
Title	0005	02/24/2021
	by Kimberly Miller in 2021 COAPRT Annual Report	id. 19323964
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Section 1: Contact Information

Name of institution	University of North Carolina at Greensboro
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Name of Accredited Program	Professional Core
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Total number of COAPRT Accredited Programs at this institution	2
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Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	Kimberly Miller, CPRP
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Position Title	AP Associate Professor
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Address	524 Highland Avenue 203 Ferguson Building Greensboro NC 27410 US
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Email	kdmiller@uncg.edu
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Phone	+13363344480
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Department Name	Department of Community and Therapeutic Recreation
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Website	https://hhs.uncg.edu/ctr/
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President of Institution	Chancellor Frank Gilliam, Jr.
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President's Email **chancellor@uncg.edu**

Section 2: Intent to Pursue Accreditation

Does the academic unit intend to pursue accreditation or re-accreditation as originally scheduled? **Yes**

Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)? **Yes**

Section 3: Statistics Summary Report - Faculty

Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03) **Yes**

Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field? (Standard 1.04) **Yes**

Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible?
(Standard 1.05)

Yes

Section 4: Statistics Report - Students Note: Council adopted the Graduation Rate definition used by the National Center for Education Statistics, <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>. As required by the Council on Higher Education Accreditation (CHEA), COAPRT is mandated to engage in “regular, critical, self-evaluation of its performance, standards, policies and impact” (CHEA Standard 12.M.1). This process includes “the review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning” (CHEA Standard 12.M.1). To meet this CHEA standard going forward and to provide program-level outcomes data, COAPRT is adding two questions to the annual report: graduate school acceptance rate and post-graduation employment rate. These are in addition to the program-level outcome of the six-year graduation rate currently reported. COAPRT recognizes reporting these new program-level outcomes will require additional planning and effort and your programs may not be currently collecting this information. If you do not have the graduate school acceptance rates or post-graduation employment rates for 2020 graduates, please enter “N/A” in the spaces below. In the “Notes” space, please provide a brief description of how you have collected relevant data, plan to improve what you have collected (if applicable) or will now plan to collect and report the data. In addition, provide a credible/acceptable response rate you will achieve for future annual reports. For the 2021 annual report (due March 2022), these data will be required, and N/A will not be accepted. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Therefore, you will see these questions repeated in each COAPRT accredited program (e.g., therapeutic recreation, sports management, tourism) section. Suggested sources of evidence for this program-level data could include alumni or senior exit surveys completed within x months of graduation, centrally collected data if it can be dis-aggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate (as previously required)

100%

Graduate school acceptance rate (new requirement)

Report the number of last year's graduates from the accredited program who indicated they have been accepted to graduate school, the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. If data are not available for this year, please use the "Notes" space to briefly describe a plan to provide the data in a consistent manner in future annual reports. See examples below: Example A (have data) Number accepted to graduate school: 7 Percent of graduating students: 11% Method of measurement: Survey collected three months post-graduation Response rate: 83% of graduating students responded to survey Notes: We will monitor and assure we continue to achieve a response rate of greater than 80% Example B (have data) Number accepted to graduate school: 3 Percent of graduating students: 18% Method of measurement: Self-report on department database Response rate: 53% of graduating students Notes: We haven't worked to increase our response rate but will now use a student-employee to help us secure a response rate of 85% Example C (did not have data) Number accepted to graduate school: n/a Percent of graduating students: n/a Method of measurement: n/a Response rate: n/a Notes: Items will be added to alumni survey, administered three months post-graduation, and monitored with follow-up reminders to secure a response rate of at least 80%

Graduate School Acceptance Rate (new requirement)

n/a

Method of measurement

n/a

Response rate

n/a

Notes

An alumni survey will be reinstated to be administered 3-months post-graduation and monitored with follow-up reminders to secure a response rate of at least 80%

Post-graduate
employment rate
(newly required)

Report the number of last year's graduates from the accredited program who indicate they are currently employed (your program needs to determine if it will count part-time, employment outside the PRT profession, if it will subtract out those students from the total count who are not seeking employment for whatever reason, etc.), the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. If data are not available for this year, please use the "Notes" space to briefly describe a plan to provide the data in a consistent manner in future annual reports. See examples below: Example A (have data) Number of employed students: 56 Percent of graduating students: 78% Method of measurement: Self-report on department database up to three-months post-graduation. Academic advisor reminds students to submit their employment data during the three-month window. Response Rate: 89% Notes: Not applicable Example B (have data) Number of employed students: 36 Percent of graduating students: 64% Method of measurement: Self-report on department database Response Rate: 44% of graduated students Notes: We haven't ever followed up with students to increase our response rate, we will have our part-time club advisor do that in the future to bring up our response rate to at least 80% Example C (have partial data) Number of employed students: 23 Percent of graduating students: 43% Method of measurement: Anecdotal from academic advisor so not really complete Response Rate: n/a Notes: Items will now be added to alumni survey, administered four months post-graduation by advisor, and monitored with follow-up reminders to secure a response rate of at least 85%

Post-graduate
employment rate
(new requirement)

n/a

Method of
measurement

n/a

Response rate

n/a

Notes

Our alumni survey has not been administered in the last 2 years. The alumni survey will be reinstated to be administered 3-months post-graduation and monitored with follow-up reminders to secure a response rate of at least 80%.

Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, and 7.03 (for a total of three measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program

Section 5-1: Narrative Report - Learning Outcomes Assessment
Please provide the following information

PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

Professional Core - The Recreation and Park Management Program (housed in the Department of Community and Therapeutic) at the UNC Greensboro, was initially accredited in October of 1981. The program prepares students in two concentrations: 1) Community Recreation and Event Planning, and 2) Therapeutic Recreation. The Community Recreation and Event Planning (CREP) program provides students with all of the requirements necessary to become a Certified Parks and Recreation Professional (CPRP). Students in Community Recreation take courses such as community recreation; program planning; parks and recreation facilities development; management; recreation, parks and health, and finance and budgeting. In addition, Community Recreation students minor in business administration, communication studies, sociology, entrepreneurship, or sport coaching. Students interested in the the Event Planning industry take courses such as leadership, program planning, event planning, special event management, service management, finance and budget, and campus recreation. The Therapeutic Recreation (TR) (also known as Recreational Therapy) degree program provides students with requirements necessary to become certified and licensed in North Carolina. TR students take courses such as assessment, clinical procedures, facilitation techniques, abnormal psychology, human development, anatomy/physiology, helping skills, and medical terminology. TR students also can minor in areas such as human development, gerontology, psychology, or sign language.

Provide the program-specific learning outcome consistent with COAPRT Standard 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

7.01a: Students will demonstrate introductory knowledge of the nature and scope of the relevant recreation and leisure service providers

7.01b: Students will demonstrate techniques and processes used by recreation and leisure professionals

7.01c1: Students will demonstrate knowledge in foundations of the profession [history]

7.01c2: Students will demonstrate knowledge in foundations of the profession [science and philosophy]

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

7.01a: The leisure service delivery system project in CTR 111 requires students to demonstrate knowledge about the various segments of the leisure service delivery system. Students must identify the mission; primary and other markets served; primary and other funding sources; programs, activities and events offered; facilities or areas provided; and examples used to market the agency.

7.01b: Students in CTR 212 will submit an activity plan for a short activity and lead the class in this activity.

7.01c1: Questions specific to history on CTR 111 test.

7.01c2: Test 1 in CTR 111.

Indicate whether this outcome measure is Direct or Indirect.

Indirect

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

7.01a: Fall 2019 = 48 out of 52 students met the target of 70% or higher = 92.3%
Spring 2020 = 21 out of 30 students met the target of 70% or higher = 70.0%

7.01b: Fall 2019 = 36 out of 42 students met the target of 80% or higher = 85.7%
Spring 2020 = 40 out of 44 students met the target of 80% or higher = 90.9%

7.01c1: Fall 2019 = 10 out of 11 questions were answered correctly by 70% or more of the students = 90.9%
Spring 2020 = 10 out of 10 questions were answered correctly by 70% or more of the students = 100.0%

7.01c2: Fall 2019 = 52 out of 52 students met the target of 70% or higher on the test = 100%
Spring 2020 = 28 out of 32 students met the target of 70% or higher on the test = 87.5%

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.02. Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02a: Students will demonstrate the ability to design/plan recreation programs and services

7.02b: Students will demonstrate the ability to implement recreation programs and services

7.02c: Students will demonstrate an ability to evaluate recreation programs and services

7.02d: Students will demonstrate awareness of personal and cultural dimensions of diversity

Describe the method by which the learning outcome for Standard 7.02 was assessed:	<p>7.02a: Students will complete a comprehensive program planning and implementation project in CTR213.</p> <p>7.02b: Students will lead the class in a short recreation activity in CTR 212.</p> <p>7.02c: As part of the comprehensive program that students plan and implement in CTR 213, students develop a program evaluation tool. The grade on this component alone is included in this metric.</p> <p>7.02d: Students complete oral presentations in CTR 314 about their field experience designing inclusive community programs for an underrepresented group in community activities.</p>
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Please indicate whether this outcome measure is Direct or Indirect.

Direct

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

7.02a: Fall 2019 = 16 out of 21 students achieved an 80% or higher on the assignment. = 76.2%
Spring 2020 = assignment was not implemented due to COVID-19

7.02b: Fall 2019 = 36 out of 42 students met the target of 80% or higher = 85.7%
Spring 2020 = 40 out of 44 students met the target of 80% or higher = 90.9%

7.02c: Fall 2019 = 16 out of 21 students met the target of 80% or higher = 76.2%
Spring 2020 = 21 out of 35 students met the target of 80% or higher = 60.0%

7.02d: Fall 2019 = 47 out of 48 students met the target of 80% or higher = 97.9%
Spring 2020 = 54 out of 54 students met the target of 80% or higher = 100.0%

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03a: Students will demonstrate introductory ability to supervise staff

7.03b: Students will demonstrate basic budgeting skills

7.03c: Students will identify basic principles of promotion and marketing

7.03d: Students will demonstrate awareness of operational and strategic management

7.03e: Students will apply legal principles and procedures

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

7.03a: Students are given the following writing prompt: Establish a realistic mission, vision, and values statement for the agency from your job description. Outline a strategy to use these guidelines in the supervision of employees to meet the goals of the organization and the professional development of the employee.

7.03b: Students complete a group presentation about a selected agency's current budget processes, budget calendar, fiscal year, current operating budget, capital improvement budget, tax structure, and other revenue sources.

7.03c: Students are given the following writing prompt: Develop a marketing plan that incorporates your customers or clients. Create strategies to use their input and connection to your agency to promote your product, service, or program.

7.03d: Students will write a group paper about a selected agency's current budget processes, budget calendar, fiscal year, current operating budget, capital improvement budget, tax structure, and other revenue sources.

7.03e: Students will respond to test questions related to risk management, negligence, waivers.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

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

7.03a: Fall 2019 = 31 out of 39 students met the target of 80% or higher = 79.5%
Spring 2020 = 18 out of 29 students met the target of 80% or higher = 62.1% (impacted by change in course delivery due to COVID)

7.03b: Fall 2019 = 38 out of 38 students met the target of 80% or higher = 100.0%
Spring 2020 = 33 out of 36 students met the target of 80% or higher = 91.7%

7.03c: Fall 2019 = 33 out of 39 students met the target of 80% or higher = 84.6%
Spring 2020 = 20 out of 29 students met the target of 80% or higher = 69.0% (impacted by change in course delivery due to COVID)

7.03d: Fall 2019 = 38 out of 38 students met the target of 80% or higher = 100.0%
Spring 2020 = 33 out of 36 students met the target of 80% or higher = 91.7%

7.03e: Fall 2019 = 5 out of 8 questions were answered correctly by 70% or more of the students = 62.5%
Spring 2020 = 6 out of 7 questions were answered correctly by 70% or more of the students = 85.7% (target met)

Section 6: Narrative Report - Accountability and Informing the Public

An important aspect of accreditation is accountability. It is expected that the program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05).

n/a

Please provide a link <https://hhs.uncg.edu/ctr/accreditation/> to the program's website that demonstrates compliance with Standard 2.05.05.

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06). n/a

Please provide a link <https://hhs.uncg.edu/ctr/accreditation/> to the program's website demonstrating compliance with Standard 3.06.

It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07). n/a

Please provide a link <https://hhs.uncg.edu/ctr/accreditation/> to the program's website demonstrating compliance with Standard 3.07.

Section 7: Program Changes

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

The only change is the retirement of one faculty member, Dr. Leandra Bedini, who was replaced with a seasoned faculty member, Dr. Brent Wolfe. The transition occurred seamlessly with no loss in FTEs. It should be noted that COVID-19 impacted several learning outcomes as courses were switched to online delivery without notice. We have been quite successful in placing students for internships, but there were some students who were held back a semester due to not being able to secure an internship.