

This slide has a white background with a blue wavy pattern at the top. The title "Session overview and objectives" is in a large, bold, blue font. Below the title, there is a bulleted list of objectives. The first bullet point is a blue right-pointing triangle followed by the text "Programs will be able to:". The next two bullet points are black squares followed by the text "Prepare a self-study and all program documentation addressing the COAPRT 2013 academic program standards" and "Schedule and host an accreditation visitation".

- Programs will be able to:
  - Prepare a self-study and all program documentation addressing the COAPRT 2013 academic program standards
  - Schedule and host an accreditation visitation

## Session overview and objectives

The source documents for all Council action, visitor responsibilities and procedures, and program guidance are

- COAPRT Accreditation Handbook (2013)

[http://www.nrpa.org/uploadedFiles/nrpa.org/Professional\\_Development/Accreditation/COAPRT/COAPRT%20Handbook\\_2013%20Standards\\_04-30-13%282%29.pdf](http://www.nrpa.org/uploadedFiles/nrpa.org/Professional_Development/Accreditation/COAPRT/COAPRT%20Handbook_2013%20Standards_04-30-13%282%29.pdf)

- Learning Outcomes Standards and Assessment (April, 2013)

[http://www.nrpa.org/uploadedFiles/nrpa.org/Professional\\_Development/Accreditation/COAPRT/2013%20COAPRT%20Standards\\_04-30-13.pdf](http://www.nrpa.org/uploadedFiles/nrpa.org/Professional_Development/Accreditation/COAPRT/2013%20COAPRT%20Standards_04-30-13.pdf)

## Session overview and objectives

Documents providing guidance on learning outcomes

- Council for Higher Education Accreditation. (2003). Statement of Mutual Responsibilities for Student Learning Outcomes: Accreditation, Institutions, and Programs. Author: Washington, DC.

<http://www.chea.org/pdf/StmntStudentLearningOutcomes9-03.pdf#search=%22Mutual%20Responsibilities%22>

- United Way of America. (1996). Measuring Program Outcomes: A Practical Approach.

## Council actions: A word about Council on Higher Education Accreditation (CHEA)

### Council on Higher Education Accreditation (CHEA) Outcome Reporting Requirements

WHY is CHEA requiring the reporting of Learning Outcomes?

Programs share responsibility with accrediting organizations for providing clear and credible information to constituents about what students learn. Accreditation's many constituencies require different kinds of information about student learning outcomes.

CHEA Statement of Mutual Responsibilities for Student Learning Outcomes:  
Accreditation, Institutions, and Programs

## Council actions: A word about Council on Higher Education Accreditation (CHEA)

### **Institutions and programs are required to:**

- Routinely provide students and prospective students with information about student learning outcomes and institutional and program performance in terms of these outcomes,
- Regularly report aggregate information about student learning outcomes to external constituents

### **Accrediting organizations are required to:**

- Establish standards, policies, and review processes that visibly and clearly expect institutions and programs to discharge the above responsibilities with respect to public communication about student learning outcomes
- Clearly communicate to accreditation's constituents the fact that accredited status signifies that student achievement levels are appropriate and acceptable

## Council Actions and Changes to Policies or Procedures

- Spring 2013
  - Addition of Standard 2.04 - The COAPRT accreditation decisions shall apply only to those degree requirements for which the institution or program seeks accreditation and do not extend to other offerings at the institution or within the program.
  - Modification of Standard 2.05.01 - Evidence shall be provided demonstrating that the program's assessment plan is compatible with expectations of the regional accrediting association and the institution.
  - Addition of Standard 2.05.05 - 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 FERPA requirements.
  - Addition of Standard 3.06 - The program has a practice of informing the public about the harm of degree mills and accreditation mills.
  - Addition of Standard 3.07 - The program has a practice of informing the public about their COAPRT accreditation status.
  - Enhanced review of Annual Reports

## Council Actions and Changes to Policies or Procedures

- Fall 2013
  - Resolved conditions/warnings on six programs
  - Conducted hearings on two programs
  - Further improvements to Council review of Annual Reports (will appear in the Handbook)
  - Handbook inclusion of CHEA Statement of Good Practices and Shared Responsibility in the Conduct of Specialized and Professional Accreditation Review, Part I.
  - Clarification of disposition of fees for policy exceptions. (will appear in the Handbook)
  - Clarification of the difference between Assessment Plans and Assessment Reports



## Visitor Policies

Visitors are required to meet certain professional and experiential requirements.

- Lead visitors (Chairs) must meet additional requirements.

Visitor policies with respect to professional requirements, conflicts of interest, and confidentiality are detailed in the COAPRT Handbook.

- Visitors must sign and submit a confidentiality and conflict of interest statement prior to each visit they undertake.

## Visitor Policies - Evaluation

- The institution will be asked to evaluate the professionalism and competence of all members of the Visitation Team.
- The Visitation Team Chair will evaluate the other team members who will, in turn, evaluate the Visitation Team Chair on these same dimensions.
- Successful evaluations are necessary to maintain one's status as an Accreditation Visitor.

## Preparing Accreditation Documents

- Self-study
  - Eligibility Standards: Series 1:00
  - Institutional & Operations Standards: Series 2.00-6.00
  - Learning Outcomes: Series 7.00
- Supporting/appended materials
- Putting it all together for submission

## Preparing Accreditation Documents

- Self-study
  - Eligibility Standards: Series 1:00
    - 1.01 ...in operation for 3 years & clearly identifiable to the public.
    - 1.02 ...currently accredited by appropriate regional accrediting association
    - 1.03 ...min. 2 FT faculty members & min. of one additional FTE
    - 1.04 ...min. 2 FT faculty members shall hold a degree of masters or higher, and a degree of BA or above in parks, recreation, tourism, and related professions
    - 1.05 All instructors shall have competence and credentials in the subject matter for which they are responsible.
    - 1.06 Each program seeking accreditation shall employ at least one individual as a faculty member who has completed formal COAPRT training no less than five years prior to submission of the self-study.



## Preparing Accreditation Documents

- Self-study
  - Institutional & Operations Standards:  
Series 2.00-6.00
    - 2.0 Mission, Vision, Values, and Planning
    - 3.0 Administration
    - 4.0 Faculty
    - 5.0 Students
    - 6.0 Instructional Resources



## Preparing Accreditation Documents

- Self-study
  - Learning Outcomes: Series 7.00
    - 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;
      - c) the foundation of the profession in history, science and philosophy.





## Preparing Accreditation Documents

### ➤ Self-study

#### ■ Learning Outcomes: Series 7.00

- 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.



## Preparing Accreditation Documents

### ➤ Self-study

#### ■ Learning Outcomes: Series 7.00

- 7.03 Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.





## Preparing Accreditation Documents

### ➤ Self-study

#### ■ Learning Outcomes: Series 7.00

- 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.



## Preparing Accreditation Documents

### ➤ Self-study

#### ■ Learning Outcomes: Series 7.00

- 7.0X.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.
- 7.0X.02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.
- 7.0X.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.
- 7.0X.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.0X for continuous program improvement.



# Preparing Accreditation Documents

## ➤ Model Format for 7.00 Series Self-Study Report

Available on COAPRT website as a Word document

[http://www.nrpa.org/uploadedFiles/nrpa.org/Professional Development/Accreditation/COAPRT/7.00%20Series%20ReportTemplate\\_07-29-13.docx](http://www.nrpa.org/uploadedFiles/nrpa.org/Professional%20Development/Accreditation/COAPRT/7.00%20Series%20ReportTemplate_07-29-13.docx)

### Preparing Accreditation Documents

- Self-study
  - Eligibility Standards: Series 1.00
  - Institutional & Operations Standards: Series 2.00-6.00
  - Learning Outcomes: Series 7.00
- Supporting/appendix materials
- Putting it all together for submission

### Model Format for 7.00 Series Self-Study Report

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 profession 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.							
Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity (7.01.01)	Performance Measure (7.01.02)	Performance level/metrics	Assessment Results (7.01.03)	Evidence of Programmatic Decision (7.01.04)	This column for use of visitors only
							<input type="checkbox"/> ABSENT
							<input type="checkbox"/> EMERGING
							<input type="checkbox"/> PRESENT
							<input type="checkbox"/> OUTSTANDING
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.							
Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Performance Measure (7.02.02)	Performance level/metrics	Assessment Results (7.02.03)	Evidence of Programmatic Decision (7.02.04)	This column for use of visitors only
							<input type="checkbox"/> ABSENT
							<input type="checkbox"/> EMERGING
							<input type="checkbox"/> PRESENT
							<input type="checkbox"/> OUTSTANDING
7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operation and strategic management administration in parks, recreation, tourism and/or related profession.							
Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity (7.03.01)	Performance Measure (7.03.02)	Performance level/metrics	Assessment Results (7.03.03)	Evidence of Programmatic Decision (7.03.04)	This column for use of visitors only
							<input type="checkbox"/> ABSENT
							<input type="checkbox"/> EMERGING
							<input type="checkbox"/> PRESENT
							<input type="checkbox"/> OUTSTANDING
7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher level in park, recreation, tourism, or related organization.							
Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Performance Measure (7.04.02)	Performance level/metrics	Assessment Results (7.04.03)	Evidence of Programmatic Decision (7.04.04)	This column for use of visitors only
							<input type="checkbox"/> ABSENT
							<input type="checkbox"/> EMERGING
							<input type="checkbox"/> PRESENT
							<input type="checkbox"/> OUTSTANDING

## Preparing Accreditation Documents

- Supporting/appended materials
  - Degree requirements for all Programs/Specializations being considered for accreditation
  - Assessment plan—written assessment plan and associated assessment reports and or internal Program review documents
  - Faculty Vitae
  - Course Syllabi and Outlines
  - Evidence of Curriculum Changes
  - Suggested Evidence of Compliance (found below each standard)



## Preparing Accreditation Documents

- Electronic version of the self-study and all appended/supplementary materials submitted on a flash drive or CD.
- Self-study must contain valid hyperlinks to the appended/supplementary materials found on the same flash drive or CD.
- Programs are responsible for assurance that all links are functional.





## Preparing Accreditation Documents

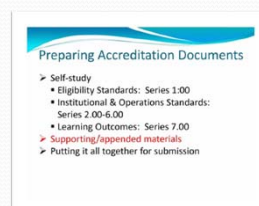
Adopt appropriate naming conventions for all appended/supplementary materials, such that reviewers can access materials from the flash drive or CD root directory. For example, file names for syllabi might be as follows:

**REC100.Orientation.2012Fall.pdf.**

The hyperlink might read <Drive:\Syllabi\REC100.Orientation.2012Fall.pdf>

“Syllabi” is the folder on the drive where all syllabi are found.

Names of assignment files are to be consistent with those found in the syllabus.



## Preparing Accreditation Documents

If students' work is included, file names should be consistent with the name of the assignment found in the syllabus, with an additional identifier making it evident that it is a sample of a completed assignment, e.g.

**REC100.Orientation.Assignment.Resume.Student1.2012Fall.pdf.**

Using “Student#” allows inclusion of multiple examples of completed assignments while differentiating between them without revealing identities.

Thoughtful naming of files and links within the self-study expedites reviews significantly. Campus information technology staff may be of assistance when working on this aspect of the self-study.





## Preparing Accreditation Documents

### ➤ Putting it all together for submission

- The Council Chair and the Staff Liaison must receive the Self-Study Report at least eight (8) weeks before the scheduled date of the visit. Failure to meet this deadline will result in the assessment of a late fee and may result in cancellation of the visit. Failure to meet this deadline will result in the assessment of a late fee and may result in cancellation of the visit.
- Once approved by the Council Chair, the Program Administrator (of the institution seeking accreditation) is responsible for sending a complete electronic copy of the Self-Study Report, including appendices, to
  1. Council Lead
  2. Council Second,
  3. Associate Evaluator
  4. Each of the Visitation Team members.



## Preparing for the visitation

### ➤ Program logistics and responsibilities

- Send completed self-study on a CD or flash drive 8 weeks prior to the visit to the Council Chair and Council Staff Liaison
- Secure a work space for the visitation team and organize supplemental material for on site review.
- Begin to identify faculty, staff, students, alumni, partners and internship supervisors with whom the visitors may need to speak
- Begin to identify facilities to include in the visitor itinerary

## Preparing for the visitation

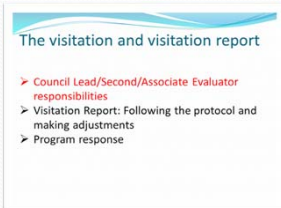
- Program logistics and responsibilities, cont.
  - Working with the visitation team, arrange for travel, and lodging for the team once the visitation dates are confirmed
  - Working with the Chair of the Visitation Team to develop an on-site agenda
  - Working with the Visitation Team Chair, arrange for on-site logistics (meals, computer, printer)

## The visitation and visitation report

- Council Lead/Second/Associate Evaluator responsibilities
- Visitation Report: Following the protocol and making adjustments
- Program response

## The visitation and visitation report

- Council Lead/Second/Associate Evaluator responsibilities
  - Review self-study and identify areas in which more information is needed
  - Share findings with Lead Visitor
  - Review visitation report
  - Approve the visitation report to be sent to the Program



## The visitation and visitation report

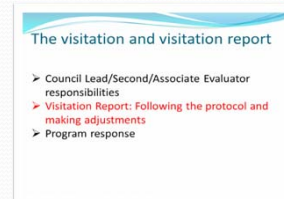
- Visitation Report
  - Preliminary Draft
  - Spelling/grammar/formatting
  - Confidentiality, courtesy, and collegiality
  - Components of the report
    - Cover sheet
    - Introduction
    - Evaluation of compliance with standards (1.00 through 6.00)
    - 7.00 standards (and 8.00 if necessary)





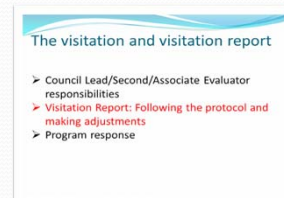
## The visitation and visitation report

- Visitation Report
  - Summary Section
    - Strengths of the program
    - Major Concerns
    - Secondary Concerns
  - Team Signatures
  - Final Section (for Council eyes only)
    - Recommendations for improvement
    - Recommendations related to the accreditation process



## The visitation and visitation report

- Visitation Report
  - The written report is a report to the Council
  - Visitation Team Chair sends an electronic copy to the Staff Liaison
  - When approved the Council (Staff Liaison) sends the report to the Program Administrator and institution CEO (within 30 days) along with a cover letter
  - Institution must respond within 30 days





## The visitation and visitation report

- Program response
  - 30 days to respond
    - Correcting factual errors
    - Address major and secondary concerns
  - Types of information
    - An executive summary of the information provided in the response
    - A narrative that addresses each standard or area of concern
    - Additional documentation
    - Appendices, as necessary



## Accreditation hearing

- Send a representative to attend the hearing at Congress



Thank you!

➤ Questions?