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Title **0036** 02/28/2022  
by **Marieke Taney** in **COAPRT 2022 Annual Report** id. 22737383  
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## Original Submission 02/28/2022

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### Section 1: Contact Information

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Name of institution **Northern Arizona University**

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Name of Accredited Program **Parks and Recreation Management - Major (BS)**

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Total number of COAPRT Accredited Programs at this institution

**1**

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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.

**Marieke Taney**

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Position Title **Principal Lecturer**

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Email **marieke.taney@nau.edu**

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Phone **+19285232384**

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Department Name **Geography, Planning and Recreation**

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Website **<https://nau.edu/gpr/parks-and-recreation-management/>**

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Formal Name of your Institution's President **Dr. Jose Luis Cruz Rivera**

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### Section 2: Intent to Pursue Accreditation

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

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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**

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### **Section 3: Statistics Summary Report - Faculty**

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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**

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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**

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**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 disaggregated for each of your programs, self-report in a department data-base, etc.**

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Six-year graduation rate

**68%**

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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%**

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Graduate School Acceptance Rate	<b>N/A</b>
Method of measurement	<b>N/A</b>
Response rate	<b>N/A</b>
Notes	<b>We will discuss how to best obtain this data in the future from the NAU office of Institutional Research and Analysis.</b>
Post-graduate employment rate	<b>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%</b>
Post-graduate employment rate	<b>37 Graduating Seniors in 2021. 22 Employed, 59%</b>
Method of measurement	<b>NAU Enterprise Reporting</b>
Response rate	<b>40%</b>
Notes	<b>n/a</b>

**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 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.

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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 offer fully online and in-person degree programs. 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.**

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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: Understand and apply the conceptual foundations of play, recreation, and leisure for all population and settings.**
- b) At the completion of the course the student will be able to: Analyze programs, services, and resources in relationship to participation requirements and outcomes.**
- c) At the completion of the course the student will be able to: Distinguish between the nature and scope of outdoor recreation management agencies.**

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

- a) PRM 220 Leisure Motivational Questionnaire Assignment and Employment Opportunity Review Assignment, Direct Measure.**
- b) PRM 275, Recreation Program Proposal (Final) Assignment and Community Event Online Program Review, Direct Measure.**
- c) PRM 346W Wreck-reation Report Assignment and Outdoor Recreation Trends/Issues Assignment, Direct Measure.**

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.

**Please see below**

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

**Result of Assessment a#1 – Leisure Motivational Questionnaire Assignment: Assessment results were obtained from 5 courses in AY20-21 for both distance and campus offerings. There was a total of 236 students. Assessment results showed 85% of students scored 80% or higher in meeting learning outcomes. Action Plan: The majority of scores below 80% were due to non-submission 23/36 (64%). Of the students who submitted but did not**

reach a grade of 80%, 13/36 (36%) either did not follow directions or submitted late with point deductions for doing so. 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 better examples of assignment expectations by spending more time on explanations and by reviewing assignments using recorded videos. I will also be more diligent in sending individualized reminders to students who are not performing well in the course.

#### **Result of Assessment a#2 – Employment Opportunity Review**

**Assignment:** Assessment results were obtained from 5 courses in AY20-21 for both distance and campus offerings. There was a total of 234 students. Assessment results showed 84% of students scored 80% or higher in meeting learning outcomes.

**Action Plan:** Most scores below 80% were due to non-submission 31/37 (84%). Of the students who submitted but did not reach a grade of 80%, 6/37 (2%) either did not follow directions or submitted late with point deductions for doing so. 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 better examples of assignment expectations by spending more time on explanations and by reviewing assignments using recorded videos. I will also be more diligent in sending individualized reminders to students who are not performing well in the course.

#### **Result of Assessment b#1 - Recreation Program Proposal (Final)**

**Assignment:** Assessment results were obtained from four classes in AY 2020-2021: Fall 2020 in-person class, Fall 2020 online class, Spring 2021 online class, for a total of 112 students. Assessment results showed 77% (86/112) of students scored 80% or higher in meeting this learning outcome. This is the same percentage as AY 2018-2019, the last time this assignment was part of the annual assessment – no change, up or down.

**Action Plan:** At present students have several low consequence assignments in week one to assure they understand submission guidelines and are familiar with BBlearn; they are allowed to improve their exam scores from 5-10% by reviewing missed questions; for their larger group term project – the Recreation Program Plan Proposal. The students are first given directed instruction and time to work on specific sections with non-point opportunities for feedback. They then create a complete draft proposal and are guided through a peer and instructor feedback and have the option for a scheduled group meeting with the instructor to review their draft. Following the draft and review process students have a week to make changes and submit the final proposal; active early intervention and additional resources are offered through the NAU Faculty-to-Student system. If PRM had additional available faculty, more in-person sections should be considered, thereby lowering student: instructor ratios and allowing for additional support to individuals. The instructor plans to make additional efforts through

class announcements and emails to stress the importance of the meeting with the instructor for final review, as some groups choose not to meet with the instructor and those groups frequently are also the groups that do not score above the 80% threshold.

**Result of Assessment b#2 - Community Event Online Program Review Assignment:** Assessment results were obtained from four classes in AY 2020-2021: Fall 2020 in-person class, Fall 2020 online class, Spring 2021 online class, for a total of 112 students. Assessment results showed 79% (88/112) of students scored 80% or higher in meeting this learning outcome. This assignment is new, a response to covid-19 pandemic. This served as a replacement assignment to the previous Community Volunteer Event Assessment assignment. Many recreation event volunteer opportunities were canceled due to covid-19 and this assignment was designed to promote some similar learning outcomes without the actual in-person volunteering component. **Action Plan:** At present 19 of 24 students who did not meet the 80% threshold for this assignment, scored 0 – i.e., 19 individuals simply did not submit the assignment. Again, if PRM had additional available faculty, more in-person sections should be considered, thereby lowering student: instructor ratios and allowing for additional support to individuals. The instructor plans to make additional efforts through class announcements and emails to stress the importance of planning ahead enough to successfully submit larger consequence assignments.

**Result of Assessment c#1 – Wreck-reaction Report:** Assessment results were obtained from 5 courses in AY20-21 for both distance and campus offerings. There was a total of 103 students. Assessment results showed 88% of students scored 80% or higher in meeting learning outcomes. **Action Plan:** Most scores (66%) below 80% were due to poor APA formatting and incomplete sections. Non-submissions accounted for 33% of scores below 80%. I will spend more time covering APA formatting and basic writing skills in class using prepared activities and referencing online resources. I will also make a point to emphasis review of the rubric which outlines the required APA formatting and basic writing skills. I will provide formatting templates that will offer examples of proper formatting and writing style.

**Result of Assessment c#2 – Outdoor Recreation Trends/Issues Assignment:** Assessment results were obtained from 5 courses in AY20-21 for both distance and campus offerings. There was a total of 103 students. Assessment results showed 87% of students scored 80% or higher in meeting learning outcomes. **Action Plan:** The majority of scores (69%) below 80% were due to poor APA formatting and incomplete sections. Non-submissions accounted for 31% of scores below 80%. I will spend more time covering APA formatting and basic writing skills in class using prepared activities and referencing online resources. I will also make a point to emphasis review of the rubric which outlines the required APA formatting and basic writing skills. I will provide formatting



templates that will offer examples of proper formatting and writing style.

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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: Critically evaluate the concepts of ecotourism based on current trends and scientific investigation.**
- 2) At the completion of the course the student will be able to: Assess the individual, societal, and cultural applications for ecotourism concepts.**

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Describe the method by which the learning outcome for Standard 7.02 was assessed:

- 1) PRM 300 – Ecotourism Trend or Literature Review Assignment, Direct Measure.**
- 2) PRM 300 – Ecotourism Project Assignment, Direct Measure.**

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Please indicate whether this outcome measure is Direct or Indirect.

**Direct**

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State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.

**See Below**

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

**Result of Assessment PRM 300 – Ecotourism Trend or Literature Review Assignment: Assessment results were obtained from Winter session distance course 2020 and Spring 2021 distance course for a total of 69 students. Assessment results showed 90% (62/69) of students scored 80% or higher in meeting learning outcomes. Action Plan: Non-submissions accounted for 100% of scores below 80% in the winter session. 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 also be more diligent in sending individualized reminders to students who are not performing well in the course. (JL) Proposed changes in the course materials to improve student success (scores 80% or higher) include creating and including a Kultura video presenting more detailed information about each specific assignment.**

**Result of Assessment PRM 300 – Ecotourism Project Assignment: Assessment results were obtained from Winter session distance course 2020 and Spring 2021 distance course for a total of 69 students. Assessment results showed 78% (54/69) of students scored 80% or higher in meeting learning outcomes. Action Plan: Incomplete assignments accounted for 100% of scores below 80%. I will modify rubrics to coincide better with assignment directions and provide better examples of assignment expectations by spending more time on explanations and by reviewing assignments using recorded videos. I will also make myself more accessible for student questions about assignments in distance courses by offering one-on-one zoom meetings. (JL) Proposed changes in the course materials to improve student success (scores 80% or higher) include creating and including a Kultura video presenting more detailed information about each specific 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: Describe the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.**  
**2) At the completion of the course the student will be able to: Apply personnel management techniques, including job analysis, recruitment, selection, training, motivation, career development and evaluation of staff and volunteers.**

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

**1) PRM 426 – Management Theories/Concepts/Trends Assignment, Direct Measure.**  
**2) PRM 426 – Leisure Services Staffing Plan Assignment, Direct Measure.**

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Please indicate whether this outcome measure is Direct or Indirect.

**Direct**

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State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.

**See Below**

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

**Result of Assessment PRM 426 – Management Theories/Concepts/Trends Assignment: Assessment results were obtained from Fall 2020 and Spring 2021 courses for a total of 73 students. Assessment results showed 85% (62/73) of students scored 80% or higher in meeting learning outcomes. Action Plan: Future classes will incorporate an additional option, utilizing instructor feedback, of assignment revision and resubmission for students who do not score a minimum of 80%. This will provide students the opportunity to re-read and reflect on their understanding of the course material, and paired with individualized feedback, enhance students' abilities to demonstrate their grasp of course content.**

**Result of Assessment PRM 426 – Leisure Services Staffing Plan Assignment, Direct Measure: Assessment results were obtained from Fall 2020 and Spring 2021 courses for a total of 73 students. Assessment results showed 79% (58/73) of students scored 80% or higher in meeting learning outcomes. Action Plan: This assignment and its instructions will be reviewed by the instructor, and updated as necessary, prior to the next course offering. Also, the course material will be updated with new examples and tutorials that address the development of a recreation facility staffing plan in manners that aid students' grasp of the topic— notably their ability to write a variety of staff descriptions. Students who did not score a minimum of 80% were overwhelmingly caught up in writing staff descriptions, and so working with students on this skillset should address the gap in grade attainment.**

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**Section 6: Narrative Report - Accountability and Informing the Public**

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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

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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/>

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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

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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/>

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

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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/>

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### Section 7: Program Changes

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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**

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