Title	**0019**	03/05/2021
	by **Judith Montoya** in **2021 COAPRT Annual Report**	id. 19439440
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	Section 1: Contact Information
Name of institution	**Northern Arizona University**
Name of Accredited Program	**Parks and Recreation Management - Major (BS)**
Total number of COAPRT Accredited Programs at this institution	**1**
Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	**Judith Montoya**
Position Title	**Principal Lecturer**
Address	**PO Box 15016** **Flagstaff** **AZ** **86011** **US**
Email	**Judith.Montoya@nau.edu**
Phone	**+19285238523**
Department Name	**Geography Planning and Recreation**
Website	**https://nau.edu/gpr/parks-and-recreation-management/**
President of Institution	**Jose Luis Cruz**

President's Email	**President@nau.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)	**67.26% as reported by NAU office of Institutional Research and Analysis**

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	**We will discuss how to best obtain this data in the future from the NAU office of Institutional Research and Analysis.**

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)	**41 Graduating Seniors in 2020. 22 Employed, 54%**
Method of measurement	**Anecdotal Evidence from communications with students and advisors, so not statistically complete.**
Response rate	**N/A**
Notes	**We will discuss how to best obtain this data in the future from the NAU office of Institutional Research and Analysis.**

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

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

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| 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. | **Northern Arizona University has been offering Bachelor of Science degrees in Recreation since 1961. We offered our online Parks and Recreation Management (PRM) Certificate in 2001 and the first accredited online Bachelor of Science degree in Parks and Recreation Management in 2003. We began offering innovative 2-year and 3-year degree completion progression plans in Fall of 2012. The PRM faculty have continually demonstrated a commitment to providing a unique, diverse, and innovative student-centered educational experience. The Parks and Recreation Management Program is in the Geography, Planning and Recreation Department, a unit within the College of Social and Behavioral Sciences.** |

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.	**a) At the completion of the course the student will be able to: Organize and conduct leisure programs in a variety of settings.** **b) At the completion of the course the student will be able to: Possess the ability to promote, advocate, interpret, and articulate the concerns of leisure services systems for all populations and services.** **c) At the completion of the course the student will be able to: Articulate the history and development of the leisure service profession and explain the philosophical, psychological, sociological, and physiological significance of play, recreation, and leisure throughout the life cycle.**
Describe the method by which the learning outcome for Standard 7.01 was assessed:	**a) PRM 325 Parade Day Route & Road Closures Map Quiz and Parade Journal and Evaluation Assignment, Direct Measure.** **b) PRM 326, Accessibility Survey and Inclusion Plan Assignment, Direct Measure.** **c) PRM 220 Historical Leader Power Point assignment and Professional Philosophy Paper, Direct Measure.**
Indicate whether this outcome measure is Direct or Indirect.	**Direct**
Result of the assessment of the learning outcome for Standard 7.01:	**Result of Assessment a#1 – Parade Day Route & Road Closures Map Quiz: Assessment results were obtained from one course in AY19-20 (Spring '20 Campus) with a total of 47 students. Assessment results showed 98% of students scored 80% or higher in meeting learning outcomes.** **Action Plan: One student did not take the quiz which lowered the overall class percentage for this assignment. Students scored high on this assignment due to weekly discussions regarding the parade route, parking areas, and road closures leading up to the parade, thereby reinforcing the importance of understanding the area for the event. Students were offered extra credit if they could identify public parking for the day of the parade which aided in several students scoring higher than quiz totals. At this time no additional corrections are needed regarding this assignment as long as in future courses discussions continue and importance is emphasized.**

Result of Assessment a#2 – Parade Journal and Evaluation: Assessment results were obtained from one course in AY19-20 (Spring '20 Campus) with a total of 47 students. Assessment results showed 92% of students scored 80% or higher in meeting learning outcomes.

Action Plan: The majority of points lost by students were due to late or non-submission. Of the 4 students who did not reach a grade of 80%, 1 either did not follow directions, and 3 students did not submit the assignment, thereby receiving a grade below 80%. Unfortunately, the parade was cancelled due to COVID-19 and the parameters of the assignment changed with some students (3) thinking they did not need to complete the assignment. Students evaluated work completed for parade and group working, along with submitting their personal journal of work completed for parade. I will continue to remind students of the importance of completing assignments in a timely manner as it relates to their future in the leisure services profession. I will modify rubrics to coincide better with assignment directions and provide good examples of assignment expectations.

Result of Assessment b#1 - Accessibility Survey Assignment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 campus class, Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 136 students. Assessment results showed 94% (128/136) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Seven students who fell below 80% can be attributed to the student not submitting this assignment. In addition to non-submissions, only one student did not meet the bench mark grade of 80% with a grade of 75%. This student had an initial score of 85% but had a 10% deduction due to submitting very late. After reviewing the submitted assignments it appears most students are meeting this learning outcome unless they fail to submit the assignment. They did not appear to have any difficulty with understanding directions or using the provided survey instrument. To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline.

Result of Assessment b#2 - Inclusion Plan Assignment: Assessment results were obtained from four classes in AY 2019-20: Fall 2019 campus class, Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 136 students. Assessment results showed 85% (115/136) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Five of the students who fell below 80% can be attributed to the student not submitting this assignment. An additional sixteen students did not meet the bench mark grade of 80% with grades ranging from 39% to 78%. After reviewing the submitted assignments it appears several did not provide enough information for some of the required components in the assignment and therefore did not receive full points in those areas. They did not appear to have any difficulty with understanding directions but failed to address or

explain how they would promote social interaction in more detail or give examples. They also did not address the section on Self-Determination in more detail or give examples. Many of these students are not PRM majors and do not have the foundational information applicable to recreational programs in general. Future actions include providing more encouragement to view the sample papers and the available grading rubric provided with the assignment directions before submitting. Adding minimum word count requirements for each required component of the assignment to encourage the students to provide more in-depth information in their inclusion plan was considered but not implemented due to possible differences in types of plan. Instead, word count requirements will be implemented for targeted areas of the plan. To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline.

Result of Assessment c#1 – Historical Leader Power Point: Assessment results were obtained from four courses in AY19-20 (Fall '19 Campus, Fall '19 Distant, Spring '20 Campus, Spring '20 Distant) with a total of 203 students. Assessment results showed 68% of students scored 80% or higher in meeting learning outcomes.
Action Plan: The majority of points lost by students were due to late or non-submission. Of the students who did not reach a grade of 80%, 63 either did not follow directions or submitted late with point deductions for doing so, thereby receiving a grade below 80%. I will continue to remind students of the importance of completing assignments in a timely manner as it relates to their future in the leisure services profession. I will modify rubrics to coincide better with assignment directions and provide a good example of assignment expectations.

Result of Assessment c#2 – Professional Philosophy Assignment: Assessment results were obtained from four courses in AY19-20 (Fall '19 Campus, Fall '19 Distant, Spring '20 Campus, Spring '20 Distant) with a total of 203 students. Assessment results showed 79% of students scored 80% or higher in meeting learning outcomes.
Action Plan: The majority of points lost by students were due to late or non-submission. Of the students who did not reach a grade of 80%, 42 either did not follow directions or submitted late with point deductions for doing so, thereby receiving a grade below 80%. I will continue to remind students of the importance of completing assignments in a timely manner as it relates to their future in the leisure services profession. I will modify rubrics to coincide better with assignment directions and provide a good example of assignment expectations.

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.	**1) At the completion of the course the student will be able to: Identify the relationship between culture, values and recreation/leisure participation in the U.S.** **2) At the completion of the course the student will be able to: Identify the cultural roots of various recreation/leisure activities.**
Describe the method by which the learning outcome for Standard 7.02 was assessed:	**1) PRM 350 – Cultural Interview Assignment, Direct Measure.** **2) PRM 350 – Cultural Event Report, Direct Measure.**
Please indicate whether this outcome measure is Direct or Indirect.	**Direct**

Result of the assessment of the learning outcome for Standard 7.02:	**1) Result of Assessment: Cultural Interview Assignment -** **Assessment results were obtained from three classes in AY 2019-20:** **Fall 2019 online class (open), Spring 2020 online class (open), and** **Summer 2020 online class (open) for a total of 95 students.** **Assessment results showed 93% (88/95) of students scored 80% or** **higher in meeting this learning outcome.**

Action Plan: Four of the students who fell below 80% can be attributed to the student not submitting this assignment. An additional three students did not meet the bench mark grade of 80% all scoring 75%. They did not appear to have any difficulty with understanding directions but maybe lacked understanding of the final required component of a compare/contrast summary of the individual interviews. To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline. Finally, more specific information pertaining to the compare/contrast summary component of the assignment will be added along with a minimum word count.

2) Result of Assessment: Cultural Event Report - Assessment results were obtained from four classes in AY 2019-20: Fall 2019 online class (open), Spring 2020 online class (open), and Summer 2020 online class (open) for a total of 95 students. Assessment results showed 91% (86/95) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Five of the students who fell below 80% can be attributed to the student not submitting this assignment. An additional four students did not meet the bench mark grade of 80% with grades ranging from 50% to 77%. Of those completing the assignment, it appears they did not identify or address the cultural significance of the event clearly which was a major required component in the assignment and therefore did not receive full points in that area. They were also lacking in their APA format which is also required to show the source of their information. They did not appear to have any difficulty with understanding directions.

To address the non-submissions, future actions include additional email reminders and additional announcements in BbLearn. Also, an effort will be made to contact those students directly who have missed the assignment submission deadline. Additional information will be included in the assignment directions to highlight the importance of each required component for addressing and identifying the cultural significance aspects. This will include asking students to review the information in the online learning module before completing the assignment.

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.	**1) At the completion of the course the student will be able to: Show that they understand the basic principles of effective, relevant, and thematic written interpretive media and have a basic understanding of different computer program applications and graphic design elements as they pertain to written interpretation.** **2) At the completion of the course the student will be able to: Show that they have a basic understanding of developing presentations in a thematic and relevant way in order to deliver effective oral interpretation.**
Describe the method by which the learning outcome for Standard 7.03 was assessed:	**1) PRM 360 – Creation of an Interpretive Sign, Direct Measure.** **2) PRM 360 – Personal Webpage Presentation, Direct Measure.**
Please indicate whether this outcome measure is Direct or Indirect.	**Direct**
Result of the assessment of the learning outcome for Standard 7.03:	**1) Result of Assessment: Assessment results for the Interpretive Sign assignment were obtained from three classes in AY 2019-20: Fall 2019 campus class (23 students), Fall 2019 online class (19 students), Spring 2020 online class (open, 37 students), for a total of 79 students. Assessment results showed 80% (63/79) of students scored 80% or higher in meeting this learning outcome.** **Action Plan: Originally a Newsletter & Brochure Assignment was used in this class to assess COAPRT standard 7.03. Between Fall 19 and Spring 20 I made some significant changes to PRM 360 based on a recent push from the Park Service to incorporate a new element of Interpretation called Audience Centered Interpretation. Due to this I wrote a new learning module and created a new assignment called an Interpretive Pop-Up. Because of this I did away with the Newsletter/Brochure Assignment because it is outdated in the realm of interpretation at this point. Therefore, the Interpretive Sign was used to satisfy this assessment criteria.** **The results showed 20% (16/79) of students fell below an 80% on this assignment. Five (31%) of those students can be attributed to the student not submitting this assignment. This assignment asks students to create a thematic layout sketch of an Interpretive Sign for a site that they picked at the beginning of the class. Students are encouraged to start on this assignment early. It can be presumed that the students who did not turn in this assignment waited until the last minute and did not leave themselves enough time to complete the assignment by the time the assignment closed. An additional**

eleven (69%) of those 16 students did not meet the benchmark grade of 80% with grades ranging from 50% to 79%. Of those that completed the assignment but obtained a grade less than 80%, it appears that a mix of one to three things occurred:

1. The student did not follow the assignment directions of having 3 distinct interpretive paragraphs in the sign which indicates that information in the Written Interpretation Learning Module was not synthesized to an applied understanding.

2. The student did not follow the assignment directions and submit a "note" with the sign that indicated: their site, the sign topic, the sign theme, the sign shape, size and material that would be used for the "real" sign, and where this would be located at their site.

3. Without prior communication for an extension, three to five points are deducted per day for a late submission for up to 48 hours. Some students turned their assignment in late.

Students did not appear to have any difficulty with understanding directions. In the future, more emphasis will be placed in the assignment directions, verbally in-class and in reminder emails on reading the Learning Module before completing their assignment. An emphasis on in-depth detail will also be added for each required component of the assignment to encourage the students to provide more thoughtful and robust information in their responses. To address the late and non-submissions, additional reminder emails will be sent and additional announcements in BbLearn will be posted to all students about the upcoming assignment.

2) Result of Assessment: Assessment results for the Personal Webpage Presentation were obtained from three classes in AY 2019-20: Fall 2019 campus class (23 students), Fall 2019 online class (19 students), Spring 2020 online class (open, 37 students), for a total of 79 students. Assessment results showed 85% (67/79) of students scored 80% or higher in meeting this learning outcome.

Action Plan: Results showed 15% (12/79) of students fell below an 80% on this assignment. Three (25%) of those students can be attributed to the student not submitting this assignment. This assignment asks students to create a thematic personal webpage on a free web editor of their choice. Students are encouraged to start on this assignment early. It can be presumed that the students who did not turn in this assignment waited until the last minute and did not leave themselves enough time to complete the assignment by the time the assignment closed. An additional nine (75%) of those 12 students did not meet the benchmark grade of 80% with grades ranging from 60% to 79%. Of those that completed the assignment but obtained a grade less than 80%, it appears that a mix of one to three things occurred:

1. The student's information in the webpage was not thematic which would indicate that the student did not synthesize the theoretical information presented in the learning module or previous lead-up assignment to an applied understanding.

2. The student did not provide enough information for some of the required components in the assignment and therefore did not receive full points in those areas.

3. Without prior communication for an extension, three to five points

are deducted per day for a late submission for up to 48 hours. Some students turned their assignment in late.

Students did not appear to have any difficulty with understanding directions. In the future, more emphasis will be placed in the assignment directions, verbally in-class and in reminder emails on reading the Learning Module before completing their assignment. An emphasis on in-depth detail will also be added for each required component of the assignment to encourage the students to provide more thoughtful and robust information in their responses. To address the late and non-submissions, additional reminder emails will be sent and additional announcements in BbLearn will be posted to all students about the upcoming assignment deadlines.

Section 6: Narrative Report - Accountability and Informing the Public

An important aspect of accreditation is accountability. It is expected that the program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05).	n/a
Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05.	**https://nau.edu/gpr/parks-and-recreation-management/assessment-and-accreditation/**
It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06).	n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.06.	**https://nau.edu/gpr/parks-and-recreation-management/assessment-and-accreditation/**
It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07).	n/a
Please provide a link to the program's website demonstrating compliance with Standard 3.07.	**https://nau.edu/gpr/parks-and-recreation-management/assessment-and-accreditation/**
	Section 7: Program Changes
Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".	**None**