transfer articulation, student support services, and other pertinent information related to their individualized degree path. Students are encouraged to make thoughtful and meaningful decisions regarding their education goals to achieve their desired success.

Advising Process:

In collaboration with our academic advisor, we have continued evaluating and improving the advising strategy. The current advisement process is as follows:

- new students attend new student orientation
- students schedule individual advisement sessions with the academic advisor
- students meet with the academic advisor semesterly to continue graduation mapping
- students are encouraged to meet with OCRE faculty or the program director depending on their individual specific needs and goals

Additionally, advising is integrated in our academic curriculum. The academic advisor gives a presentation in all sections of Recreation, Parks and Wellness (OCRE 2050; one of the foundation courses in the program) and meets with the students enrolled in this class individually for academic advising. This effort has facilitated our students to take ownership of their academic progress. The academic advisor guides students through academic program requirements, their degree maps, and assists in developing their semester schedule of courses. Ultimately, it is up to each student to be aware of their progress towards graduation and ensuring they register and complete the necessary courses to achieve their desired degree. When students meet with the academic advisor, together, they review their progress and the next steps needed to maintain this progress. The academic advisor will also follow up with students for encouragement and progress “check-ins” to assist those students who may need more support. The academic advisor also consults with program faculty, the Department Chair, and other programs, as necessary, to ensure open communication and unanimous agreement for special student circumstances requiring course overrides and exceptions while maintaining program and department policies, standards, and expectations. The academic advisor’s and students’ specific responsibilities are listed below:

Advisor Responsibilities:

- Understand and effectively communicate the curriculum, graduation requirements and University policies and procedures

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- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals
- Encourage and guide students as they define realistic academic goals
- Support students as they acquire the skills to develop clear and attainable educational plans
- Provide students with information about and strategies for utilizing the available resources and services on campus
- Monitor and accurately document discussions regarding the student's progress toward meeting their goals
- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA)
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements
- Promote and encourage students to develop productive working relationships with their professors
- Attend training and conferences related to advisement and WSU and attend department and program meetings

Student Responsibilities: Students' responsibilities for the advising partnership to be successful include:

- Schedule regular advising appointments each semester
- Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience
- Ask questions when necessary
- Keep a personal record of graduation progress and goals including organizing official documents (academic records, communications from professors or the academic advisor—including emails, letters, and/or phone calls)
- Communicate academic goals
- Become knowledgeable about University programs, policies and procedures
- Be responsible for their decisions
- Respond to official notification from the academic advisor (letters, emails, phone contacts, etc.) in a timely manner
- Maintain effective working relationships with advisors, faculty and administrators

Advising Effectiveness

Our academic advisor, Brittni Strickland, has worked with the University and specifically the HPER department since fall of 2018. The nature of the advising partnership has been very positive. She is dedicated to student success, eager to correct errors when they are recognized, communicates openly with faculty and staff, makes policy and procedural modifications that positively impact students and the programs involved, and maintains a set of ethics shared by all the members of the Department. The effectiveness of Brittni Strickland's advising is also facilitated by knowing students' interests, life experiences, etc. She is committed to providing a personalized advising experience for all students. She finds the importance of knowing each student and creating a professional relationship that the student feels comfortable speaking with Brittni regarding all aspects of university life. We are certain that effective advising has helped our students to complete their degrees in reasonable time.

Future Recommendations

As a program, we have established specific criteria for course waivers or overrides so that cases are treated fairly and consistently. While maintaining this consistency, we consider each student's unique circumstance individually. Our academic advisor has been keeping the lines of communication among all participating in advising decision-making open and knowledgeable. This has established the trust and enhanced the support of this critical relationship for student success.

Advisement will continue to be progressive: including using technology updates as a means to facilitate advisement and communication with students and adapting to meet student and faculty needs will be critical. We have added a newsletter for the beginning of each semester to include program and department information as well as contact information. The addition of the OCRE canvas announcement page has been extremely helpful for our students in staying connected with each other as well as various job opportunities, internships, and activities.

In the past we have found some areas of bottleneck when courses were not offered both fall and spring requiring exceptions. This issue has improved with course consistency and frequent communication with students. We recently sent out a Spring Course offerings list along with a fun incentive that will automatically enter students to win snowshoes if they come meet with Brittni for spring advising. We are always working towards a clear and consistent path to graduation for our students.

Over the next year, the advising team at the university plan on producing data driven retention initiatives designed to promote more proactive advisement: intervention specific to at-risk students will be offered to prevent a stop-out. Additionally, the university is transitioning to mandatory advising. This will likely facilitate better academic planning and mentorship for our students to be successful.

Standard E - Faculty

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Faculty Demographic Information

Currently there are three full-time faculty members; one instructor-level, one assistant-level, and one part-time associate-level. Each faculty member teaches across the core curriculum and at least in one (if not more) of the three emphasis areas. In addition to our standard teaching loads, our faculty also manage internships, the Bachelor of Integrated Studies, and supervising student club involvement. Faculty in the program also teach REC activity courses. In addition to our full-time faculty, OCRE would be unable to provide the required courses without our adjunct faculty. Over the course of an academic year, OCRE hires, on average, four adjunct faculty who teach a variety of courses in both the core and in emphasis areas (see Appendix B). All of our contract faculty hold a master's degree.

Faculty Qualifications

Faculty within the OCRE program are highly qualified experts within their respective areas of the discipline (see Appendix B). All faculty members, regardless of rank, meet the minimum qualifications to teach in the program. This includes having a master's degree and other relevant industry certifications.

Faculty Scholarship: Since the inception of the bachelor's degree in OCRE, faculty are regularly involved in scholarly activities that contribute to the body of knowledge and profession in a variety of ways. This includes presenting at local, state, national and international conferences, publishing research (or other creative works), mentoring undergraduate and graduate students. In the last five years, faculty have attended and/or presented at the following state and national conferences: Outdoor Industry Association, National Parks and Recreation Association, Association of Outdoor Recreation Education, American Camp Association, Utah Recreation and Park Association, Intermountain Sustainability Summit, Utah Outdoor Association, etc. In addition, faculty have published manuscripts in a variety of reputable publications including the Journal of Park and Recreation Administration, Journal of Wilderness Medicine, Journal of Outdoor Recreation Education and Leadership among others.

Mentoring Activities

Mentorship of Students

One of the strongest attributes of the program is our ability to get to know our students and mentor them through a variety of experiences including, teaching assistantships, guided research, conference attendances, and field-based experiences. Across several REC courses as well as OCRE 2500, OCRE students have the opportunity to be employed as a teaching assistant for field experiences as a way to gain important practical experience. In addition, we offer OCRE 2860 as an option for students to acquire field experience with the framework of structured mentorship provided by an OCRE faculty member. Further, in at least three different OCRE courses (one in the core, one in ORA, and one in the CRA emphasis) students are required to complete an undergraduate research project that is supervised by a faculty member. Our undergraduate students in these courses regularly have their work accepted for presentation/publication at various local, regional, or national conferences or journals.

Mentorship of Faculty

No formal faculty mentorship program exists within the Health, Physical Education and Recreation Department. Faculty members are, however, informally mentored by the department chair, program director, and program faculty as needed/desired. Adjunct instructors are mentored by a faculty member most familiar with the course taught by the adjunct, however, no formal review process is in place to ensure teaching effectiveness of adjunct faculty.

Diversity of Faculty

The OCRE faculty consist of three full-time faculty who teach courses within the OCRE program. One is female, two are male and all faculty are Caucasian. One of our strategic priorities is to diversify our staff and faculty.

Ongoing Review and Professional Development

The program faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committee's review faculty according to policy in their second and fifth year. Department and college ranking tenure and evaluation committees review faculty in their third and six years, also according to policy.

The typical faculty performance review schedule after hire as a tenure track assistant professor is:

- 2nd year: peer review of teaching by committee and Department Chair review
- 3rd Year: formal tenure rank and evaluation committee review
- 5th year: peer review of teaching by committee
- 6th Year: formal tenure rank and evaluation committee review
- if tenure and rank advancement was granted
- 11th year: eligible for full-professor promotion or post-tenure review
- Every five years: post-tenure review

Use and impact of high impact educational experiences

Faculty within the OCRE program are experienced educators who regularly provide high impact education experiences for our students. In fact, during the 2021-2022 academic year, a college-wide survey was sent out as part of the college-level strategic planning efforts to define and identify the number and types of HIEE's offered across the college (see tables 6 and 7). This assessment further yielded a strategic priority that every program in the college offer a minimum of two HIEEs across each program of study.

Table 6. Definitions and Types of HIEE's

#	HIEE Types	Definition
1	Capstone Course/Project	A culminating experience; students nearing graduation create a project (such as research papers, performances, portfolio of "best work," and exhibits) that integrates and applies what they learned.
2	Collaborative Assignments & Projects	Students work and solve problems in the company of others (such as study groups, team-based assignments, cooperative projects, and research), and sharpen understanding by listening seriously to the insights of others.
3	Community Engaged (Based) Learning	Students engage in field-based experiential learning with community partners and gain direct experience with issues they are studying while actively analyzing, solving, and reflecting on real world situations.
4	Diversity & Global Learning	Students explore U.S. and/or world cultures, life experiences, and worldviews different from their own and may address difficult racial, ethnic, gender, human rights, freedom, and/or power differences.
5	Evidence-based Teaching Practices	Students are taught through educational practices that are based on data, research, or scientific evidence and learn to make discipline specific decisions based on evidence.
6	First Year Experience	Students are brought together regularly in small groups with faculty or staff to emphasize critical inquiry, frequent writing, information literacy, collaborative learning, and/or other skills that develop students' intellectual and practical competencies.
7	Honors	Students are challenged academically by engaging in advanced and exceptional learning experiences and/or scholarly activities such as leadership and community engagement activities, interdisciplinary projects, and research in their major.
8	Internship/Field Experience	Students have a direct experiential learning experience in a work setting related to their career interests and benefit from professional field supervision and coaching while also completing course related internship assignments.
9	Learning Community	Students integrate learning across courses such as taking two or more courses as a group, working closely together, and answering big questions or exploring common topics that matter beyond the classroom.
10	Peer Mentor Programs	Students develop co-learning relationships with other students where one person has more experience than the others and provides support, knowledge, and skills transferred in one-on-one or group settings.
11	Practicum/Supervised Teaching	Students demonstrate, practice, and develop their teaching skills and competencies in a supervised school partner practicum classroom that is approved by a university instructor who facilitates, observes teaching, and verifies completion.
12	Pre-professional/Career Development	Students prepare for a future career path and required additional education and/or degrees through guided academic advisement and required course work.
13	Proactive Advising	Students, especially those at risk, meet with academic advisors before they struggle and faculty mandate advising for students, especially those who would not normally seek it, to provide deliberate academic intervention and enhancement of student success.
14	Project-based Learning	Students acquire deeper content knowledge and skills through active instructor guided exploration of real-world challenges and problems.
15	Student Leadership	Students actively participate in their education and skills development through ownership, collaboration, and the cultivation of learning.
6	Student On-Campus Employment	Students are employed, full or part time, in an educationally related or unrelated position at the university in which they are seeking a

		degree.
17	Study Abroad/Away	Students gain educational experiences and credit by studying and/or conducting research in another country through an approved program with their universities study abroad program.
18	Supplemental Instruction/Tutoring	Students provide academic assistance such as by developing and integrating learning and study strategies as approved and trained supplemental instructors and/or tutors for difficult academic courses while other students benefit academically from the sessions and/or tutoring.
19	Teaching Observation	Students undergo a formal or informal observation of their teaching while it's taking place in a learning environment with constructive critical feedback provided by the instructor to help the student improve their instructional techniques and management of the learning environment.
20	Undergraduate Research	Students actively contest questions, engage in empirical observation, use cutting-edge technologies, and experience the excitement from working to answer important questions through research experiences.
21	Writing Intensive Course	Students write at all levels of instruction, through repeated practice, for various audiences and informational literacy, and across the curriculum, including final-year projects.

Table 7. Course Designation Key

Course Designation Key	HIEE Type Numerical Reference Key		
LD: Lower Division, 1000 & 2000 courses	1. Capstone Course/Project	8. Internship/Field Experience	15. Student Leadership
UD: Upper Division, 3000 & 4000 courses	2. Collaborative Assignments & Projects	9. Learning Community	16. Student On-Campus Employment
GRAD: Graduate, 5000 & 6000 courses	3. Community Engaged Learning	10. Peer Mentor Programs	17. Study Abroad/Away
	4. Diversity & Global Learning	11. Practicum/Supervised Teaching	18. Supplemental Instruction/Tutoring
	5. Evidence-based Teaching Practices	12. Pre professional/ Career Development	19. Teaching Observation
	6. First Year Experience	13. Proactive Advising	20. Undergraduate Research
	7. Honors	14. Project-based Learning	21. Writing Intensive Course

Across the core curriculum, OCRE Majors experience within their first 30-credits within the major, at least 6 HIEE's across 18 credits.

- OCRE 2050 (3) Project-based learning (e.g., Flow Experience assignment)
- OCRE 2500 (4): 75-80 hours of field experiences
- OCRE 2890 (2): 60 hours of job shadowing or volunteer work with local recreation agencies
- OCRE 3100 (3): Community Based learning (implementing recreation experiences for a local recreation company)
- OCRE 3300 (3): Volunteer with an outdoor adaptive recreation company; engage in experiential education activities to learn about issues related to diversity and inclusion with recreation services
- OCRE 3320 (3): Project – based learning experience (assess, plan, implement, and evaluate a recreation event over the course of the semester)

OCRE Majors experience within their second 30-credits across the core curriculum, at least 5 HIEE's across 18 credits.

- OCRE 3520 (3): Students will engage in experiential activities throughout the semester related to risk management
- OCRE 3600 (3): Professional Development (volunteer and attend a statewide recreation conference)
- OCRE 4205 (3): Students will complete an undergraduate research project
- OCRE 4300 (3): Students will engage in experiential activities throughout the semester related to trends and issues in the field
- OCRE 4890 (6): Internship (students are required to complete a capstone minimum 400 hour internship experience)

Analyzed differently, OCRE offers approximately 12 different types of HIEEs across three lower division core courses and 11 different types across upper division core courses, and 16 unique types of HIEEs across all core courses (see table 8). Within the ORA emphasis, there are 12 different types of HIEEs, in the CRA emphasis there are four different types of HIEEs, and the Outdoor Entrepreneurship emphasis has at least one type, which is based solely on the OCRE course required (we do not track the ENTR HIEEs). Collectively, OCRE programs offer more HIEEs than any other program in the college (see tables 9 and 10).

Table 8. OCRE Summary of HIEE's across the **entire** OCRE curriculum

OCRE Program	AAS (OL)	Core Classes (BS)	Outdoor Recreation Administration (BS)	Community Recreation Administration (BS)	Outdoor Entrepreneurship (BS)
LD # of Courses	6	3	1		
LD Courses	OCRE 2300, 2500, 2550, 2610, 2860, 2890	OCRE 2050, 2500, 2890	OCRE 2300		
LD HIEE Types	1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19	2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 19	2,8		
Total LD HIEE Type	15	12	2		
UD Courses	N/A	OCRE 3100, 3320, 3300, 3600, 4205, 4300, 4890	OCRE 3400, 3450, 4020, 4550,	OCRE 3500, 3700, 4000, 4500	OCRE 3400
UD # of Courses		7	4	4	1
UD HIEE Types		1, 2, 3, 4, 7, 10, 11, 13, 17, 18, 21	5, 8, 10, 11, 13, 14, 16, 17, 18,19	5, 13, 18, 19	13
Total UD HIEE Type		11	10	4	1

Table 9. Number of HIEE's across College of Education programs

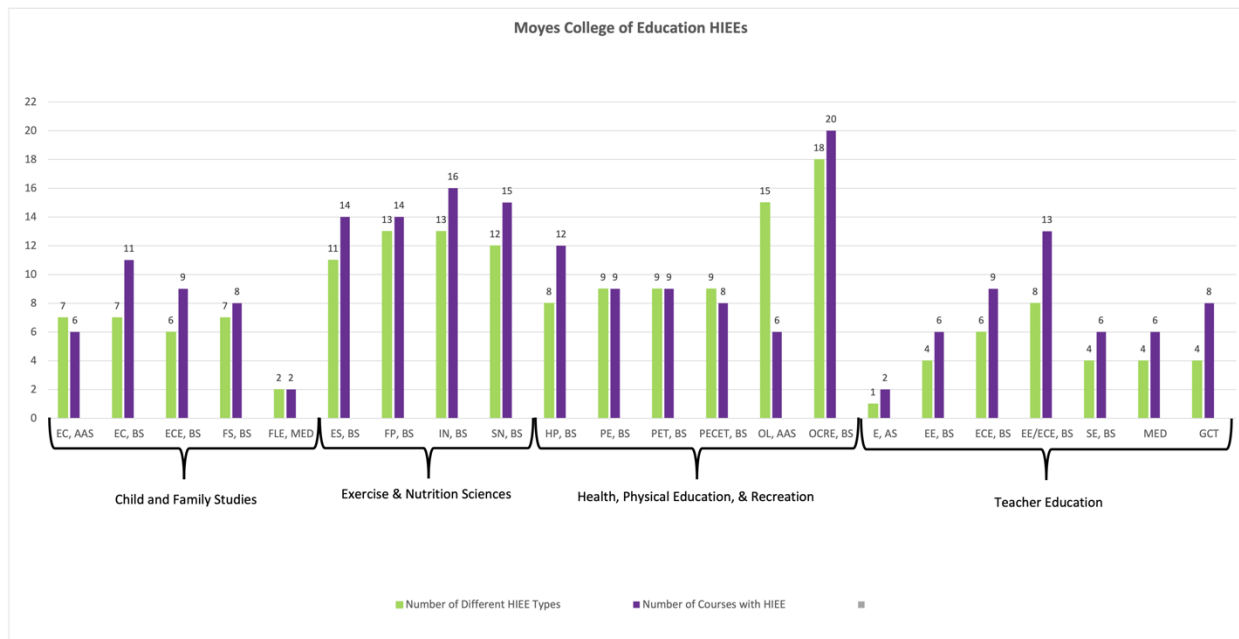
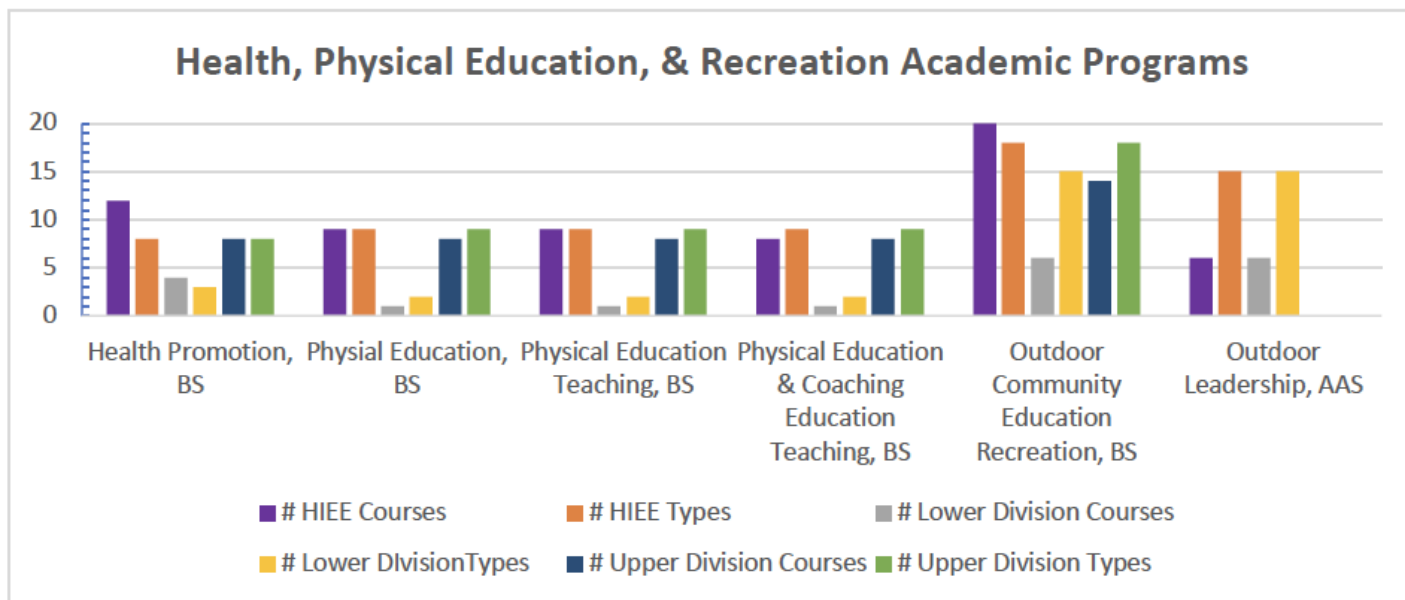


Table 10. Number of HIEE's across HPER programs



In table 11, we provide a comprehensive list of HIEEs offered across the AAS and BS core curriculum. Although OCRE has demonstrated the consistent use of HIEEs across the curriculum, we also recognize the need to establish baseline thresholds for performance, which could provide insight and help ascertain HIEE effectiveness in achieving program outcomes.

Table 11. Evidence of High Impact Educational Experiences in the OCRE core curriculum for AAS and BS (36 credits)

OCRE AAS Course	Primary HIEE	Description	Action Plan	Closing the loop
2300 (3)			Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
2500 (4)	Field Experience	Students complete 75-80 hours of field experiences	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
2550(4)	Field Experience		Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
2860 (2)	Practicum/Supervised Teaching:		Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
2890 (2)	Pre-Professional/Career Development	Students complete 60 hours of volunteer work with local recreation agencies	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
OCRE BS Courses	Primary HIEE	Description	Action Plan	Closing the loop
2050/3050 (3)	Diversity/Global Learning	Students complete a Recreation Scavenger Hunt where they survey individuals to determine “flow”, motivation for participation, and serious leisure during an experience.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
2500 (4)	Field Experience	Students complete 75-80 hours of field experiences	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
2890 (2)	Career Development	Students complete 60 hours of job shadowing and/or volunteer work with local recreation agencies.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.

3100 (3)	Community Engaged learning	Students facilitate a recreation experience for a community group.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
3300 (3)	Community Engaged Learning	Students volunteer with an outdoor adaptive recreation company and complete at least 10 hours of service.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
3320 (3)	Project-Based; team Based	Students work in small groups to assess, plan, implement, and evaluate a recreation event over the course of the semester.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
3520 (3)	Writing intensive course.	Students complete an in-depth legal analysis on a recreation-based case study; Students complete multiple risk management assessments.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
3600 (3)	Project Based; Pre-Professional/Career Development	Students complete two major projects in this class, first a staff training on a management topic, and secondly a podcast episode on the same topic that requires students to conduct research and interview an industry professional; Students volunteer and attend a statewide recreation conference.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
4205 (3)	Undergraduate research	Students complete a research project under the direction of a faculty member.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
4300 (3)	Writing intensive course		Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.

4890 (6)	Internship	Students complete an instructor approved internship that involves a minimum of 400 hours of work at an approved work site.	Establish performance thresholds to assess HIEE implementation effectiveness.	Solicit student feedback (exit survey) on the use of HIEEs.
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Important References/Resources about HIEEs:

- <https://www.aacu.org/node/4084>
- https://www.aacu.org/sites/default/files/files/LEAP/hip_tables.pdf
- <https://weber.edu/weberthrives/HIEE.html>
- <https://www.weber.edu/weberthrives/HIEE-taxonomy.html>

Evidence of Effective Instruction

- i. Faculty teaching schedules are determined by the department chair in consultation with the program director and faculty members. They are established based on the strengths of each faculty member, the needs of the program, and performance factors. All courses taught by tenured and non-tenured faculty members are evaluated by students online. Results include student commendations and recommendations. Numerical data and qualitative comments are interpreted and tracked by semester and over time. A new student evaluation instrument was developed and approved by the WSU Faculty Senate in 2021. All tenured and tenure-track faculty within the College of Education must be rated in teaching as ‘Good’ as opposed to ‘Satisfactory’ to earn tenure or advance in rank, as outlined by the College of Education tenure and promotion requirements. Finally, as evidenced by our program’s use of HIEEs, the OCRE faculty are highly committed to the implementation of best practices within our pedagogies.
- ii. Adjunct Faculty: When adjunct faculty members are used to teach a course, they use a department approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook, undergo student and at times peer evaluation, and adopt standardized courses when applicable. The results of evaluations are housed in the department chair’s office or through WSU secure department cloud document storage.

Standard F – Program Support

Adequacy of Staff

OCRE has one full-time staff member with a Master's in Higher Education Administration and various certifications in relevant technical skills within the field. This staff member participates in regular professional development, whether internal university training, national conferences, or outside certification as noted above. Responsibilities of the staff position include a combination of teaching within the staff member's area of expertise and various administrative duties. These include management of an indoor climbing facility with roughly 2,000 square feet of climbable surface, acquisition and management of an inventory of nearly \$150,000 of outdoor equipment for use in OCRE courses, and various other tasks such as permit management and risk management. Finally, the staff member hires, trains, and oversees adjunct instructors and hourly employees for REC courses. REC courses represent the various outdoor technical skills that may be relevant for OCRE graduates, such as paddling, skiing, or climbing. Collectively, these duties are intended to meet the objectives of OCRE, providing for logistical needs and risk management of various courses as well as high quality educational experiences.

The REC program presently employs 17 adjunct instructors and 16 part-time hourly staff to support a 5-year average annual enrollment of 458 students across an average of 57 course sections per year (see Appendix A for details). Hourly employees also support other programs with partners from across campus as well as maintenance of the indoor climbing facility. Given the teaching load, large number of REC courses, support for OCRE, employee management, and other administrative duties, a single full-time position represents a challenging workload to maintain a high-quality program. Consequently, an additional position to assist with teaching and administrative duties would provide necessary personnel capacity to better meet the program needs, as they have grown significantly over the preceding 5 years.

Adequacy of Administrative Support

The department currently has one non-exempt administrative assistant, Marcia Kawa, along with one exempt staff personnel, Academic Advisor Brittni Strickland. Beyond direct staff support of HPER and the OCRE program, the College of Education also employs two full-time exempt facility managers to oversee the administration of operations within the Stromberg Complex. Matthew Barker, facility manager, and Jake Heiniger, assistant facility manager, are responsible for all administrative and operational management of the complex including building scheduling, event management, maintenance, and emergency operations. The college also employs a marketing and recruiting manager, Lindsey Sweatland, who oversees the recruitment and promotion of all College of Education programs. The CoE shares an IT Service Manager, Paul Dykman, who with his team provides critical support to ensure personnel have up-to-date and working technologies in their offices, classrooms, and within COE buildings. Finally, the COE has a full-time staff member, Natalie Struhs, who is dedicated to academic advising specifically targeting student retention and completion, and addressing communication about student performance that occurs in Starfish, our early alert platform.

Adequacy of Facilities and Equipment

Through the generous financial support provided by the College of Education and broader University, the OCRE program has been able to secure a state-of-the-art active learning classroom facility (2019), as well as an impressive equipment library that is well maintained and inventoried by our Recreation Manager, Derek DeBruin. The classroom and equipment help ensure our students have an exceptional learning environment to support their professional development.

Facilities. The OCRE teaching environment is located in the Stromberg Complex that the program faculty and staff leverage to offer exceptional educational experiences. The Stromberg Complex provides a swimming pool, ample indoor gym space, fitness, sport and activity areas, and indoor climbing wall; all of which provide an outstanding arena for student instruction. Additionally, the development of the OCRE classroom (Swenson 405) in 2018 created an excellent active learning classroom that allows for diverse pedagogies, gear storage, and immediate access to outdoor learning spaces. To the east of 405 is an outdoor green space that is frequently used for scenarios, simulations, and group activities. Finally, given our proximity to an extensive trail network, multiple ski resorts, several municipal parks and recreation agencies, and numerous outdoor companies, the OCRE program is well positioned and supported with a myriad of indoor and outdoor learning experiences to support students' acquisition of professional competencies. With a curriculum designed to develop professional knowledge and skills, and the ability to leverage our facility, location and community partnership opportunities, graduates from the department are prepared to work in a variety of recreation, education, health, and fitness settings.

Equipment. OCRE has consistently worked on acquiring the essential equipment needed for our program. Over the last 10 years, we have built an inventory of equipment (see table 11) from virtually nothing to over \$150,000 worth of equipment. As noted in table 11, the equipment used in OCRE includes everything from trailers to haul equipment to activity specific gear (i.e. mountain bikes, climbing equipment). In addition, OCRE is committed to making what has traditionally been an inaccessible major (due to the high cost of outdoor equipment), more accessible by providing students important gear (i.e. warm layers, rain jackets) that they can use during field experiences. We work with a number of outdoor companies to secure some of the highest quality equipment to ensure our students are learning with the most current models.

Table 11. OCRE/REC Equipment

Category	Subtotal
Backpacking Equipment	\$ 11,480.58
Misc. Equipment	\$ 3,282.69
Apparel	\$ 13,318.15
Winter Equipment	\$ 29,425.30
Mountain Bikes	\$ 17,577.60
Trail Tools	\$ 483.80
Land Paddling	\$ 5,459.44
Paddling	\$ 14,038.89
Fly Fishing	\$ 5,333.44
Climbing Equipment	\$ 13,720.57
Winter Climbing Equipment	\$ 12,620.00
Version Date: April 2023	35

Climbing Wall Equipment	\$	6,393.55
Wall Maintenance/Setting	\$	5,025.68
First Aid Supplies	\$	3,903.96
Tree Tent (Tentsile)	\$	2,157.00
Trailers	\$	5,887.00
Sandbox	\$	7,790.00
TOTAL	\$	157,897.65

Adequacy of Library Resources

The Stewart Library information resources and services on multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and meet student and faculty needs. The library assigns a librarian to each college, and the College of Education's liaison is Shaun Adamson. The librarian has an annual budget to provide current resources for the program. Additionally, the librarian meets faculty classes when invited in scheduled teaching rooms within the library and provides electronic resources for specific classes taught when requested.

1. **General Collection:** A number of required textbooks for OCRE courses have been purchased over the last several years and placed on reserve. Further, the library is able to order most anything upon request. Interlibrary service is able to provide access to materials not available in the Stewart Library and the average turnaround time for articles that are delivered electronically is about 6 hours.
2. **Technology and accessibility:** The library offers laptop and hotspot checkouts since COVID, and these are available both short term and semester-length. A large portion of the second floor provides access to computers and group study spaces. The library has also been an advocate of accessibility of course materials and has worked closely with WSUOnline in the creation of a document remediation service to ensure that all course materials are accessible to students. Several librarians have received training in this area.
3. **Recommendations:** The library would like to hear from more faculty in OCRE about items they need, both for students and for their own research.

Standard G - Relationships with External Communities

Description of Role in External Communities

Department and program faculty and staff build and maintain relationships with external communities in multiple ways (see table 12). Connection with the external community relies in part on relationships cultivated between individual faculty members and local businesses, agencies, schools, regional companies, and government facilities, such as city and county parks and recreation departments, and state parks (See Appendix E). Faculty often maintain contact with former graduates of the program informally. Numerous former students initiate contact with faculty when requesting updated letters of recommendation or permission to contact when changing jobs. Each faculty has placement information about former students which helps project OCRE employment opportunities for current students (see table 13).

One specific way that the Outdoor and Community Recreation Education program maintains external partners is through our internship program. Students complete two internships, one in OCRE 2890 (2 credits) where they have the opportunity to explore potential career pathways for a minimum of 60 hours. The second internship is a minimum of 6 credits/400 internship within their chosen track. The Program Director typically serves as the course instructor for the internship class and ensures that students choose appropriate internships, submit signed contracts, and complete the required reports and evaluations. The program director maintains a database of acceptable potential internship sites for future students (see table 13).

Table 12: Community and Institutional Partners

Industry partners			
Organization	Contact	Area	Partner Type
Adventure Med	Cedar Coleman	Wilderness Medicine	Curriculum/Certifying body
Amer Sports	Ryan Bateman	Outdoor Retail	Program supporter
Antelope Island	Wendy Wilson	State Parks	Internship, guest speaker
Arcadia Guided Outdoor Adventures	Adam Tobey	Outdoor Ed/Guides	Adjunct, internship site
Bike Utah	New staff	Community Rec/Non-Profit	Guest lecturer
Black Diamond	Bryson White	Commercial/Retail	Site visit
Common Ground Outdoor Adventures	New staff	Adaptive	Internship hours, guest speaker
East Canyon State Park	Chris Haramoto	Outdoor Rec	Guest speaker
Echo Springs Utah	Dan Phillips	Adventure Therapy	Program supporter
Elements Wilderness Program	Karen Scrafford or Lynn Smith	Wilderness Therapy	Guest lecturer
ENVE Bikes	Bryan Tello	Outdoor Retail	Guest speaker
Farmington Parks and Recreation	Emme Paget	Community Rec	
Goal Foundation	Clarisse	Non-profit	Internship hours
Klymit		Outdoor Retail	

Layton Parks & Recreation	Kimberly Zygmant	Municipal P&R	Guest speaker, interns
Lions Club MD 28	Mike Eisenberg	NGO	Research, funding for REACH Weber
National Ability Center		Adaptive	Program sponsor
National Parks Conservation Association	Cassidy	Conservation	Guest lecturer
Nordic Valley	Richard Shumacher	Ski Resort	Site Visits, field experiences
Ogden Bicycle Collective	Michael Hernandez	Non-Profit	Site visit/Volunteer
Ogden Parks and Rec	Edd Bridge	Community Rec	Guest lecturer
Ogden Trails Network	Brian Waters	Non-Profit	
OnHill Events	Joe Coles	Commercial	Guest lecturer
Outdoor Industry Association	JoAnne Carlilli	Outdoor Industry	Program supporter/Site Visit
Pull Photos/Publishing	Nikki Smith	Outdoor Rec/EDI	Guest speaker
Petzl	Tom Adams	Outdoor Retail	Site visit
Primary Children's Hospital	Allison Smego	Pediatrics	REACH Weber Supporter
Protect Our Winters		Sustainability	Program supporter
Recreation Outlet	Patrick McCrary	Outdoor Retail	Program supporter
REI Farmington	Angelica Ramirez	Outdoor Retail	Program supporter
Riverdale City Recreation	Rich	Community Rec	Approved internship site
Roy Parks and Rec	Jody Call	Community Rec	Internship site
Salt Lake Community College	David Robles	Outdoor Rec/EDI	Guest speaker
Snowbasin and Powder Mountain	GR Fletcher, Jill Bourne, Mike Otto	Ski Industry	Class location, adjunct instruction
SkiUtah	Nathan Rafferty	Ski Industry	Program supporter
Solstice Residential Treatment Center	Eric Yost	Adventure Therapy	Guest lecturer
Swanson Environmental Center	Ben Prall	Outdoor Education	Field experience
Trail Foundations of Northern Utah		Non-profit	
U.S.F.S.	Kristin Johansen	Public Lands	Field experience/volunteer
Utah Office of Outdoor Recreation	India Nielsen Barfuss	State/Policy	Program supporter
Utah Recreation and Parks Association	LeeAnn Powell	Community Rec	Program supporter
Venture Academy	Stacy Swapp	Outdoor Education	Site visit, practicum
Visit Ogden	Sara Toliver	Tourism	Guest lecturer, site visit
YMCA of Northern Utah	Ben Wittig	Non-Profit	Guest lecturer
Youth Impact		Non-profit	Site visit
Wasatch Mountain Institute	Hilary Lambert	Non-Profit/Outdoor Education	Field experience, guest lecturer, adjunct
WSU Partners			
Division	Area	Contact	Partner type

Campus Recreation	Recreation	Teri Bladen, Daniel Turner, Rebecca Mabile	Guest lecturer, adjunct, equipment support
SPARC	Conservation/Sustainability	Alice Mulder	Program support
Goddard School	Business	Brandon Stoddard	Guest lecturer/program support
Honors Program	Interdisciplinary	Christy Call	Interdisciplinary
COS	Environmental Sciences	Bridget Hillibig	Provide gear to students
A&H	Languages	Kacy Peckenpaugh	Guest lecturer
Study Abroad	Study Abroad	Eric Hunter	Program support
Facilities Management		Jenn Bodine	Guest lecturer
Health Professions	Emergency Medicine	Bill Robertson	Program support
First Year Experience	FYE	Ashley Owens	Co-Direct an OCRE FYE program
Teacher Education			Collaborative projects
CHF			Collaborative projects
ENS			Collaborative projects
HPER			Collaborative projects
WGQS	Equity, Diversity, Inclusion	Jessica Pleyel	Adjunct
NUAMES	Recruitment	Steve Davis	Recruitment

Summary of External Advisory Committee Minutes

N/A – We do not currently have an advisory board.

Community and Graduate Success

One measure of our graduates' success is their ability to locate, and successfully complete an internship at an approved site. Internships are a powerful learning experience that help students put into practice all that they have learned in the context of an industry specific workplace. We also see internships as a mutually beneficial experience that can support local and out-of-state partners by meeting their workforce needs. Approximately 30 OCRE students have completed an internship since 2019 (See table 13). Of these, 73% of our graduates completed a paid internship and the remaining 27% had an unpaid internship (50% of these were during covid when opportunities for internships were limited). Ninety percent of the internship placements were in Utah (see table 13). *Please note, that despite our best efforts, it can be incredibly difficult to track student data once a student graduates. Thus, job placement data and current job information is incomplete because only a small percentage of students respond to requests. As a college, we implemented a graduate survey (beginning April 2023) that we will continue to leverage to better ascertain our students' employment status.

Table 13. OCRE Graduates Internships and Job Placement

Year Graduated	Internship paid/unpaid and location	Job placement within 6 months	Job Placement 1 Year Post Graduation	Job Placement 1+ Year post graduation	Current job (as of fall 2023)
<u>5/2019</u>	Paid internship at the Front	Event Manager, The Front			Event Coordinator, Black Diamond (UT)
<u>5/2019</u>	Paid internship at Roy City				Bark and Boarding (UT)
<u>5/2019</u>	Unpaid at Elevated Mtn Guides				
<u>5/2019</u>	Paid internship within Ogden Downtown Alliance	Ogden Downtown Alliance			Program Coordinator, Sierra Club (UT)
<u>5/2019</u>	Paid internship, naturalist, at Antelope Island		Recreation Supervisor Ogden City Recreation		Administrative Assistant II, Ogden City Government (UT)
<u>5/2019</u>	Paid internship <u>Campus Recreation (WSU)</u>				
<u>08/2020</u>	Paid internship at Second Nature				
<u>12/2019</u>	Paid internship Kitty Hawk Kayaks and Surf School (NC)	Nor'Banks Sailing and Watersports			Cirque de Vol (NC)
<u>12/2020</u>	Unpaid internship at the Univ of Utah (covid)				
<u>12/2020</u>	Unpaid internship at Great Basin Institute (covid)	Great Basin Institute	McDowell Environmental Education Center		Camp Watitoh (PA)
<u>05/2020</u>	Unpaid internship at Illahee Summer Camp (covid)	*The Front (Ogden)			
<u>5/2020</u>	Unpaid internship at Ogden Valley Tennis & Pickleball Association (covid)	Grad School (WSU) Communication			
<u>5/2021</u>	Paid internship at Bingham's Cyclery	Bingham Cyclery			Backcountry (UT)
<u>5/2021</u>	Paid internship with Youth City	Youth City			Facilitator at Youth City (UT)
<u>05/2021</u>	Paid internship with Arcadia Guides	Logistics Coordinator, Arcadia Guided Outdoor Education			Teacher, Honeybee School (UT)

<u>05/2021</u>	Paid internship with Davis County Economic Development Office	Dev. Assistant for Boys & Girls Club			Account Manager, Dynamic Advertising Solutions (PA)
<u>05/2021</u>	Paid internship with Western River Guides				Dealer Service Rep, Outdoor Research (UT)
<u>05/2021</u>	Unpaid internship with Back2Back Archery (Centerville)				
<u>12/2021</u>	Paid internship with Sawtooth Mountain Guides	Sawtooth Mountain Guide (ID)			Sawtooth Mountain Guide (ID)
<u>05/2021</u>	Paid internship with Layton City Recreation				*Graduate School
<u>05/2021</u>	Unpaid internship Schneiters Golf course	* <u>Military</u>			* <u>Military</u>
<u>05/2022</u>	Paid internship with Lifelines (Cru) and Journey Clinic	<u>Military</u>			
<u>08/2022</u>	Paid internship with Clinton City				
<u>05/2022</u>	Paid Internship with Powder Mountain	Cleanline Surf Shop (OR) and Powder Mountain			
<u>08/2022</u>	Paid Internship with Destination Sports				
<u>08/2022</u>	Paid Internship with Farmington City	Farmington City			<u>Farmington City</u>
<u>08/2022</u>	Paid Internship with Tracy Aviary	Salt Lake City Park Ranger			
<u>05/2023</u>	Unpaid internship with Columbia Pest Control	Self Employed, Tactical Laser Tag			<u>Self Employed, Tactical Laser Tag</u>
<u>05/2023</u>	Paid internship with Snowbasin	BSA and Hillshire Ranch			
<u>05/2023</u>	Paid internship with Powder Mountain	Military			

Standard H – Program Summary

Results of Previous Program Reviews

N/A – This is our first program review

Action Plan for Ongoing Assessment Based on Current Self Study Findings

The findings provided within the self-study highlight key issues related to curriculum and learning outcomes as identified in Table 13. The faculty and staff within the OCRE program have identified several actions that can be taken to address each of the key issues.

Table 13. Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
<p>Issue 1 Tracking student employment post graduation. Limited data exists on OCRE graduates (jobs, graduate school, etc.). More concerted effort to track and build a well-connected community of alumni is warranted to assess how well our students are performing in the workforce post-graduation (see table 13).</p>	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Use alumni association; Increase completion rate of the MCOE graduate survey (two students – Integrate into 4890? - Have students complete it when they apply for graduation?
	Year 2 Action to Be Taken: Analyze data and determine next steps
	Year 3 Action to Be Taken: Continue to monitor and adjust as needed
	Year 4 Action to Be Taken: Continue to monitor and adjust as needed
<p>Issue 2 Curriculum review to determine no redundancy on artifacts.</p>	Current 5 Year Program Review: Year 1 Action to Be Taken: Review items used for assessment (begin with the core curriculum)

<p>Since 2017 OCRE has undergone several changes to curriculum, program faculty and increasingly relies on adjunct faculty for several core classes. As such there is a need to review and ensure curricular alignment to program outcomes (see table 3).</p>	Year 2 Action to Be Taken: Review emphases; Modify as needed
	Year 3 Action to Be Taken: Review AAS degree; modify as needed
	Year 4 Action to Be Taken:
<p>Issue 3: Review contract faculty to ensure teaching and course quality (see page 33 pt. ii). As the use of adjunct faculty has increased over the last five years, a significant need exists to formalize and implement a teaching review process.</p>	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Develop teaching review criteria (content, syllabus, canvas templates, outcomes, etc.) and schedule review cycle.
	Year 2: Pilot review process-adjust as needed
	Year 3 Action to Be Taken: Continue to make adjustments as needed
	Year 4 Action to Be Taken: Continue to make adjustments as needed
<p>Issue 4. Provide additional opportunities to explore the major. There are limited opportunities for students to explore the degree in the context of lower division classes. A GE course may provide an important pathway to introduce students to the major earlier in their academic career (see pg. 17, pt. b).</p>	Current 5 Year Program Review: Proposed OCRE 3050 as a GE course (OCRE 2050)
	Year 1 Action to Be Taken: Offer OCRE 2050 as a GE course beginning fall semester of 2024. Explore feasibility of offering one of our lower division courses as a CE/CTE course
	Year 2: Review enrollment and academic outcomes, make adjustments as needed
	Year 3 Action to Be Taken: Continue to make adjustments as needed
	Year 4 Action to Be Taken: Continue to make adjustments as needed

<p>Issue 5: Explore the feasibility of an online MS program in Parks and Recreation. OCRE currently supports USHE's directive to provide stackable credentials through our AAS and BS program offerings. Offering an MS may provide an additional opportunity to support graduate education. Given the limited opportunities in the region to pursue a graduate degree in recreation, combined with the launch of the Graduate Studies in Education, OCRE may be positioned to offer a graduate emphasis (see pg 2 on existing program offerings and stackable credentials).</p>	Current 5 Year Program Review: Explore feasibility
	Year 1 Action to Be Taken: Survey local agencies for interest
	Year 2 Action to Be Taken: Build program
	Year 3 Action to Be Taken: Hire one new faculty member
	Year 4 Action to Be Taken: Track effectiveness

S

Action Plan for Staff, Administration, or Budgetary Findings

The findings provided within the self-study provide evidence to support key staff, administration, budgetary issues/needs as identified in Table 14. The faculty and staff within the program have identified several actions that can be taken to address each of the key issues.

Table 14. Staff, Administration, Budgetary Issues/Needs

Problem Identified	Action to Be Taken
<p>Issue 1: Student Enrollment and Program visibility As a discovery major, limited knowledge exists on the opportunities to pursue careers in outdoor and community recreation. Thus, a need exists to increase awareness and visibility for current students, and students outside Weber County/state of UT. As noted in the program enrollment (see appendix A), the fewest number of OCRE students are enrolled in the CRA emphasis, despite significant workforce demand in the state of Utah.</p>	<p>Current 5 Year Program Review: Launch comprehensive marketing campaign at the direction of MarComm.</p>
	<p>Year 1 Action to Be Taken: Booths at conferences, campus events. Leverage community partners to help market the program (and enhance student work-learning experiences)</p>
	<p>Year 2 Action to Be Taken: Host regular high school events/fairs on-site. Partner with another program (e.g., CFS); Partner with local parks and recreation agencies to recruit HS youth currently working in parks and rec.</p>
	<p>Year 3 Action to Be Taken: Create an additional OCRE scholarship</p>
	<p>Year 4 Action to Be Taken: Assess effectiveness of marketing efforts</p>
<p>Issue 2: Advisory Board OCRE currently lacks an advisory board and would benefit from having a formalized external body of professionals to inform the program of issues, trends, and workforce needs (see page 39).</p>	<p>Current 5 Year Program Review:</p>
	<p>Year 1 Action to Be Taken: Recruit community members</p>
	<p>Year 2 Action to Be Taken: Create Advisory Board</p>

	Year 3 Action to Be Taken: Host annual board meeting
<p>Issue 3: Funding for staffing and field-based course components Course fees continue to grow in step with the costs of running the program, both due to inflationary measures as well as equipment acquisition and replacement (see Appendix A for enrollment details). Course fees largely cover three categories of expenses: consumables associated with trips, durable equipment, and staffing. OCRE is committed to keeping course fees as low as possible. Efforts to defray the cost of staffing could significantly aid in keeping course fees low. An additional staff position to assist with the REC program and related OCRE duties could aid this. Similarly, reduction in the cost of maintaining the equipment inventory would limit the rise in course fees; OCRE will continue to pursue funding options within the university for major expenses (see page 34).</p>	<p>Action to Be Taken Current 5 Year Program Review:</p> <p>Year 1 Action to Be Taken: Explore options for 50/50 funding for student hourly positions.</p> <p>Year 2 Action to Be Taken: Apply for internal funds and grants for equipment replacement</p> <p>Year 3 Action to Be Taken: Hire additional REC staff position</p> <p>Year 4 Action to Be Taken: Review and adjust as needed</p>
<p>Issue 4: Limited teaching load flexibility OCRE has two TT faculty and one instructor. Across their respective positions, each maintains significant administrative responsibilities (Program Director, Director of Department Honors, and Associate Dean). Despite receiving course releases for these responsibilities, finding the instructional staff to cover these courses is challenging and frequently necessitates having to teach overload. This, in turn, significantly impacts program quality and the ability to offer courses more flexibly, pursue sabbatical opportunities, take leave, and/or serve in other capacities.</p>	<p>Action to Be Taken Current 5 Year Program Review: Identify ways to provide additional instructional support.</p> <p>Year 1 Action to Be Taken: Review and adjust as needed</p> <p>Year 2 Action to Be Taken: Review and adjust as needed</p>

	Year 3 Action to Be Taken: Review and adjust as needed
	Year 4 Action to Be Taken: Review and adjust as needed

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Student and Faculty Summary

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Department Student Credit Hours Total	14,325	12,298	11,130	11,193	11,485
OCRE only SCH	509	590	549	495	527
Department Student FTE Total	477.5	409.9	371	373.1	382.8
OCRE only FTE	17	19.7	18.3	16.5	17.6
Student Majors	25	37	45	33	26
Program Graduates					
Associate Degree	0	0	0	0	0
Bachelor Degree	2	5	9	7	7
Student Demographic Profile					
Female	10	17	27	20	16
Male	15	20	18	13	10
Faculty FTE Total	22.16	20.37	17.38	31.03	N/A
Adjunct FTE	9.51	8.81	7.27	10.75	N/A
Contract FTE	12.65	11.56	10.11	20.28	N/A
Department Student/Faculty Ratio	21.55	20.12	21.35	12.02	N/A

Enrollment Trends by Major Concentration

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total OCRE	22	30	39	43	35	26	29
ORA	18	23	24	26	18	14	16
CRA	3	6	9	8	7	4	3
OEntr			2	5	6	4	5
OL	0	0	0	0	3	6	12

*Note: Data pulled August 2023. Due to college restructuring and departmental changes, these data are our best reflection of actual departmental/program counts.

**** Definition**

Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

Student FTE Total is the Student Credit Hours Total divided by 30.

Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

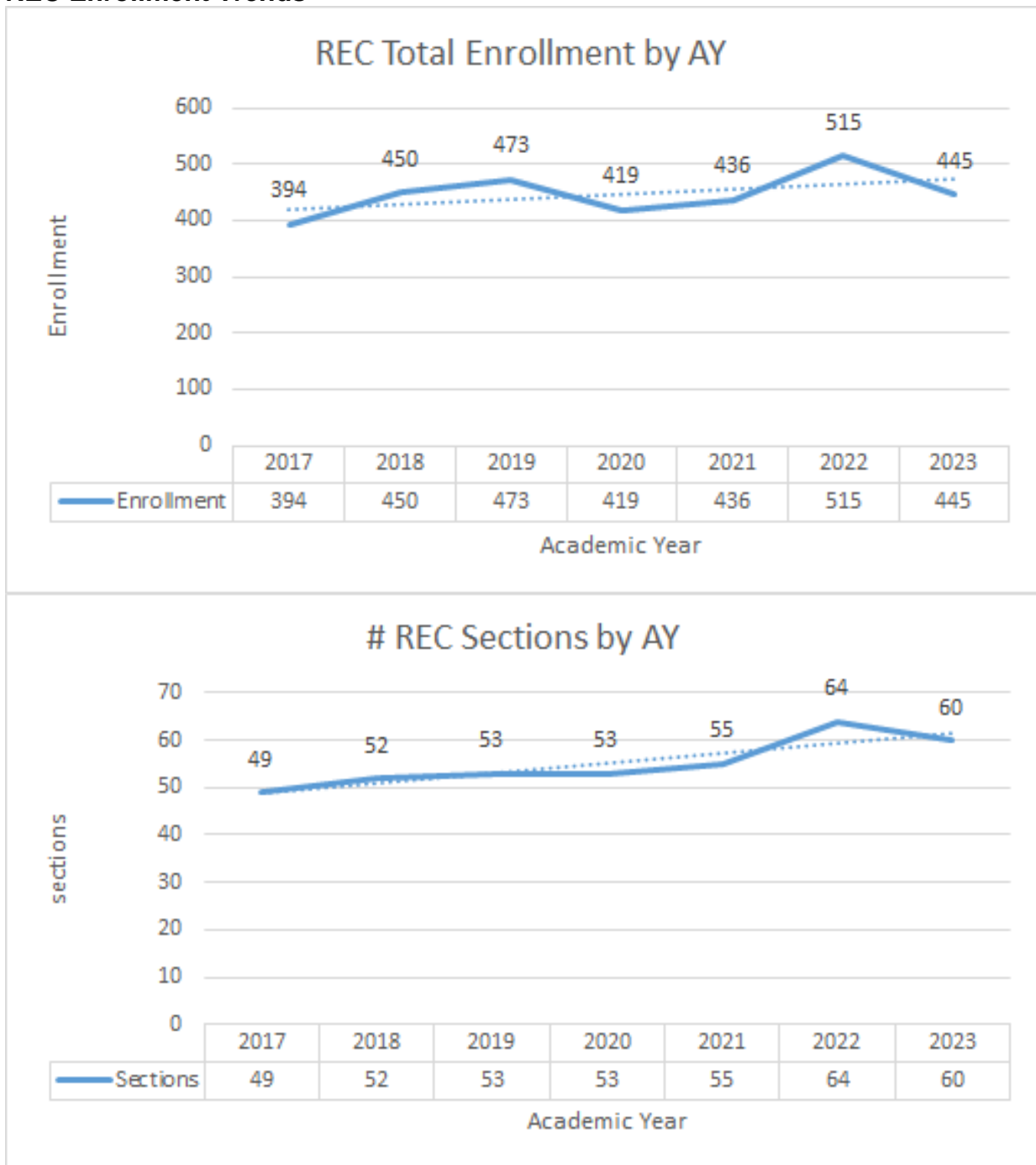
Program Graduates includes only those students who completed all graduation requirements by the end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

Student Demographic Profile is data retrieved from the Banner system.

Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

REC Enrollment Trends



Appendix B:

Faculty (note: we need to report the previous 5 years – if this has not been included in your biennial assessment report, please provide that information here – one table for each of the 5 previous years)

	Tenured	Tenure-Track	Other Contract	Adjunct
Number of faculty with Doctoral degrees	1	1		
Number of faculty with Master’s degrees			1	4
Number of faculty with Bachelor’s degrees				
Other Faculty				
Total				

Most recent completed year; contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Derek DeBruin		N/A	MA	8	Outdoor Recreation
Alicia Christensen		N/A	MS	3	Community Recreation
Rebecca Mabile		N/A	MEd	3	Community Recreation/Aquatics
Richard Schumacher		N/A	MS	2	Outdoor Leadership
Hilary Lambert		N/A	MS	2	Outdoor Education

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Derek DeBruin	Recreation Manager	8	Outdoor recreation
Marcia Kawa	HPER Administrative Assistant (shared)	6	
Brittni Strickland	HPER Academic Advisor (shared)	6	Advising

Appendix D: Financial Analysis Summary

Health, Physical Education, Recreation Department					
Funding	18-19	19-20	20-21	21-22	22-23
Appropriated Fund	1,660,415	1,502,083	1,377,398	1,102,729	1,378,327
Other: IW Funding from CE	418,533	435,440	467,965	510,139	2,232,800
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	92,020	45,812	23,484	64,555	100,278
Total	2,170,968	1,983,335	1,868,847	1,677,423	3,711,405
Student FTE Total	477.50	409.90	371.00	373.10	382.80
Cost per FTE	4546.53	4838.58	5037.32	4495.91	9695.42

Note – with this information and the student information, we will calculate a ‘cost per fte’ as part of the financial summary

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

See Standard G, Table 12 for a comprehensive list of community partners.

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
LeeAnn Powell	Executive Director	Utah Recreation and Parks Association
Nate Trauntvein	Faculty, Recreation Management	Utah State University
Saori Hanaki	Faculty, Exercise Science	Weber State University

Appendix G: Evidence of Learning Courses within the Major (if needed)

N/A – see section C.

Appendix H: Sample Signature Assignments (General Education)

N/A – We currently do not have any approved General Education courses