
Title **0005** 02/11/2022
by **Laurie Harmon** in **COAPRT 2022 Annual Report** id. 22557221
lharmon@uwlax.edu

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Section 1: Contact Information

Name of institution **University of Wisconsin-La Crosse**

Name of Accredited Program **Therapeutic Recreation**

Total number of COAPRT Accredited Programs at this institution **2**

Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person. **Laurie Harmon**

Position Title **Department Chair & Professor**

Address **1725 State St
2036 Health Science Center
La Crosse
Wisconsin
54601
US**

Email **lharmon@uwlax.edu**

Phone **+16087858213**

Department Name **Recreation Management & Therapeutic Recreation**

Website **<https://www.uwlax.edu/rec-management-and-therapeutic-rec/>**

Formal Name of your Institution's President **Chancellor Joe Gow**

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 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.

Six-year graduation rate

97%

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%

Graduate School Acceptance Rate	Number accepted to graduate school: 13 Percent of graduating students: 15%
Method of measurement	Campus-wide survey through Handshake 1 month pre-graduation up to 6-months post graduation. Reminders are provided with diploma, on commencement planning page, and via email. One-time web datascrape (scrape Linked-In and other web-based data sources) by external contractor is also done at approximately 6 months post graduation. Also receive data from national student clearinghouse.
Response rate	62%
Notes	This is completed by our institutional research department at UWL.
Post-graduate employment rate	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%
Post-graduate employment rate	Number of employed students: 34 Percent of graduating students: 38%
Method of measurement	Campus-wide survey through Handshake 1 month pre-graduation up to 6-months post graduation. Reminders are provided with diploma, on commencement planning page, and via email. One-time web datascrape (scrape Linked-In and other web-based data sources) by external contractor is also done at approximately 6 months post graduation. Also receive data from national student clearinghouse.
Response rate	62% of graduated students
Notes	This is completed by our UWL institutional research department.

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 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.

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.

We conceive of this competency as developing foundational knowledge about leisure history, theory, ethics, facilitation techniques, medical language, biological/physiological development, and psychological development as they inform recreational therapy practices across diverse delivery systems. Data are provided in the following courses (though additional data are collected as well).

RTH 250 (Introduction to Therapeutic Recreation) - Upon successful completion of this course, students are able to: 1) define therapeutic recreation as a practice; 2) explain historical concepts specific to therapeutic recreation; and, 3) describe & apply the APIE process.

RTH 470 (Facilitation Techniques) - Upon successful completion of this course, students are able to understand, implement, process, and debrief multiple therapeutic recreation modalities across diverse delivery systems.

RTH 493 (Trends & Issues) - Students demonstrate entry level knowledge of the scope and practice of TR - Upon successful completion of this course, students understand professional responsibilities and expectations of TR Specialists as individuals and organizationally.

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

**RTH 250 - Exam
RTH 470 - Final paper
RTH 493 - Code of Ethics project and Standards of Practice quiz**

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.

**RTH 250 - goal is for 70% of students to achieve 80% or better on the exam.
RTH 470 - goal is for 95% of students to achieve 80% or better on the final paper.
RTH 493 - goal is for 80% of students to achieve 80% or better on the Code of Ethics project and for 80% of students to achieve 80% or better on the Standards of Practice quiz.**

<p>Result of the assessment of the learning outcome for Standard 7.01:</p>	<p>RTH 250 - Fall 2020 - 87% of students achieved 80% or better on the exam Spring 2021 - 91% of students achieved 80% or better on the exam RTH 470 - Fall 2020 & Spring 2021 - 100% of students achieved 80% or better on the final paper RTH 493 - Fall 2020 - 100% of students achieved 80% or better on the Code of Ethics project and 88% of students achieved 80% or better on the Standards of Practice project. Spring 2021 - 95% of students achieved 80% or better on the Code of Ethics project and 77% of students achieved 80% or better on the Standards of Practice project.</p>
<p>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.</p>	<p>We conceive of this competency as provisions of services that facilitate targeted outcomes as developing, selecting, conducting, and evaluating individualized assessment for TR services, the planning and documentation of TR interventions, the development of specific program designs and skilled implementation of services for diverse clientele, settings, cultures, and contexts. Data are provided in the following courses (though additional data are collected as well):</p> <p>RTH 476 (Assessment & Documentation) - upon successful completion of this course students understand the range of assessment techniques, steps, standards, and purposes and are able to implement them in TR settings. RTH 480 (Leisure Education) - upon successful completion of this course students can apply principles of Culturally Relevant Pedagogy when facilitating leisure education interventions. RTH 456 (Program Design) - upon successful completion of this course, students understand and are able to apply program planning techniques based on formulated goals and objectives.</p>
<p>Describe the method by which the learning outcome for Standard 7.02 was assessed:</p>	<p>RTH 476 - Assessment Portfolio RTH 480 - Program Proposal Assignment/LEP RTH 456 - Selected final exam questions</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.</p>	<p>RTH 476 - goal is for 80% of students to achieve 80% or better on the Assessment Portfolio RTH 480 - goal is for 80% of students to achieve 80% or better on the Program Proposal RTH 456 - goal is for 80% of students to achieve 80% or better on the selected final exam questions</p>

<p>Result of the assessment of the learning outcome for Standard 7.02:</p>	<p>RTH 476 - Fall 2020 - 100% of students achieved 80% or better on the Assessment Portfolio Spring 2021 - 90% of students achieved 80% or better on the Assessment Portfolio RTH 480 - Fall 2020 - 85% of students achieved 80% or better on the Program Proposal Spring 2021 - 100% of students achieved 80% or better on the Program Proposal RTH 456 - Fall 2020 - 100% of students achieved 80% or better on the selected final exam questions Spring 2021 - 74% of students achieved 80% or better on the selected final exam questions</p>
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<p>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.</p>	<p>We conceive of this competency as developing and applying facts, concepts, principles, and procedures of management/administration in TR services, and the development of leadership and supervision skills. Data are provided in the following courses (though additional data are collected as well):</p> <p>RTH 319 (Management Functions in Therapeutic Recreation) - upon successful completion of this course, students will be able to engage in various management functions including recruitment, training, supervision, evaluations, and operational planning. RTH 462 (Inclusive Recreation Program Administration) - upon successful completion of this course, students will be able to synthesize, analyze, and evaluate grant proposals including determining and organizing relevant project costs. RTH 470 (Facilitation Techniques) - upon successful completion of this course, students will understand basic leadership principles including group dynamics, facilitation, and helping/counseling.</p>
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<p>Describe the method by which the learning outcome for Standard 7.03 was assessed:</p>	<p>RTH 319 - Management Concept/Leadership Concept Paper RTH 462 - Budget Assignment within Grant Proposal RTH 470 - Promotional Flyer</p>
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<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
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<p>State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.</p>	<p>RTH 319 - goal is for 75% of students to achieve 80% or better on the Management Concept/Leadership Concept Paper RTH 462 - goal is for 80% of students to achieve 80% or better on the Budget Assignment within the Grant Proposal RTH 470 - goal is for 80% of students to achieve 80% or better on the Promotional Flyer</p>
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Result of the assessment of the learning outcome for Standard 7.03:

RTH 319 - Fall 2020 - 100% of students achieved 80% or better on the Management Concept/Leadership Concept Paper
Spring 2021 - 93% of students achieved 80% or better on the Management Concept/Leadership Concept Paper
RTH 462 - Fall 2020 - 87% of students achieved 80% or better on the Budget Assignment
Spring 2021 - 100% of students achieved 80% or better on the Budget Assignment
RTH 470 - Fall 2020 - 94% of students achieved 80% or better on the Promotional Flyer

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/accreditation/>

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06).

n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.06. <https://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/accreditation/>

Section 7: Program Changes

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none".

2.01 - A new 5-year Strategic Plan was finalized in Fall 2020 and ratified in Spring 2021.

3.01 - Due to COVID and accompanying travel restrictions, the Department was not provided with a 2020/21 travel budget. However, that has since been reinstated for 2021/22 to pre-pandemic levels.
