

Title	0018	02/21/2025
	by Karen Gallant in 2025 COAPRT Annual Report	id. 49734101
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Each accredited program requires its own separate annual report.	For example if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports.
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Section 1: Contact Information

Name of institution	Dalhousie University
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Name of Accredited Program	Recreation Management
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Total number of students enrolled in this program.	56
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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.	Karen Gallant
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Position Title	Associate Professor and Division Head, Recreation and Leisure Studies
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Email	kgallant@me.com
Phone	+19028177444
Department Name	School of Health and Human Performance
Website	https://www.dal.ca/faculty/health/health-humanperformance.html
Formal Name of your Institution's President	Dr. Kim Brooks

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
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Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field? (Standard 1.04)	Yes
Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible? (Standard 1.05)	Yes
Section 4: Statistics Report - Students Note: Council adopted the Graduation Rate definition used by the National Center for Education Statistics, https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates. As required by the Council on Higher Education Accreditation (CHEA), COAPRT is mandated to engage in “regular, critical, self-evaluation of its performance, standards, policies and impact” (CHEA Standard 12.M.1). This process includes “the review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning” (CHEA Standard 12.M.1). To meet this CHEA standards we are collecting the following program level data: Graduate school acceptance rate, post-graduation employment rate, and six-year graduation rate. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Suggested sources of evidence for this program-level data could include alumni or senior exit surveys completed within x months of graduation, centrally collected data if it can be dis-aggregated for each of your programs, self-report in a department data-base, etc.	
Six-year graduation rate	In 2024, 100% of our Recreation Management students graduated within 6 years of entering their 5 year (combined Recreation and Management) program

Graduate school acceptance rate	Report the number of last year's graduates from the accredited program who indicated they have been accepted to graduate school, the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number accepted to graduate school: 7 Percent of graduating students: 11% Method of measurement: Survey collected three months post-graduation Response rate: 83% of graduating students responded to survey Notes: We will monitor and assure we continue to achieve a response rate of greater than 80% Example B (have data) Number accepted to graduate school: 3 Percent of graduating students: 18% Method of measurement: Self-report on department database Response rate: 53% of graduating students Notes: We haven't worked to increase our response rate but will now use a student-employee to help us secure a response rate of 85%
Graduate School Acceptance Rate	0%
Method of measurement	Personal communication or LinkedIn messages/profile updates
Response rate	100%
Notes	Of the eight students who graduated from our program in 2024, one is continuing their studies, but in another undergraduate program, while the remainder are employed in the field. Note that while we have circulated a survey to recently-graduated students to document students' activities post-graduation, we have had few responses. We have had a good response when we reach out to students directly (via email or LinkedIn)
Post-graduate employment rate	Report the number of last year's graduates from the accredited program who indicate they are currently employed (your program needs to determine if it will count part-time, employment outside the PRT profession, if it will subtract out those students from the total count who are not seeking employment for whatever reason, etc.), the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. See examples below: Example A (have data) Number of employed students: 56 Percent of graduating students: 78% Method of measurement: Self-report on department database up to three-months post-graduation. Academic advisor reminds students to submit their employment data during the three-month window. Response Rate: 89% Notes: Not applicable Example B (have data) Number of employed students: 36 Percent of graduating students: 64% Method of measurement: Self-report on department database Response Rate: 44% of graduated students Notes: We haven't ever followed up with students to increase our response rate, we will have our part-time club advisor do that in the future to bring up our response rate to at least 80%
Post-graduate employment rate	87.5%

Method of measurement	Personal communication or LinkedIn messages/profile updates
Response rate	100%
Notes	We have circulated a survey to recently-graduated students to document students' activities post-graduation but had few responses. We are making efforts to increase the response rate for this survey. We have had a good response when we reach out to students directly (via email or LinkedIn) Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program Section 5-1: Narrative Report - Learning Outcomes Assessment Please provide the following information COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.
PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.	Dalhousie University's Recreation Management program is the first Canadian Recreation Management program to be accredited by COAPRT. The five-year combined Recreation Management/Management program is one of two undergraduate programs within the Recreation and Leisure Studies Division in the School of Health and Human Performance, Faculty of Health, Dalhousie University (Halifax, Nova Scotia, Canada). Students who graduate from the Recreation Management program receive combined BSc Recreation (Recreation Management) and Bachelor of Management (BMgmt) degrees.

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.	1. Understanding of recreation management and leisure history, concepts and theories within the context of Recreation Management. 2. Comprehensive knowledge of diversity and inclusion, with practical application of this knowledge to working with diverse populations and settings. 7. Knowledge and skills to engage in collaborative and/or interprofessional practice and health education.
Describe the method by which the learning outcome for Standard 7.01 was assessed:	- o LEIS 1127: research paper, student journal, tests, annotated bibliography, participation in peer-assisted learning project - o LEIS 1167: research papers, midterm and final exams, engagement activities - o LEIS 2127: research paper and presentation, group work, midterm, and final - o LEIS 2296: group presentation, student journal, out-of-class learning experiences, and interview of community leader - o LEIS 2385: case study and worksheets/activities - o LEIS 3127: research presentation, reflection paper - o LEIS 3360: trends in recreation assignments, class leadership assignment, and exam - o HAHP 3000: personal manifesto, research paper, test, project paper and presentation, engagement activities, and field trip - o LEIS 4597 (internship): reflections, portfolio, special service project and presentation, final evaluation
Indicate whether this outcome measure is Direct or Indirect.	Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.

70% of students will score 70% (B-) or higher on the outcome measure

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

This standard is addressed through 36 assessments across 8 courses + internship in 2024 (Winter 2024 and Fall 2024 semesters). By averaging student achievement across all assignments/courses for the 7.01 standard, 85.07% of students scored 70% (B-) or higher. Therefore, the program's standard for demonstrating student learning of the 7.01 standard was successfully achieved.

By averaging assignment achievement across each course, student achievement data for this standard is as follows:

- o LEIS 1127 – 96.00% of students scored 70% (B-) or higher
- o LEIS 1167 – 71.12% of students scored 70% (B-) or higher
- o LEIS 2127 – 76.68% of students scored 70% (B-) or higher
- o LEIS 2296 – 86.53% of students scored 70% (B-) or higher
- o LEIS 2385 – 77.25% of students scored 70% (B-) or higher
- o LEIS 3127 – 100% of students scored 70% (B-) or higher
- o LEIS 3360 – 75.00% of students scored 70% (B-) or higher
- o HAHP 3000 – 86.17% of students scored 70% (B-) or higher
- o LEIS 4597 – 96.88% of students scored 70% (B-) or higher

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.

3. Competence to assess, plan, implement, and evaluate recreation for diverse populations and settings

Describe the method by which the learning outcome for Standard 7.02 was assessed:	- o LEIS 2296: group presentation, out-of-class learning experiences - o LEIS 2361: needs assessment, group work, program implementation, final case study, program planning reports, presentation - o LEIS 2385: accessibility audit - o LEIS 3127: research paper, session plans, reflection paper, evaluation report, peer-feedback - o LEIS 3360: analysis paper - o LEIS 3370: midterm, final, case study - o LEIS 4362: feasibility study, marketing plan, final plan, and presentation - o LEIS 4597: final evaluation, reflections, portfolio
Please indicate whether this outcome measure is Direct or Indirect.	Direct
State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.	70% of students will score 70% (B-) or higher on the outcome measure
Result of the assessment of the learning outcome for Standard 7.02:	This standard is addressed through 25 assessments across 7 courses + internship (Winter 2024 and Fall 2024 semesters). By averaging student achievement across all assignments/courses for the 7.02 standard, 90.94% of students scored 70% (B-) or higher. Therefore, the program's standard for demonstrating student learning of the 7.02 standard was successfully achieved. By averaging assignment achievement across each course, student achievement data for this standard is as follows: - o LEIS 2296 – 88.45% of students scored 70% (B-) or higher - o LEIS 2361 – 97.92% of students scored 70% (B-) or higher - o LEIS 2385 – 72.7% of students scored 70% (B-) or higher - o LEIS 3127 – 98.62% of students scored 70% (B-) or higher - o LEIS 3360 – 100% of students scored 70% (B-) or higher - o LEIS 3370 – 97.23% of students scored 70% (B-) or higher - o LEIS 4362 – 76.8% of students scored 70% (B-) or higher - o LEIS 4597 – 95.83% of students scored 70% (B-) or higher

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.	5. Readiness to assume a variety of professional roles related to leadership, advocacy, education and service delivery in ethical, socially, and culturally-responsive, sustainable, responsible and innovative ways. 6. Readiness to address complex problems using creative thinking skills and evidence informed practices and engage in strategic planning processes.
Describe the method by which the learning outcome for Standard 7.03 was assessed:	- o LEIS 1167: major project, midterm, final, and engagement activities - o LEIS 2361: group presentation, case study final exam, and program planning report - o LEIS 3360: podcast assignment, analysis paper, critical reading forms, student class leadership, and a final exam - o LEIS 3362: grant proposal, sponsorship proposal, class participation, planning/budget proposal, midterm and final exams - o LEIS 3370: midterm, case study, major project, final - o LEIS 4362: discussions, class exercises, research paper, marketing plan, final plan, presentation - o LEIS 4597 (internship): final evaluation, reflection papers, portfolio, special service project and presentation
Please indicate whether this outcome measure is Direct or Indirect.	Direct
State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.	70% of students will score 70% (B-) or higher on the outcome measure

Result of the assessment of the learning outcome for Standard 7.03:	This standard is addressed through 33 assessments across 6 courses + internship (Winter 2024 and Fall 2024 semesters). By averaging student achievement across all assignments/courses for the 7.03 standard, 89.24% of students scored 70% (B-) or higher. Therefore, the program's standard for demonstrating student learning of the 7.03 standard was successfully achieved. By averaging assignment achievement across each course, student achievement data for this standard is as follows: - o *LEIS 1167 – 66.67% of students scored 70% (B-) or higher - o LEIS 2361 – 100% of students scored 70% (B-) or higher - o LEIS 3360 – 100% of students scored 70% (B-) or higher - o LEIS 3362 – 88.1% of students scored 70% (B-) or higher - o LEIS 3370 – 95.85% of students scored 70% (B-) or higher - o LEIS 4362 – 77.16% of students scored 70% (B-) or higher - o LEIS 4597 – 96.88% of students scored 70% (B-) or higher *In this class, there were three students who were below the 70% threshold, primarily due to marks lost on in-class engagement activities. We have created a new attendance statement and increased monitoring of class engagement and attendance to address this issue.
Please provide the program-specific learning outcome consistent with COAPRT Standard 7.04. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hourse and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organizations.	4. Ability to establish professional identity, build professional relationships, and develop skills for the advancement of the profession by engaging with professional and political organizations. 5. Readiness to assume a variety of professional roles related to leadership, advocacy, education and service delivery in ethical, socially, and culturally-responsive, sustainable, responsible and innovative ways. 7. Knowledge and skills to engage in collaborative and/or interprofessional practice and health education.
Describe the method by which the learning outcome for Standard 7.04 was assessed:	LEIS 4597 (internship): final evaluation, reflection papers, portfolio, special service project and presentation
Please indicate whether this outcome measure is Direct or Indirect.	Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.

70% of students will score 70% (B-) or higher on the outcome measure

Result of the assessment of the learning outcome for Standard 7.04:

This standard is addressed through the completion of the internship (Winter 2024 and Fall 2024 semesters), in which there are 4 assessments. There was a total of 10 students who completed an internship in 2023, 100% of which received a final grade of 70% (B-) or higher. Therefore, the program's standard for demonstrating student learning of the 7.04 standard was successfully achieved.

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).

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05.

<https://www.dal.ca/faculty/health/health-humanperformance/programs/undergraduate-studies/accreditation.html>

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).

Please provide a link to the program's website demonstrating compliance with Standard 3.06.

<https://www.dal.ca/faculty/health/health-humanperformance/programs/undergraduate-studies/accreditation.html>

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

Please provide a link to the program's website demonstrating compliance with Standard 3.07.

<https://www.dal.ca/faculty/health/health-humanperformance/programs/undergraduate-studies/accreditation.html>

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".

Related to the locations and administration of program offerings: Beginning Fall 2025, Recreation Management students will have the option of completing the first year of their studies at the Truro campus of Dalhousie University as part of Dalhousie's "Truro Start" program. The Truro campus is located in the town of Truro, approximately an hour's drive from the main Dalhousie campuses in Halifax, Nova Scotia, and offers students the opportunity to begin their studies on a smaller, more rural campus (home to Dalhousie's Faculty of Agriculture). The degree requirements will remain the same for this cohort of students (with some courses completed through online or hybrid-style courses), but the sequencing of courses will be slightly different. Further, students completing the Recreation Management program via the "Truro Start" program will have the opportunity to complete a leisure-related course elective focused on agri-tourism (currently in development), offered in conjunction with the Department of Business and Social Sciences, Faculty of Agriculture.

Related to standard 2.02 re: ongoing curricular development and improvement:

To assess potential curricular overlaps and potential opportunities for improvement across the Bachelor of Recreation and the Bachelor of Management requirements for the Recreation Management dual degree

program offered at Dalhousie, a day-long meeting was held in August 2024, involving faculty teaching across the Bachelor of Recreation and Bachelor of Management programs, leadership, student support and teaching support staff, and the co-chairs of our Recreation Management Program Advisory Committee (who is also an alumnus of the Recreation Management program). Based on this group's review of the curriculum, the following changes to the program were proposed and later approved through the Faculty of Health's Academic Review Committee:

- To eliminate duplication within the Bachelor of Recreation and the Bachelor of Management requirements for the Recreation Management dual degree program offered at Dalhousie, course requirements were altered so that students are now required to take one research methods course (either HLTH 3010 or MGMT 3001) rather than both. When we reviewed both course syllabi, they are very similar. The reduction in research methods course requirements would be replaced with an open elective, allowing for more flexibility within students' degrees, and the opportunity to specialize in a key area of focus by obtaining certificates or enrolling in electives of interest.
- The requirement that students take six credits (two one-term courses) in Sociology was reduced so that just one required sociology course (SOSA 1002 or 1003) is required. This change allows for more flexibility within students' degrees, particularly since in the 2023/2024 year we had added a new course requirement, directing students to complete a course focused on equity, diversity, inclusion and accessibility (EDIA).
- The requirement that students complete six credits of writing-intensive courses was made more specific, now requiring that students complete the Health Communications course (HAHP 1200, 3 credits) as well as three additional credits. The Health Communications course is focused on preparing students to develop professional written, oral and media-based communication skills necessary for communicating with diverse audiences, ensuring that students have training that spans both academic and professional writing.

The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program.
