



Council on Accreditation 2013: A Mark of Excellence

Council on Accreditation of Parks, Recreation,
Tourism and Related Professions

Sponsored by the National Recreation and Park
Association



Updated 20111102

We want to talk with you about...

- 1) Accreditation Basics
- 2) Scope and History of COAPRT
- 3) COAPRT Process and Costs
- 4) A Glimpse at Learning Outcomes Assessment
- 5) How to be a site visitor
- 6) Anything else you would like to talk with us about!



Part 1 : Accreditation Basics

Accreditation:

Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs. This quality review process occurs on a periodic basis, usually every 3 to 10 years. Typically, it involves three major activities:

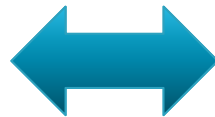
- A self-study by an institution or program using the standards or criteria of an accrediting organization.
- A peer review of an institution or program to gather evidence of quality.
- A decision or judgment by an accrediting organization to accredit, accredit with conditions or not accredit an institution or program.

Council on Higher Education Accreditation

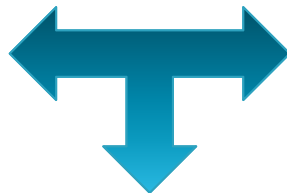


CHEA

- Largest in US
- Approximately 3,000 colleges and universities
- 60 accrediting organizations



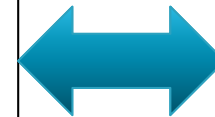
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**Associate Evaluators
Site Visitors**

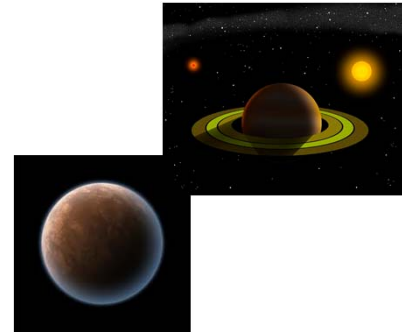
Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT)

- 3 practitioners
- 5 educators
- 1 administrator
- 1 public representative
- SAC
- Qualifications
 - Prof. Experience
 - Relationship w/accredited program
- 3-year terms
- Meets Fall (Congress) and Spring (teleconference)



The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) accredits baccalaureate programs that prepare students for professions whose expertise and services support the social and economic activities associated with recreation, travel, and/or leisure activities and experiences, within the United States and its territories, Canada, and Mexico.

SCOPE



Mission and Values

[COAPRT]...protects students, families, sponsoring bodies, colleges, universities, employers and the public by ensuring that those enrolled in accredited programs are provided quality education that empowers them to succeed in parks, recreation, tourism, and related professions.

Values

- Rigorous and consistent review
- Timely and relevant standards
- Continual improvement
- Diverse, experienced, and committed Council members
- Reliable, valid, and unbiased information
- Qualified and well-trained reviewers
- Accountability to the profession and the public
- Highest ethical standards




Role of the Council

- ▶ Ensure efforts meet CHEA guidelines
- ▶ Standards
 - Develop
 - Implement
 - Review
 - Monitor
 - Revise
- ▶ Facilitate and support affiliates
 - Standards development and maintenance



Role of the Council

- ▶ Develop and maintain currency of standards
 - ▶ Update relevant documentation
 - ▶ Conduct training
 - Council members
 - On-site visitors
 - University representatives
 - SACs
 - ▶ Review Visitation and Annual Reports
 - ▶ Conduct Hearings
 - ▶ Take action based on the evidence
- 

History of COAPRT



NRPA Congress
October 25, 1974
“Trial Run,” four
programs



NC State
First
accredited,
Program,
1977

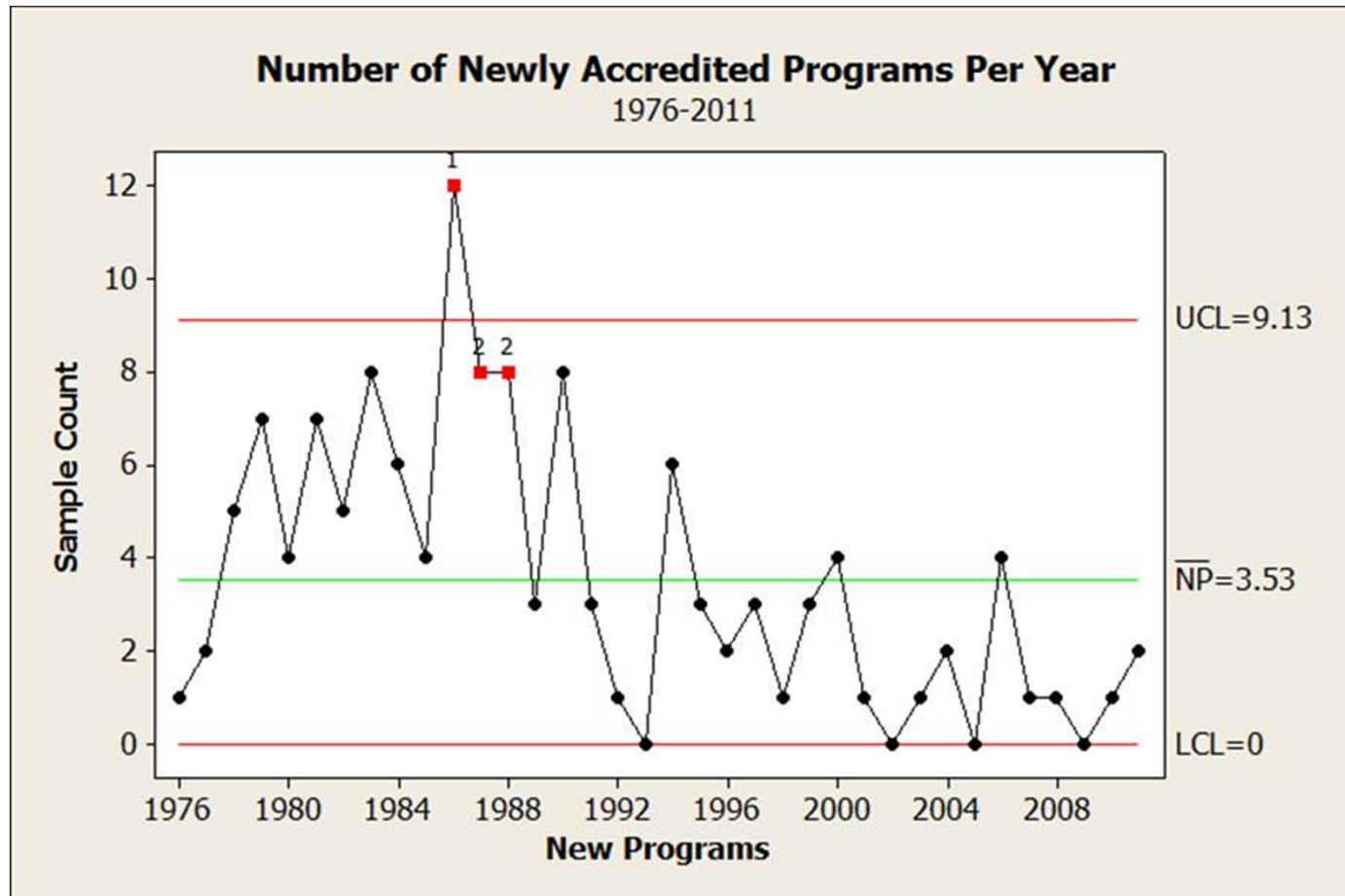


COA
Accredited
by CHEA,
1986



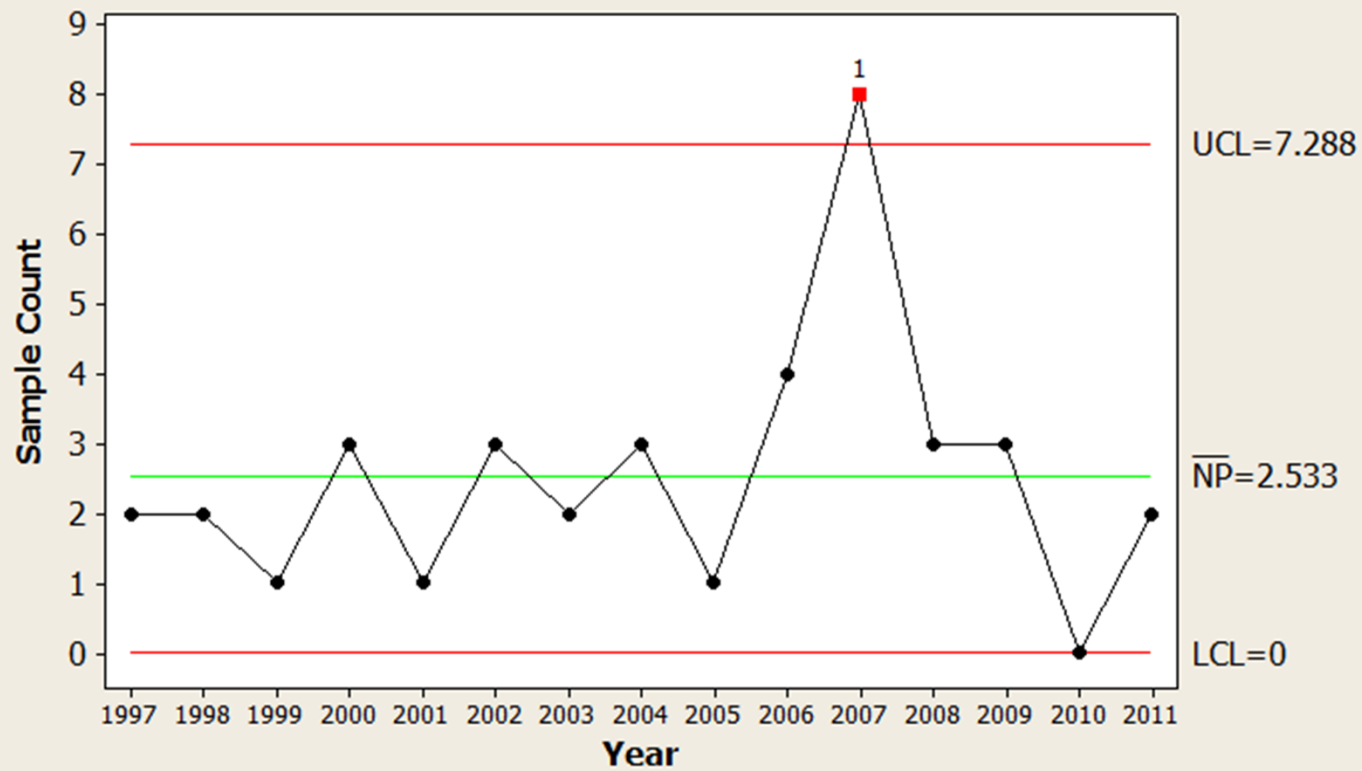
Learning Outcomes
Standards, 2013



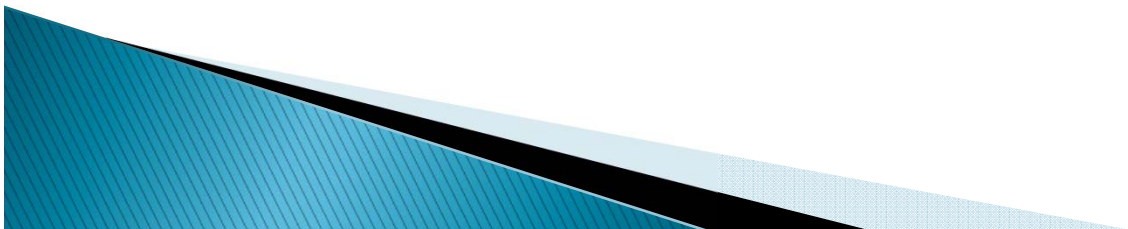


127 Programs have been COAPRT accredited since 1976
87 are accredited at present (2011)
31.5% attrition

Number of Programs that do not seek reaccreditation 1997-2011



Part 2: COAPRT Process and Cost



COAPRT

Accreditation Process, 6 steps!!

1	Decide to do it! <ul style="list-style-type: none">a. Evaluate eligibilityb. Evaluate costsc. Evaluate your status<ul style="list-style-type: none">>Infrastructure>Learning Outcomes		5	Attend your COAPRT Hearing! <ul style="list-style-type: none">a. Represent your programb. Respond to recommendations, conditions
2	Show your intent! <ul style="list-style-type: none">a. Notice of intentb. Program Rep Trainedc. Submit your application		6	Implement your plan for sustained quality/compliance!
3	Complete your self-study!			
4	Manage your site visit! <ul style="list-style-type: none">a. Host your site-visitb. Respond to report			

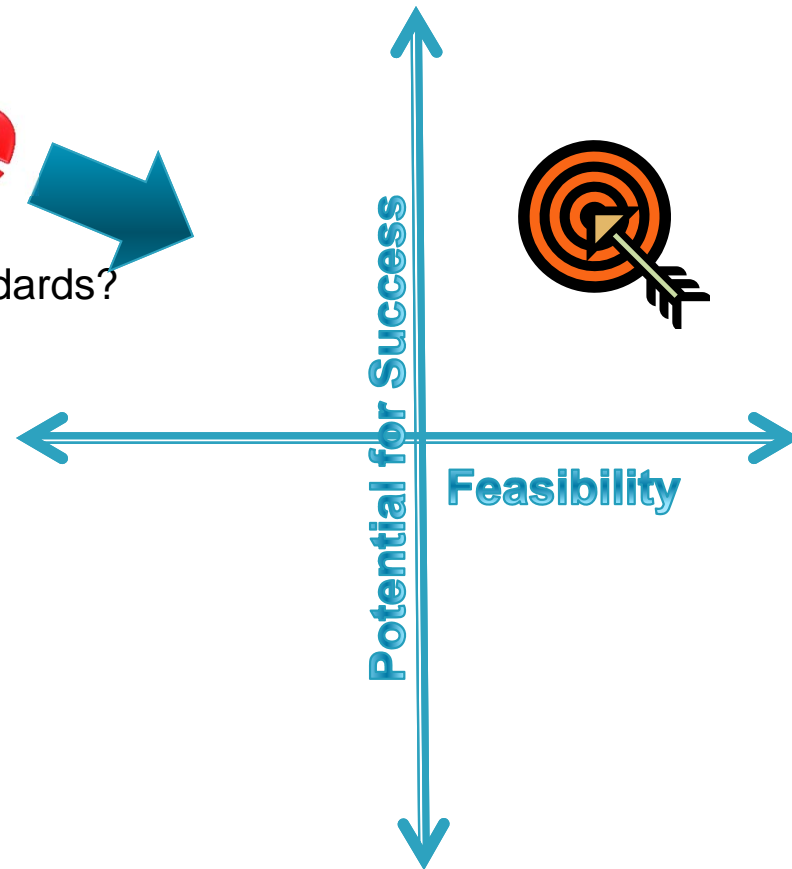




Step 1: Decide to do it!

- Why do we want to do this?
- Are we eligible and compliant with the standards?
 - Eligibility (Standard 1.0)
 - Infrastructure (Standards 2.0-6.0)
 - Learning Outcomes (Standard 7.0)
 - Specialty Accreditation (Standard 8.0)
- Is it feasible at present?
 - Financially
 - Time required
 - Faculty motivation

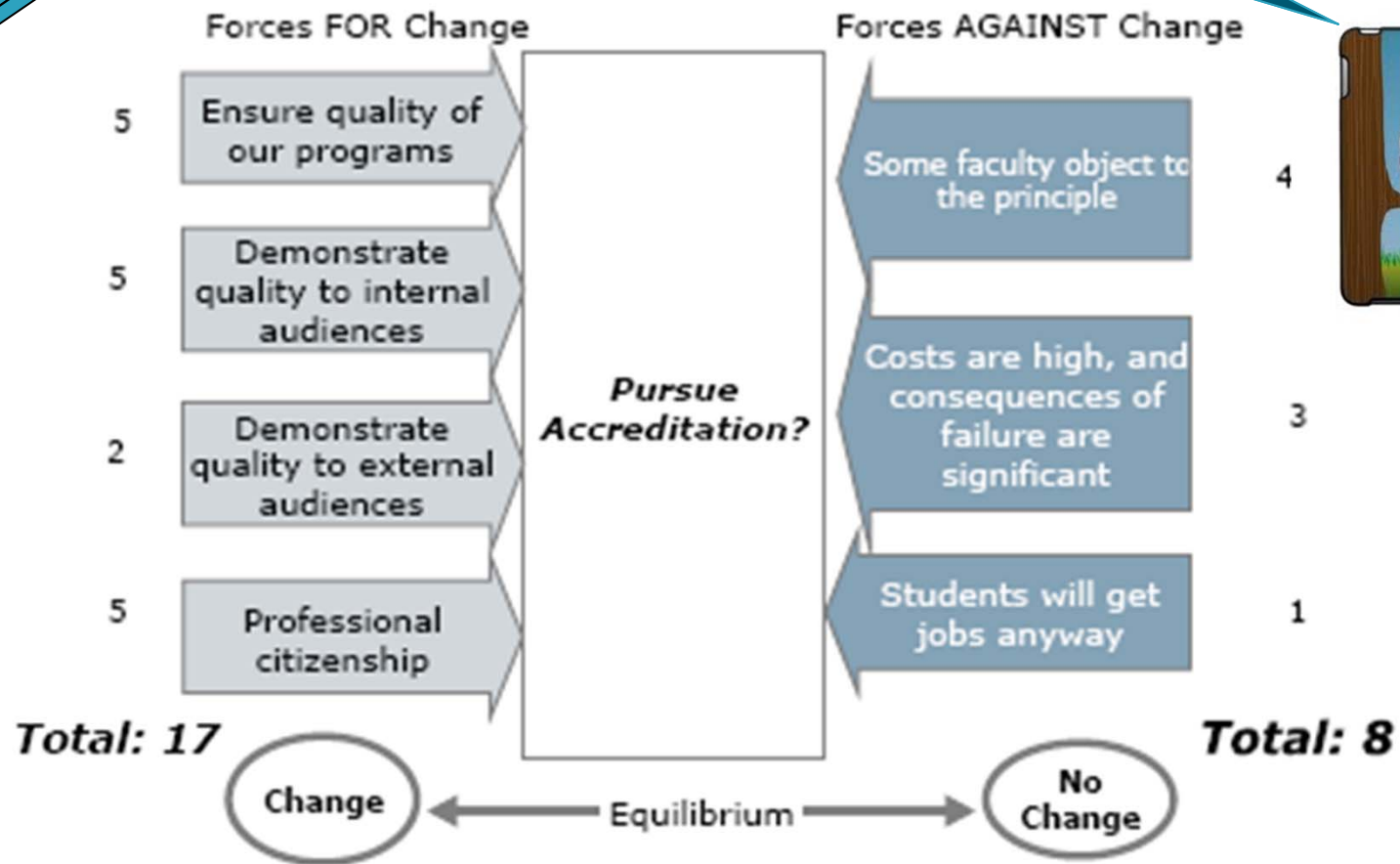
Drive



Step 1: Decide to do it:

Force Field Analysis

Why do we want to do this?



Step 1: Decide to do it:

Are we
eligible?

1.0 Eligibility Criteria

Standard	Description
1.01	Program identifiable for three years?
1.02	Regional accreditation?
1.03	Two Full-Time faculty + 1 FTE minimum?
1.04	Two Full-Time faculty have master degrees or higher?
1.05	All teachers have competence and credentials?
1.06	One faculty member has completed COAPRT training?



1.0 Eligibility Assessment

- Evidence that each standard is met in its entirety
- Annual Progress Report affirms each standard remains met
- If any standard is not met Program visit may be postponed, and/or Program placed on warning

2.0–6.0 Infrastructure

Standard	Description	Sub-standards
2.0	Mission, Vision, Values, and Planning	8
3.0	Administration	8
4.0	Faculty	7
5.0	Students	7
6.0	Instructional Resources	8

2.0—6.0 Infrastructure Assessment

- Rating scale (substantially exceeded, met, partially met, not met)
- Standard met
 - Evidence clearly affirms structural supports and resources are adequate to facilitate accomplishment of student learning outcomes
- Standard partially or not met
- Evidence is insufficient to affirm...



Step 1: Decide to do it

Will we
succeed?



7.0 Learning Outcomes

Standard	Description	Sub-standards
7.01	Foundations	4
7.02	Facilitate Recreation Experiences	4
7.03	Management/Administration	4
7.04	Internship	4

7.0 Learning Outcomes Assessment

Explained in detail later in presentation.

NOTE: Council adopted four evaluative criteria on the 7.0 series on 10/30/11; however, programs in process may use the former version or adopt the revised standards.

Step 1: Decide to do it

Costs

- ▶ Preliminary Application \$500
- ▶ Formal Application \$1,750
- ▶ On-site Visit (2 - 3 visitors) \$2,400-\$3,600
- ▶ Travel costs to Hearing (Program rep, Visit Chair) ~\$1,000
- ▶ Annual Fee \$700
- ▶ -----
- ▶ Time, opportunity costs...
- ▶ Cost of failure...
- ▶ Cost of not being accredited...

Can we afford it?



Specialty Accreditation



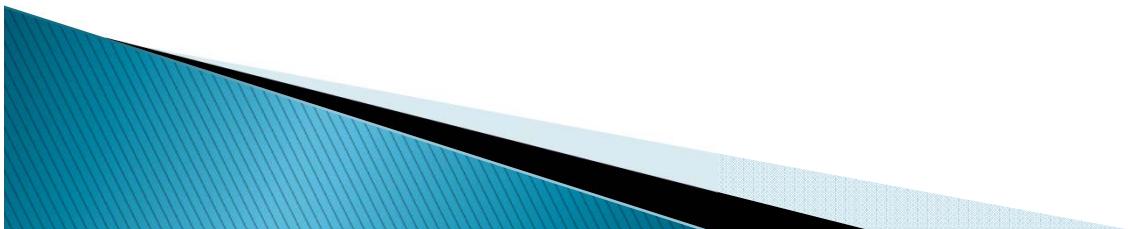
8.00 Specialty Outcomes

- ▶ Specialty professions (**AFFILIATES**) partner with COAPRT
 - Develop and manage 8.00 specialty outcomes
 - Enhance 2.00–6.00 as needed
- ▶ Affiliate signs agreement
 - Participates in mentor relationship
 - Forms Specialty Accreditation Committee
- ▶ SAC is group of professionals who represent the Affiliate



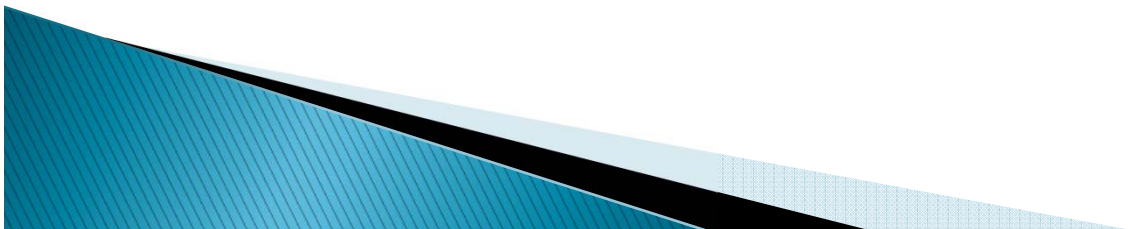
Specialty Accreditation Committee

- ▶ Specialty oversight committee with members determined by the Affiliate
- ▶ SAC representative serves on COAPRT board as appropriate
- ▶ Assures compatibility with COAPRT program outcomes
- ▶ Develops and updates operational documents



Specialty Accreditation Committee

- ▶ Participates in visitor assignments and on teams, when appropriate
- ▶ Develops outcomes (8.00); members serve as content experts
- ▶ Supports and assists with training
- ▶ Updates standards and criteria
- ▶ Educates and markets



8.00 Specialty Affiliates

- ▶ Affiliations (Fall 2010)
 - American Academy for Park and Recreation Administration
 - Administration and management
 - National Association of Recreation Resource Planners
 - Natural resource planning



COAPRT

Accreditation Process, 6 steps!!

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2	Show your intent! a. Notice of intent b. Program Rep Trained c. Submit your application		6	Implement your plan for sustained quality/compliance!
3	Complete your self-study!			
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Step 2: Show your intentions!



COAPRT Notice of Intent

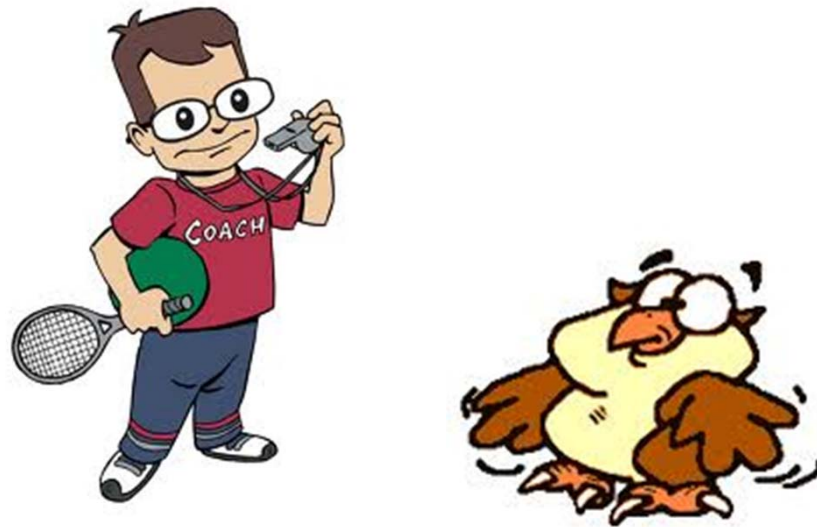
<http://www.nrpa.org/coaprt/>

- ▶ Institution Name
- ▶ Program Name
- ▶ Program Head
- ▶ Contact Information
- ▶ Accreditation of Options?
- ▶ Fee:



Step 2: Show your
intentions!

Train a program representative



Step 2: Show your intentions!

Submit your application

- I. Institution name
- II. Program name
- III. Accreditation History
- IV. Accreditation of Options
- V. Program Changes (if applicable)
- VI. Submittal Dates
- VII. Application Fee
- VIII. Authorization
- IX. Signatures
 - A. Program Head
 - B. Administrator
 - C. CEO
 - D. Notarized



www.shutterstock.com - 54927538

COAPRT

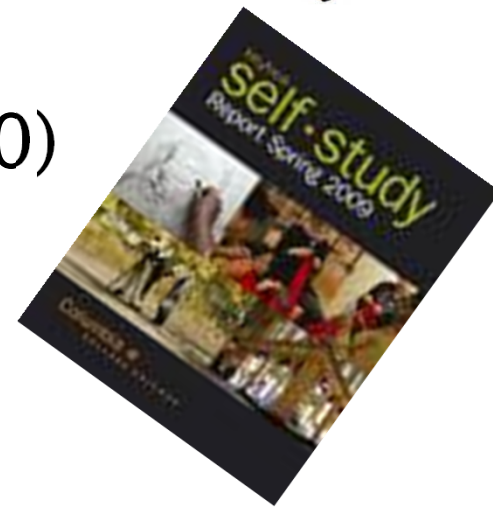
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Self-Study

- ▶ A written document that describes the program's status with respect to standards:
 - Eligibility (1.0)
 - "Infrastructure" (2.0–6.0)
 - Learning Outcomes (7.0)
 - Specialty Accreditation (8.0)



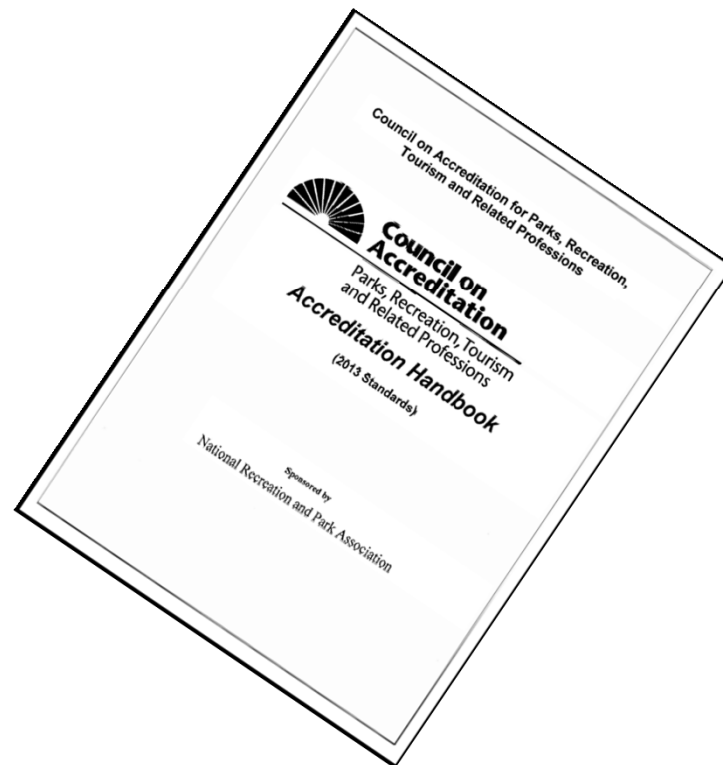
The Self Study

- ▶ Provides the Program's perspective on compliance with each standard
- ▶ Less than 50 pp.
- ▶ Collaborative effort among faculty
- ▶ Liberal use of **verified** links to websites



The Self Study

- ▶ Follow format/provide information as indicated in *Handbook*
- ▶ <http://www.nrpa.org/coaprt/>



The Self Study

- ▶ Common ancillary material (web links)
 - Resource index
 - Degree requirements
 - Institutional policy web links
 - Up-to-date assessment plan
 - Outcome metrics or rubrics
 - Five-year instructor vitae
 - Syllabi with scheduled class content



Self Study Process

- ▶ Self-Study Report forwarded electronically to NRPA Liaison **eight weeks** prior to anticipated visit
- ▶ Reviewed by Council chair who conducts initial review within two weeks and authorizes scheduling of the visitation or requests revisions
- ▶ Liaison forwards Self-Study Report to Visitation Team, Council members (2), and Associate Evaluator (COAPRT/Visitors may request additional information and/or revisions)
- ▶ Hard copy sent to NRPA office and available on campus



Self-Study: The Council's Role

▶ Council Chair

- Approves Self-Study for release to Visitors
- Approval occurs BEFORE scheduling visit

▶ Council Lead

- Asks visitors to investigate areas of concern
- At Hearing
 - Leads Questioning
 - Recommends action



Self-Study: The Council's Role

▶ Associate Evaluator:

- Sends questions to Lead to share with visitors and reviews visitation report
- (Does not attend hearing or visit site)

▶ Council Second

- Sends questions to Lead to share with Visitors
- (Active role at Hearing)



COAPRT

Accreditation Process, 6 steps!!

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Site Visit

- ▶ Purpose: Visitors confirm compliance with standards; “eyes and ears of the Council”
- ▶ Team
 - Two– or three– person Team
 - Initial visit
 - Every 10 years
 - Two– person team
 - Continuing accreditation
 - Every five years



The Visitation Team

► Visitors

- Team chair: Educator
- Second: Educator/Professional practitioner
- Specialty representative (if program requests 8.00 assessment)



Visitors

- ▶ COAPRT names the Visitation Team
 - Consideration given to location
 - Size, type of institution, nature of program
 - Cooperates with Specialty to select visitors
 - Program has the right to object (with cause) to a visitor assignment



A Typical Visit Agenda



▶ Sunday

- Visit team arrives
- Social event

▶ Monday

- Program Head
- Faculty
- Constituent Groups
- Campus Tour
- Evaluate resources
- Dinner
- Work Time (visitors)

▶ Tuesday

- Students
- Constituent Groups
- Evaluate learning outcomes
- Full Faculty Review
- Administrators

Program Representative

- ▶ Respond to Council Chair inquiries prior to visit approval
- ▶ Provide additional information and materials as requested
- ▶ Maintain open communication



Program Representative

- ▶ Contact Visit Team Chair after visit is approved
 - Set visit itinerary
 - Assist with travel arrangements
 - Make hotel arrangements (pre-paid preferred)
 - Plan for meals (with faculty, stakeholders, Team only)
 - Secure work space for Visitors on campus



Program Representative

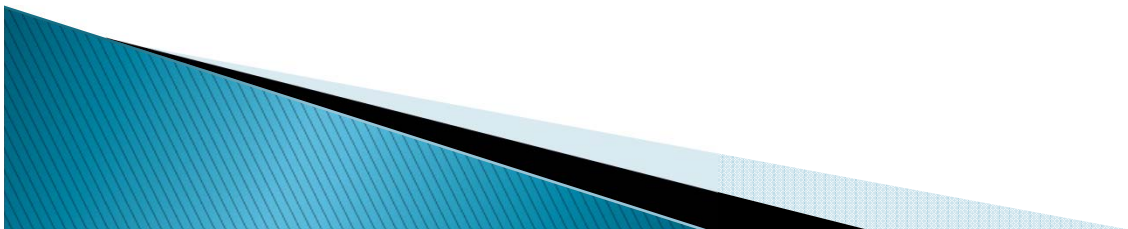
- ▶ In collaboration with Team Chair
 - Arrange for needed technology
 - Arrange on- and off-campus interviews
 - Provide requested information
 - Determine if visitors have any special needs
 - Arrange for visitor reimbursement
- ▶ Respond to Visitor Report
- ▶ Attend Council Hearing



Program Representative

► After the visit

- Respond to Visitation Report
 - Correct errors (e.g., incorrect course number)
 - Provide explanation/clarification
 - Additional evidence
- Attend Council Hearing
 - Respond to Council questions



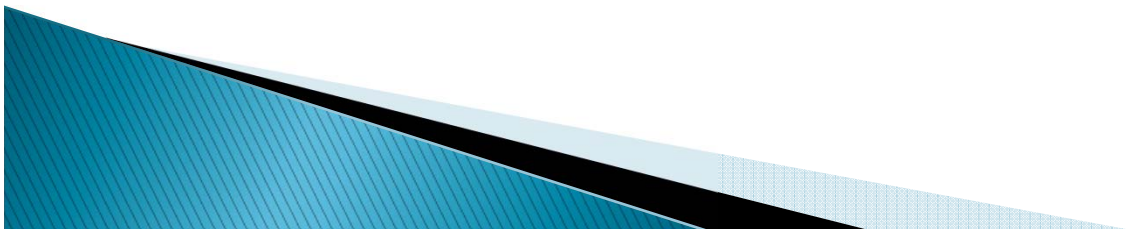
The Visit: Things to Avoid

- ▶ Asking Visitors for suggestions for change or improvement, e.g. (“How do you do this at your institution?”)
- ▶ Over-scheduling social meetings and meals
- ▶ Offering tokens of appreciation (e.g., school mugs, t-shirts)



The Visit: Things to Avoid

- ▶ Sharing unsolicited comments and non-standards related complaints
- ▶ Asking Visitors to anticipate the upcoming Council action or how other institutions operate
- ▶ Not being prepared to address reimbursement for Visitor expenses



COAPRT

Accreditation Process, 6 steps!!

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2	Show your intent! a. Notice of intent b. Program Rep Trained c. Submit your application		6	Implement your plan for sustained quality/ compliance!
3	Complete your self-study!			
4	Manage your site visit! a. Host your site-visit b. Respond to report			



COAPRT Hearing

- NRPA Congress
- Present
 - COAPRT
 - NRPA Liaison
 - Site Visitor
 - Program Head
- One hour
- Present no new documents
- May be via phone



Council Hearing

- ▶ NRPA Congress (Sept–Nov) (alternatives to attending hearing in-person may be approved by Council)
- ▶ Hearing may occur before half of Council Members
- ▶ Programs may elect to have several representatives present
- ▶ Program reimburses Visit Team Chair for hearing-related expenses



Council Hearing Agenda(60 minutes)



- ▶ Welcome and hearing summary
- ▶ Introductions; **BRIEF** Program update
- ▶ Questions from Council Lead and Second
- ▶ Questions from Council members
- ▶ Executive session leading to recommendation to full Council for action
- ▶ Disclosure of Council action to Program representatives and Team Chair follows full Council deliberation and action on up to seven other programs (twice daily)



Council Hearing

- ▶ No new evidence/documentation may be submitted at the Hearing (new written evidence must be received at least 30 days prior to Hearing)
- ▶ Visitation Team Chair
 - Responds to Lead and Second questions
 - Aids Program representative, as appropriate, to clarify information



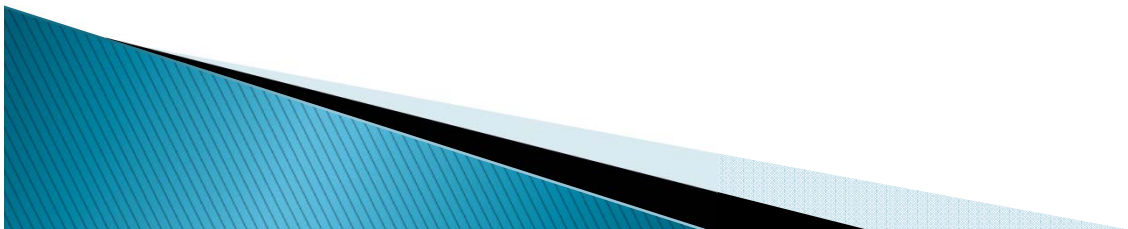
Council Hearing

- ▶ One Program representative responds to Council questions
- ▶ If approved by Council Lead, may defer to other representatives to clarify, update, or detail response
- ▶ Approximately 30 of the 60 minutes for questioning and responses



COAPRT Decisions

- ▶ Results from review of...
 - Self-Study
 - Visitation Report
 - Program response
 - Council members (2) and associate evaluator
 - Hearing information



Council Actions (effective 10/30/11)

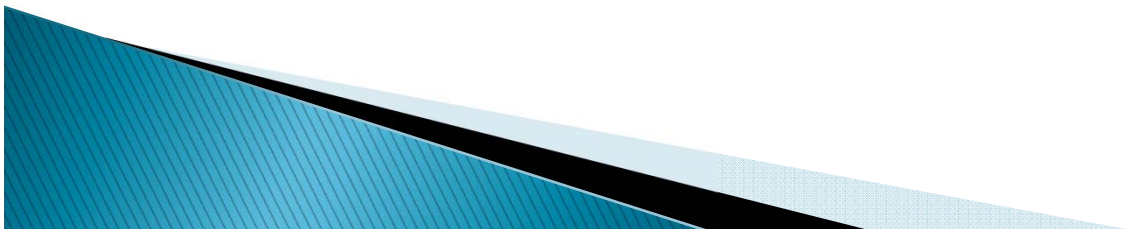
- ▶ Accreditation/Reaccreditation
 - With commendations
 - With or without recommendations
 - With or without requirement of additional information and/or minor revisions
- ▶ Extend current accreditation and defer action on reaccreditation with
 - Conditions
 - Warning
- ▶ Accreditation not granted/withdrawn



Commendations



- ▶ Directly related to standards
- ▶ Council recognition of exemplary performance and commitment to accreditation



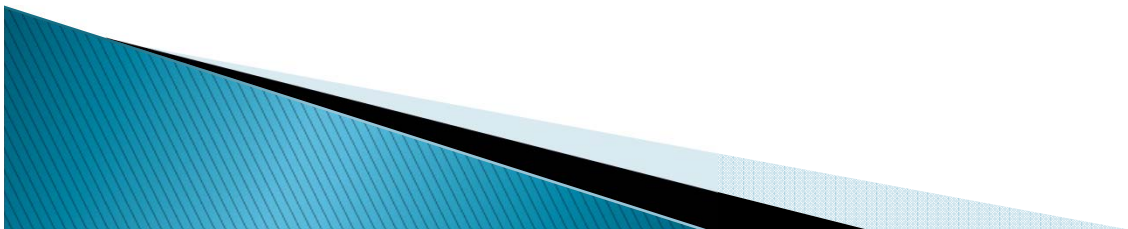
Recommendations

- ▶ Directly related to standards
- ▶ Nonbinding—may or may not be referred to in subsequent Annual Progress report
- ▶ Minor in nature



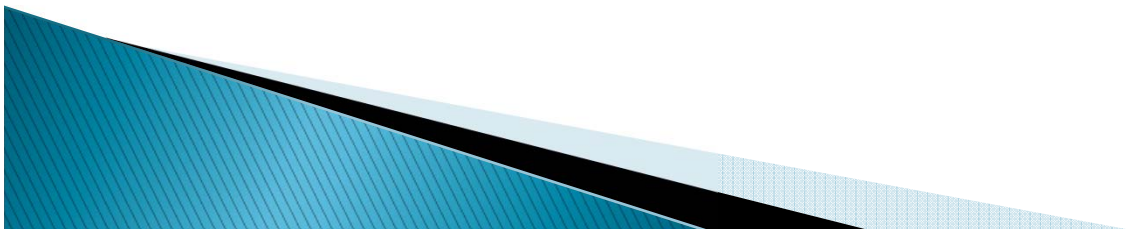
Requirement of additional information and/or revisions

- ▶ Directly related to standards
- ▶ Based on failure to provide evidence of compliance
- ▶ May arise from minor concerns
- ▶ Must be rectified and reported within given time period (no more than 180 days)
- ▶ Failure may result in Conditions



Conditions

- ▶ Directly related to standards
- ▶ Based on failure to provide evidence of compliance
- ▶ May arise from major concerns
- ▶ Must be resolved and reported within specified time period
- ▶ Failure may result in Conditions



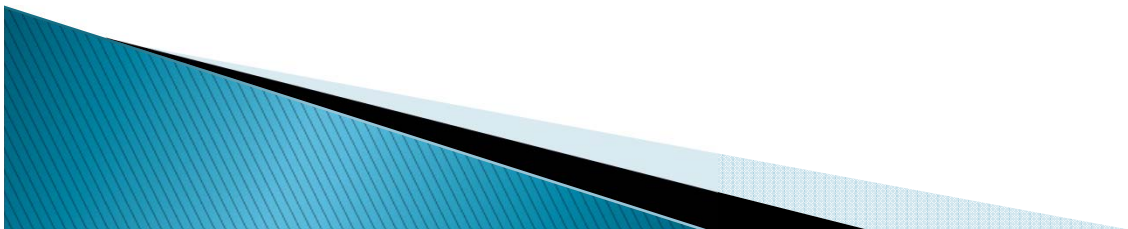
Warning

- ▶ Directly related to standards
- ▶ Signals imminent withdrawal of accreditation
- ▶ Based on noncompliance or failure to provide evidence of compliance
- ▶ Must be rectified and reported within specified time period
- ▶ COAPRT may withdraw accreditation at any time if Eligibility Criteria (1.00) are not met



Council Action

- ▶ Verbally shared following full Council action on up to seven other programs—announcements made twice daily around noon and 6:00 p.m.
- ▶ Written notification sent to institution and program administrators within 30 days of Hearing
- ▶ Council Chair and staff liaison (only) share information prior to written notification
- ▶ Institution may appeal within 30 days of receipt of written notification



COAPRT

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2	Show your intent! a. Notice of intent b. Program Rep Trained c. Submit your application		6	Implement your plan for sustained quality/ compliance! File annual reports
3	Complete your self- study!			
4	Manage your site visit! a. Host your site-visit b. Respond to report			



Maintaining Accreditation



- ▶ Sustain compliance
- ▶ Pay annual dues
- ▶ Submit acceptable Annual Progress Report
 - Respond to identified deficiencies
 - Provide updates on annual program changes
- ▶ COAPRT may take interim action if Program compliance with 1.00 standards falters or response to “Warning” motion is inadequate
- ▶ Undergo re-accreditation every five years (standard review cycle after 1st accreditation under 2013 Standards)



Part 3:

Learning Outcomes

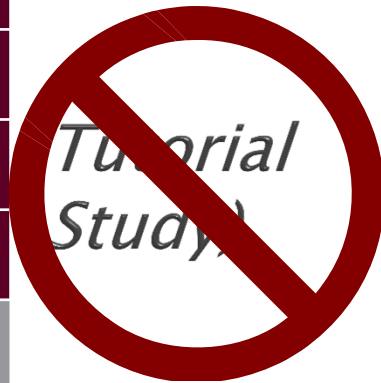




Accreditation 2013: The Story of a Beta-Test Site



Improving Lives. Improving Texas.



Story (Case)



Department of RPTS Assessment Plan



- I. Mandate for Assessment
- II. Ethical Use of Test Scores
- III. Undergraduate Programs
- IV. Graduate Programs
- V. Assessment Calendar 2012



Our Learning Outcomes

▶ General Education Outcomes

- Oral communication
- Written communication
- Research
- Organizations, leadership, decision making
- Diversity













▶ Professional Preparation Outcomes

- RPTS Foundations
- Experiences/Programming
- Management/Administration
 - Operations
 - Strategic
- Internship, Applied Learning



Metric Selection Matrix

	Direct Measures			Indirect Measures
	Pre-Post Exams	Intern Super. Rating	Internship Teacher Rating	Senior Exit Survey
1. Gen Ed				
2. RPTS Foundations				
3. Design Recreation Experiences				
4. Management: Operations and Strategic				
5. Internship: Applied Learning				

Other Direct and Indirect Measures

(Source: WEAVEonline)

Direct Measures

- ▶ *Capstone Assignment*
- ▶ *Comp. Exams*
- ▶ *Licensure Exam*
- ▶ *Portfolio Eval via rubric*
- ▶ *Project*
- ▶ *Standardized test*
- ▶ *Thesis*
- ▶ *Video/Audio tape*
- ▶ *Written assignment*
- ▶ *Writing Exam*

Indirect Measures

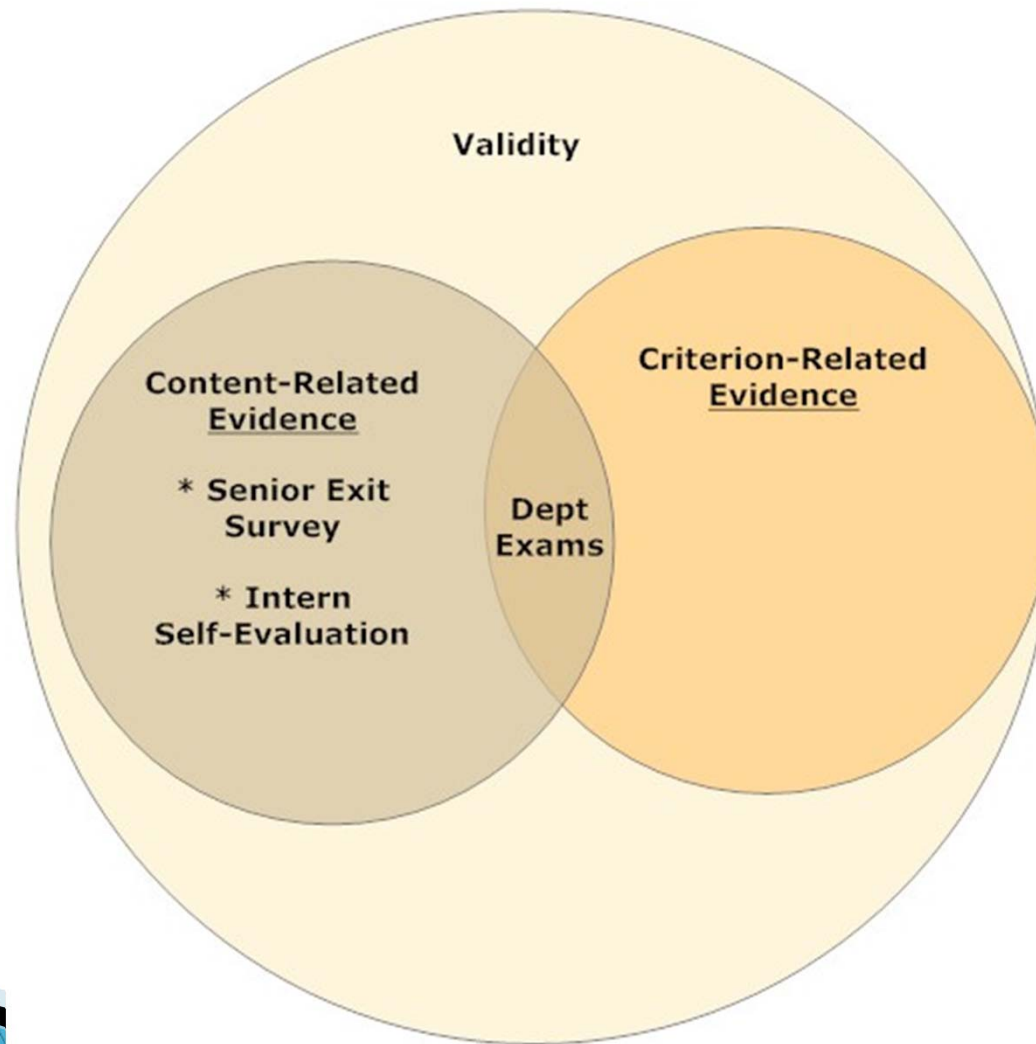
- ▶ *Grad acceptance rates*
- ▶ *Honors/awards*
- ▶ *Satisfaction*
- ▶ *Student evaluations*
- ▶ *Placement*
- ▶ *Alumni Survey*
- ▶ *Transfer acceptance*
- ▶ *Advisory Board Ratings*
- ▶ *Exit interviews*
- ▶ *Curriculum evaluations*

Department of RPTS Assessment Calendar Format

Month	Tasks	Month	Tasks
Sept 1 AY 2012	<ul style="list-style-type: none"> Provide Department test-lets to faculty teaching core classes 	August 1 AY 2012	<ul style="list-style-type: none"> Complete Input of AY 2012 assessment data and action plans into WEAVEonline
Sept 30 AY 2012	<ul style="list-style-type: none"> Discuss AY 2011 assessment results at UG and Grad Committee meetings. Act on issues in need of attention Complete pre-test data collection Finalize assessment reports and action plan for AY 2011 in WEAVEonline (deadline is October 1) 	August 30 AY 2012	<ul style="list-style-type: none"> Prepare summary report for UG and Grad Committees Evaluate assessment program and implement improvements
Dec 30, AY 2012	<ul style="list-style-type: none"> Prepare Department Exams for Spring Administration 		
Jan 30, AY 2012	<ul style="list-style-type: none"> Collect pre-class data in RPTS 201, 202, 304, 311, 336, 340, and 403 		
April 30 AY 2012	<ul style="list-style-type: none"> Collect post-class data in RPTS 201, 202, 304, 311, 336, 340, 403 Collect Exit Survey Data in RPTS 403 		
June 30 AY 2012	<ul style="list-style-type: none"> Analyze Exit Survey Data Analyze Department Exam Data Assemble intern data from summer of AY 2012 Assemble graduate program assessment data 		

Evaluating assessment tools

Validity: A unified, though faceted concept



Content Relevance and Representativeness

- ▶ *Is the content of the metric relevant to the learning outcome that you are trying to measure?*
- ▶ *Do the collection of indicators (e.g., test items) provide reasonable coverage of the breadth of the content associated with this learning outcome?*

Content Relevance

Content
Representativeness

Content relevance problem or content representativeness problem?



- ▶ *A multiple-choice exam intended to knowledge about principles of management knowledge includes no questions about **planning** or **financial management**.*
- ▶ *An intern site supervisor at a resort rates supervisory management skill of an intern who did **no supervision**.*
- ▶ *An objective test intended to measure knowledge about park and recreation foundations has no questions about the **history of the profession**.*
- ▶ *An objective test intended to measure foundations in history, philosophy, and science contains questions about **park and recreation planning** and **financial management**.*



Ethics: “How do I know that you will not use these scores to evaluate my teaching performance?”

TABLE 2.1 Facets of Validity

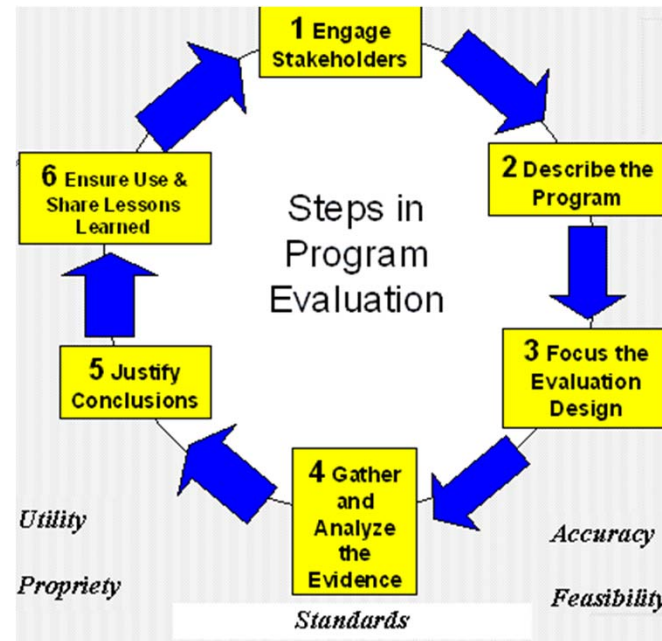
	TEST	
	INTERPRETATION	TEST USE
EVIDENTIAL BASIS	Construct validity	Construct validity + Relevance/utility
CONSEQUENTIAL BASIS	Value implications	Social consequences

-Samuel Messick, *Validity*, 1989



Advice...

Start early.



Be minimally invasive.

Use your skills;
remember that you
teach evaluation!

Don't assume that your curriculum needs
to be changed

Delegate to good citizens.

Part 4:

How to be a Site Visitor



Visitor Qualifications



► Team Chair or Lead Visitor

- A. Educator with a **doctorate**
- B. From an **accredited university**
- C. Has completed at least **two visits** using 2013 standards under mentorship
- D. Received **positive evaluations**
- E. Attended Visitor training ≤ 5 years
- F. Academic expertise addresses Program focus if possible



Visitor Qualifications

▶ Other visitors

- From **accredited university** (if educator) or **working relationship** with university (if practitioner)
- Completion of **seven years** in the field
- Current **full-time** employment, or within seven years of retirement
- At least **one degree** in discipline



Visitor Qualifications

▶ Visitors

- Completed COA Visitor training (\leq 5 yrs.)
- Up-to-date records with COAPRT
- Professional membership (NRPA or Specialty)
- Sign confidentiality and conflict of interest statement
- Positive evaluations



Visitor Qualifications

- ▶ Individuals may NOT serve as a Visitor if...
 - From same state as the institution
 - Attended institution as a student
 - Ever employed by the institution
 - Served as Visitor to institution for last accreditation cycle
 - Has any other perceived conflicts of interest



Expectations for Site Visit Team Members

- ▶ Observe, Listen, Look
- ▶ Focus on Evidence of compliance with standards
- ▶ Be respectful, cordial, collegial, and diplomatic
- ▶ Ask questions
- ▶ Review evidence
- ▶ Note commendations as well as compliance-related concerns
- ▶ Act as consultant for the program
- ▶ Make recommendations to the program
- ▶ Advise the Program
- ▶ Compare the program with others her/his own
- ▶ Anticipate Council findings or actions
- ▶ Imply that she or he can influence or make accreditation decisions

Must!

Must Not!

Some poor candidates for site visitors...



The Know It All



Visitor Tasks: Verify Self Study

- ▶ Review evidence and support material
- ▶ Conduct interviews
- ▶ Assess structural resources (2.00–6.00)
- ▶ Compare annual progress report data to ongoing Program improvements
- ▶ Visit with students in classes
- ▶ Visit campus support offices



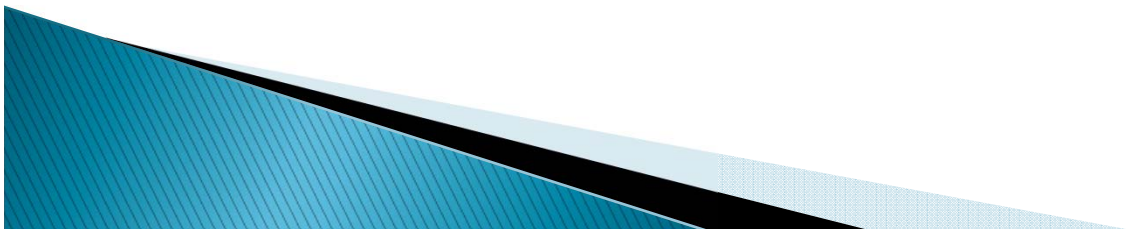
Interviews: Stakeholders

- ▶ Administrators
- ▶ Faculty/Instructional staff
- ▶ Staff (e.g., department office, student services, IT)
- ▶ Institutional assessment personnel
- ▶ Undergraduate students
- ▶ Alumni
- ▶ Local professional practitioners
- ▶ Intern/practicum supervisors
- ▶ Advisory group



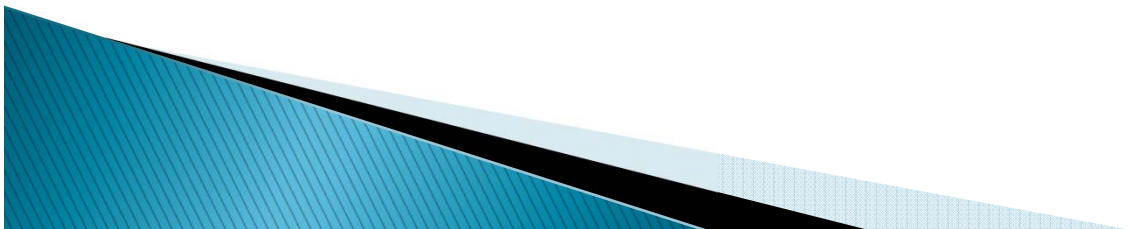
The Visit: Fact-Finding

- ▶ Fact-finding on behalf of the Council
 - Affirm self-study report
 - Document evidence
- ▶ October through April visit
- ▶ September—November hearing
- ▶ Typically Sunday to Wednesday or Tuesday to Friday



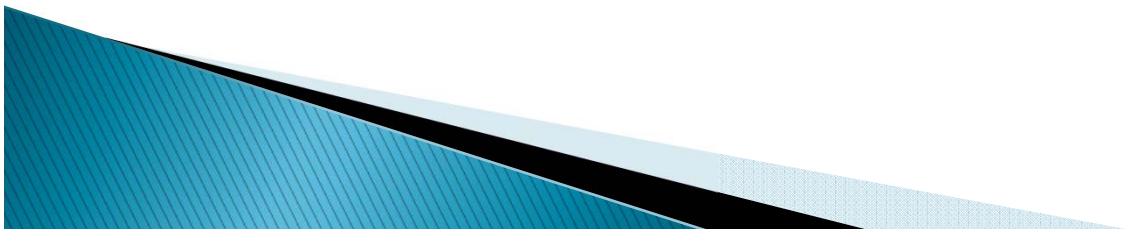
The Visit: Logistics

- ▶ Team Chair coordinates w/Team
 - Logistics
 - Assignments
- ▶ Team Chair coordinates w/Program representative
 - Itinerary
 - Lodging
 - Meals
 - Special needs



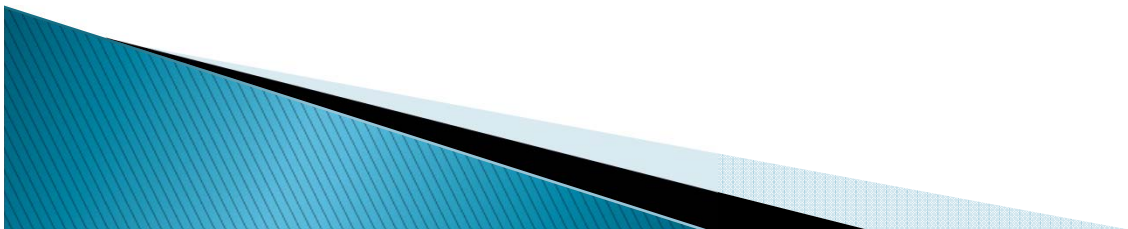
The Visit: Logistics

- ▶ Dealing with Visitor expenses
 - Institution pays expenses directly
 - Visitors submit receipts to institution
 - Institution reimburses visitors



Interviews: Format

- ▶ Team only (e.g., administrators)
- ▶ One-on-one (e.g., faculty)
- ▶ Group interviews (e.g., students)
- ▶ Formal and/or informal (e.g., during class or meal function)



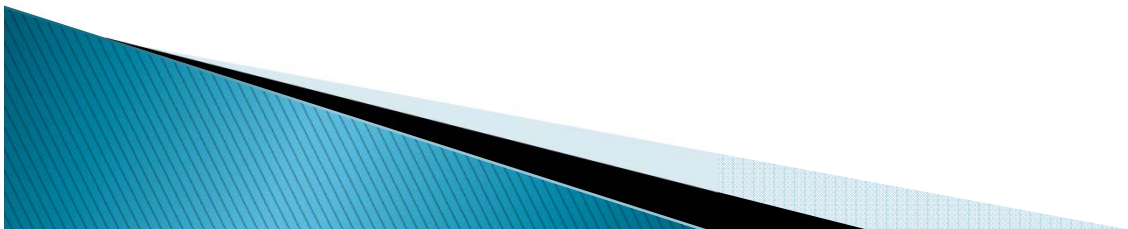
Opening Meetings

- ▶ Program administrator
- ▶ Institutional administrators
- ▶ Explain COAPRT
 - Purpose
 - Accreditation process
 - Role of the visitors
 - Logistics
- ▶ Occur as early as possible in visit



Exit Interviews

- ▶ Program faculty
- ▶ Institutional administrators
- ▶ Deliver preliminary report orally 01
 - Facts/findings as related to standards
 - Clarify process and timeline
 - Program responsibilities



Slide 91

O1

Not sure of the intent here. If it's to identify an agenda for the two exit interviews, then it should probably be presented first and then the recipients identified. Also recommend clarification that these are usually mutually exclusive.

Owner, 8/28/2011

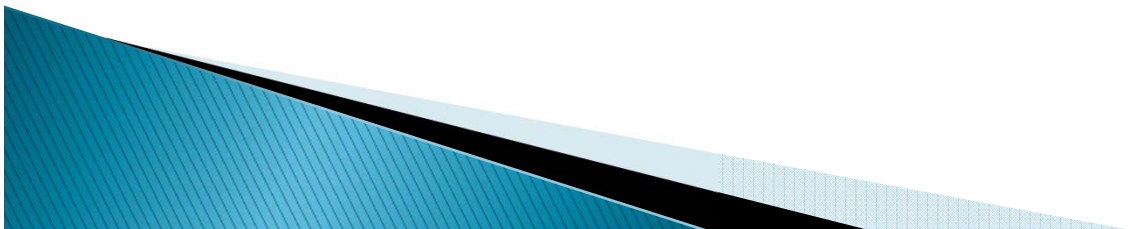
Visitor Protocol

- ▶ Focus on standards
- ▶ Evaluate evidence (direct and indirect measures)
- ▶ Maintain notes—compare independent assessments for team decision
- ▶ Maintain highest ethical standards



Visitation Report

- ▶ Send to Council liaison only no later than 30 days following visit
- ▶ Contents
 - Introduction
 - Brief update of curricular and program changes



Visitation Report

► Contents (continued)

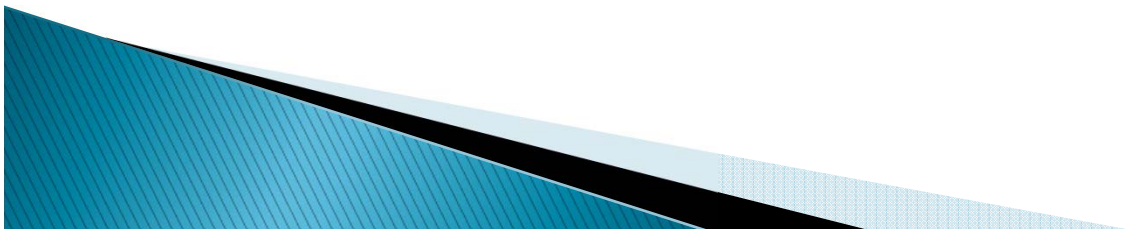
- Evaluation of compliance by standard
 - 1.00–6.00 (met, partially met, not met, substantially exceeded—with comments as appropriate)
 - 7.00–8.00 Report quality and adequacy of evidence to support achievement of student learning outcomes
- Summary of strengths, primary and secondary concerns, team signatures
- Templates available on COAPRT website

<http://www.nrpa.org/Professional-Development/Accreditation/COAPRT/COAPRT-Policies,-Procedures,-and-Forms/>



Evaluation 1.00–6.00: MET

- ▶ Evidence reviewed demonstrates the standard is met in its entirety
- ▶ No comment necessary



Evaluation 1.00–6.00: PARTIALLY MET

- ▶ Evidence reviewed demonstrates that part the standard is met
- ▶ Comments made in Visitor Report



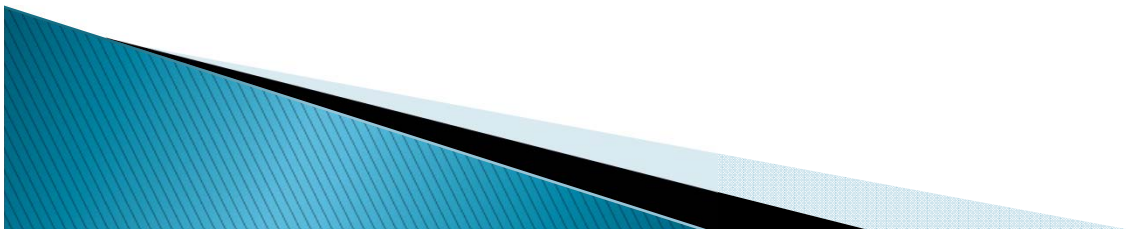
Evaluation 1.00–6.00: NOT MET

- ▶ No evidence reviewed demonstrating the standard is met.
- ▶ Comments made in Visitor Report



Evaluation 1.00–6.00: SUBSTANTIALLY EXCEEDED

- ▶ Evidence reviewed demonstrates the standard is met in its entirety and at a level exceeding reasonable expectations for the standard
- ▶ Comments made in Visitor Report



Evaluation of Compliance with Learning Outcome Standards 7.0—8.0 (new criteria)

- 1) Do students have sufficient opportunities to achieve outcomes?
- 2) Does evidence indicate quality assessment measures?
- 3) What do assessment results indicate regarding student achievement of outcomes?
- 4) How are the assessment results being used for Program improvements?



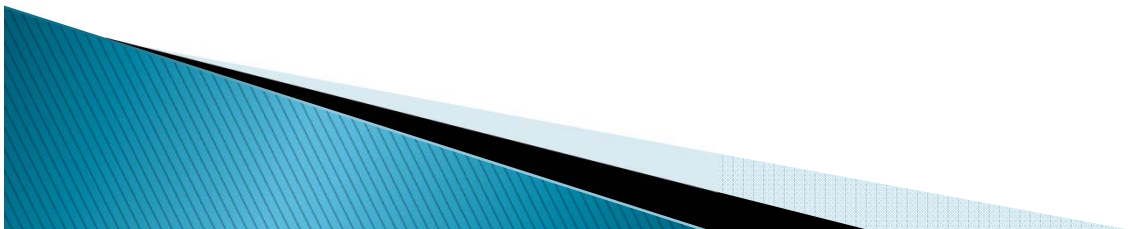
Outcome Assessment Criteria

- ▶ The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning
- ▶ Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with the standard.



Outcome Assessment Criteria

- ▶ The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct measure.
- ▶ Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.



Outcome Assessment Criteria

- ▶ The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving the Learning Outcome.
- ▶ Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome



Outcome Assessment Criteria

- ▶ The program shall demonstrate that it uses data from assessment of the Learning Outcome for continuous program improvement.
- ▶ Evidence must include a written explanation of how the data associated with the Learning Outcome are used to inform decision making.



Examples: Assessment Measures

▶ Direct Measures

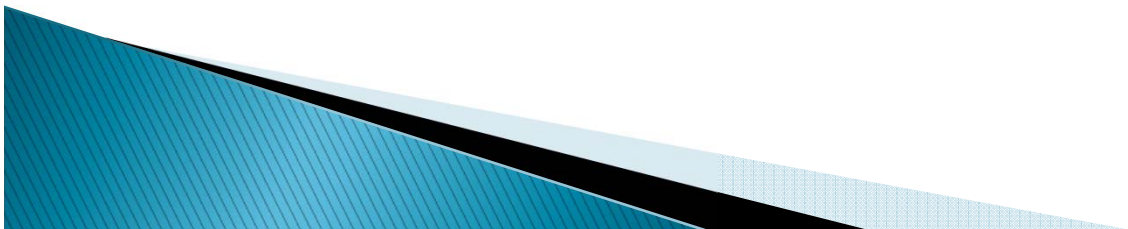
- Portfolio
- Senior project
- Exit exam
- National exam
- Summary of grading rubric for assignments

▶ Indirect Measures

- Alumni survey
- Graduate self-assessment
- Internship supervisor report

Evaluation 7.00–8.00

- ▶ Visitor narrative (comments) for each of the outcome assessment criteria (7.01–7.04)...
- ▶ Report on quality and adequacy of evidence supporting achievement of student learning outcomes



Evaluation 7.00–8.00



- ▶ Ratings based on review of direct and indirect assessment measures
- ▶ Visitors use BARS (Behavioral Assessment and Research System) to rate likelihood of students achieving Program's learning outcomes
- ▶ Compare individual team member evaluations to develop Team rating



Rating=5

- ▶ Measures (direct/indirect) are of acceptable quality
- ▶ Data (direct) consistently support conclusion that program is in compliance

AND

- ▶ Data (indirect) consistently support conclusion that program is in compliance
- ▶ Extensive contextual evidence (e.g., interviews, syllabi, assignments) supports conclusion that program is in compliance
- ▶ Reviewers agree that program is in compliance



Rating=4

- ▶ Measures (direct/indirect) are of acceptable quality
- ▶ Data (direct) support conclusion that the program is in compliance

AND

- ▶ Two of the three additional criteria described in the rating of “5” are present

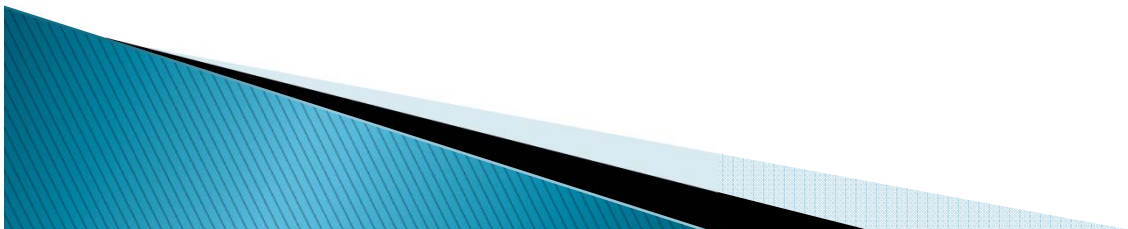


Rating=3

- ▶ Measures (direct/indirect) are of acceptable quality
- ▶ Data (direct) support conclusion that program is in compliance

AND

- ▶ Only one of the three additional criteria described in the rating of “5” is present



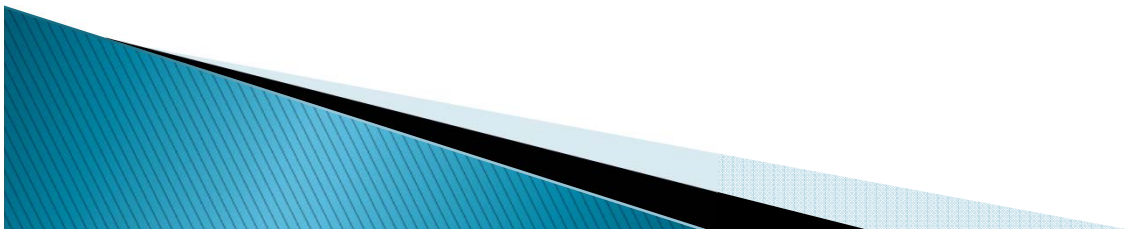
Rating=2

- ▶ Preponderance of evidence...program is not in compliance with the standard
- ▶ Or...the evidence is insufficient to warrant the conclusion that program is in compliance
- ▶ No data from direct measures indicates compliance
- ▶ Some data from indirect measures may indicate compliance



Rating=1


- ▶ All sources of evidence indicate that the program is not in compliance with the standard



Summary Comments

- ▶ Each sub-section (e.g., 1.0, 2.0, 3.0) of the standards calls for a summary statement of **observations**

EXAMPLE for 4.0 Standard: *The institution has a primary focus on teaching. Professional development opportunities for faculty are equitably available, and faculty are involved with a variety of professional development activities, most notably in and around the state and the region. Faculty productivity is consistent with the institution's mission.*



Visitation Report

- ▶ Team Chair sends report to Council Liaison, Council Lead and Second, and Associate Evaluator only within 30 days
- ▶ Council Lead, Second, and Associate Evaluator
 - Review
 - Request modifications (through Lead)
 - Approve report
- ▶ COAPRT Staff Liaison sends report to institution on behalf of COAPRT



Institutional Response

- ▶ Written response to Council within 30 days of receipt
- ▶ Specifically addresses not met, partially met standards and/or issues identified with 7.00–8.00 standards
 - Provides explanation
 - Provides evidence and additional documentation
- ▶ Team Chair and Associate Evaluator receive copy of response



Related Documents

- ▶ Learning Outcomes Standards and Assessment, Baccalaureate Programs in Parks, Recreation, Tourism, and Related Professions
- ▶ COAPRT Accreditation Handbook
- ▶ Available on-line at...
<http://www.nrpa.org/coaprt/>



Questions??

