
Title	0046	03/16/2021
	by Laurie Harmon in 2021 COAPRT Annual Report	id. 19562880
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Section 1: Contact Information

Name of institution	University of Wisconsin-La Crosse
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Name of Accredited Program	Therapeutic Recreation
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Total number of COAPRT Accredited Programs at this institution	2
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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.	Laurie Harmon
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Position Title	Department Chair
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Address	1725 State Street 2036 Health Science Center La Crosse WI 54601 US
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Email	lharmon@uwlax.edu
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Phone	+16087858213
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Department Name	Recreation Management & Therapeutic Recreation
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Website	https://www.uwlax.edu/rec-management-and-therapeutic-rec/
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President of Institution	Joe Gow
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President's Email **jgow@uwlax.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)

100

Graduate school acceptance rate (new requirement)	<p>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%</p>
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Graduate School Acceptance Rate (new requirement)	Number accepted into Graduate School: 15 Percent of graduating students: 20.3%
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Method of measurement	<p>Every year UWL’s Office of Institutional Research, Assessment and Planning (IRAP) collects data on UWL undergraduate employment and post-graduation status via a “First Destination” survey sent to all graduates 6-months post graduation from UWL. The data from several terms are aggregated into the annual report (Fall, J-term, Spring, and Summer).</p>
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Response rate	71.6%
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Notes	n/a
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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)

Number of employed students: 37 Percent of graduating students: 50%

Method of measurement

Every year UWL's Office of Institutional Research, Assessment and Planning (IRAP) collects data on UWL undergraduate employment and post-graduation status via a "First Destination" survey sent to all graduates 6-months post graduation from UWL. The data from several terms are aggregated into the annual report (Fall, J-term, Spring, and Summer).

Response rate

71.6%

Notes

n/a

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

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

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.

The Therapeutic Recreation Program at UW-La Crosse prepares majors eligible to become Certified Therapeutic Recreation Specialists (CTRS) who improve functioning, facilitate leisure education, and promote inclusive recreation participation for people of all abilities and their families and caregivers. We advocate a strengths-approach to helping people reach dreams and goals for healthy functioning, well-being, and satisfying leisure. This health and human service profession is designated as "recreational therapy" in the Bureau of Labor Statistics Occupational Outlook Handbook. Students learn to assess, plan, implement, evaluate, and document therapeutic recreation programs using recreation interventions such as physical activity, expressive arts, horticulture, games, music, animal-assisted therapy, nature-based activities, adventure, stress management, and play. These goal-directed programs help vulnerable individuals and groups with disabling conditions, and acute and chronic health conditions to learn, adapt, and grow through engaging in meaningful recreation and leisure pursuits.

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.

7.01 A - RTH 493 (Trends & Issues) - The student graduating from the program shall demonstrate entry-level knowledge of the scope and practice of therapeutic recreation.
7.01 B - RTH 470 (Facilitation Techniques) - Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes. (Use best professional practices based on theoretical, philosophical, and scientific foundations of the field of the therapeutic recreation profession in decision-making).
7.01 C- RTH 250 (Introduction to TR) - Student graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical and scientific foundation of the therapeutic recreation profession.

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

7.01a - RTH 493 - Direct measure is student success in completing Code of Ethics Assignment. Goal is for 80% of students to achieve a "B" or better.
7.01b - RTH 470 - Direct measure is student success in completing content quiz for Chapter 3 in Austin's text. Goal is for 80% of students to achieve "B" or better.
7.01c - RTH 250 - Direct measure is student success in completing summative final exam. Goal is for 80% of students to achieve "B" or better.

Indicate whether this outcome measure is Direct or Indirect.

Direct

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

7.01a - RTH 493
FA19: 100% achieved 80% "B" or better
SP20: 100% achieved 80% "B" or better

7.01b - RTH 470
FA19: 84% achieved 80% "B" or better
SP20: 97.5% achieved 80% "B" or better

7.01c - RTH 250
FA19: 94% achieved 80% "B" or better
SP20: 85% achieved 80% "B" or better

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.

7.02 A Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.

7.02 B Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.

7.02 C Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts.

7.02 D Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements.

7.02 E Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services.

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

7.02a: RTH 476: Assessment and Treatment Planning-Therapeutic Recreation. Direct measure is student success on their summative Assessment Portfolio. Goal is for 80% of students to achieve “B” or better.

7.02b: RTH 456: Program Design. Direct measure is student success in on selected summative exam questions. Goal is for 90% of students to achieve “B” or better.

7.02c: RTH 480: Leisure Education. Direct measure is student success in facilitating a summative experience called the “Leisure Education Clinic”. This is a new project instituted in Fall 2017. Goal is for 90% of students to achieve “B” or better.

7.02d: RTH 476: Assessment and Treatment Planning-Therapeutic Recreation. Direct measure is student success on their formative Assessment & Progress Notes Assignment. Goal is for 80% of students to achieve “B” or better.

7.02e: RTH 480: Leisure Education. Direct measure is student success on their Formative Evaluation for Leisure Education Clinic. Goal is for 80% of students to achieve “B” or better.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

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

7.02a - RTH 476

FA19: 95% achieved 80% "B" or better

SP20: 100% achieved 80% "B" or better

7.02b - RTH 456

FA19: 97% achieved 80% "B" or better

SP20: 94% achieved 80% "B" or better

7.02c - RTH 480

FA19: 100% achieved 80% "B" or better

SP20: 100% achieved 80% "B" or better

7.02d - RTH 476

FA19: 95% achieved 80% "B" or better

SP20: 92% achieved 80% "B" or better

7.02e - RTH 480

FA19: 85% achieved 80% "B" or better

SP20: 80% achieved 80% "B" or better

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.

7.03 A Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

7.03 B Students graduating from the program shall be able to apply basic facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

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

7.03a: RTH 319: Leadership and Supervision. Direct measure is student success on their summative Management Concept Presentation (Note: This project was changed in Fall 2017 from the "Case Study Report used previously). Goal is for 100% of students to achieve "B" or better.

7.03b: RTH 462: Community Inclusion. Direct measure is student success on their summative Budget Assignment. Goal is for 80% of students to achieve "B" or better.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

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

7.03a - RTH 319
FA19: 83.3% achieved 80% "B" or better
SP20: 100% achieved 80% "B" or better

7.03b - RTH 462
FA19: 100% achieved 80% "B" or better
SP20: 100% achieved 80% "B" or better

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://www.uwlax.edu/rec-management-and-therapeutic-rec/student-outcomes/>

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://www.uwlax.edu/rec-management-and-therapeutic-rec/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://www.uwlax.edu/rec-management-and-therapeutic-rec/>

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".

In Fall 2019, the TR program began it's 4+1 option. Students qualifying for and choosing this option are able to take complete their undergraduate degree requirements in the traditional 4 years. However, they also take several of their senior courses at the graduate level, then they complete an additional year of graduate work and a capstone experience. This allows them to complete their Master's degree at the end of 5 years, in total. While not directly linking to the undergraduate program standards, this programmatic changes likely positively impacts the percentage of students who are now going on to a Master's program.