

Title	0005	02/14/2024
	by Ann Bailey Yoelin in 2024 COAPRT Annual Report	id. 45555626
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Score	n/a
Each accredited program requires its own separate annual report.	For example if your institution has two accredited programs e.g. Therapeutic Recreation and Recreation Management you will complete two separate annual reports.
	Section 1: Contact Information
Name of institution	Longwood University
Name of Accredited Program	Therapeutic Recreation Program
Total number of students enrolled in this program.	45
Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	Dr. Ann Bailey Yoelin, CTRS, EdD
Position Title	Associate Professor and Therapeutic Recreation Program Coordinator

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Department Name Department of Health, Recreation and Kinesiology

Website <https://www.longwood.edu/hrk/>

Formal Name of your Institution's President W. Taylor Reveley IV

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

Six-year graduation rate	100%
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	0
Method of measurement	The self-report survey was emailed to each student who graduated in 2023. One week later, a reminder email was sent out encouraging them to complete the survey. Additionally, the survey was also posted on the therapeutic recreation program's social media site for the 2023 graduates to access.
Response rate	100%
Notes	The percentage of responses for the annual survey increased from last year. The cohort of graduates was smaller than the previous year, which may have been a factor in the increase in responses. While none of the respondents have been accepted to graduate school, 66% percent identified that they were interested in attending graduate school in the future. The self-report survey was emailed and posted on social media 7 months following the May 2023 graduation and two months following the December 2023 graduation date.

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

100%

Method of measurement

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100%

Notes

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Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, 7.03, and 7.04 (for a total of four 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.

Therapeutic Recreation

The Bachelor of Science in Therapeutic Recreation degree is an accredited program of the Council on Accreditation of Recreation, Parks and Tourism (COAPRT). The program exists within the framework to utilize recreation activities and other active treatment modalities, to increase the functional abilities and quality of life of people of all ages with disabilities and illnesses. This preparation places priority on the development of skills through applied learning experiences and community involvement. Upon graduation, students are eligible to sit for the national certification exam and credentialed to work in the field.

Longwood's nationally recognized Therapeutic recreation program provides students with a comprehensive foundation of: liberal arts, biological and health sciences, social sciences, disability studies and leisure theory. The technical aspects of the Therapeutic Recreation profession are taught within specialty courses emphasizing professional and therapeutic communication, program planning, intervention techniques, clinical assessment and documentation, clinical reasoning, management and research.

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.

Students shall identify the role of a therapeutic recreation professional as an advocate for leisure, human rights, and services for individuals with illnesses and disabilities (7.01a).
Students shall Identify various professional settings in therapeutic recreation and populations served in each setting (7.01a).

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

Job Search Assignment

Students research three active recreational therapy job postings. Within those job postings, the students are tasked with accurately identifying the job setting and population served. Additionally, students analyze services offered, daily tasks, and other job requirements of the CTRS. This is a new assignment in the RECR 110: Introduction to the Therapeutic Recreation Profession course.

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.

80% of students will score an 80% or higher on the grading rubric for the job search assignment

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

In the fall of 2022, 90% scored an 80% or better on the grading rubric for the assignment. In the spring of 2023, 93% scored an 80% or better on the grading rubric.

<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>Students will plan and effectively implement facilitation techniques/modalities and interventions in individual and/or group formats (7.02c).</p>
<p>Describe the method by which the learning outcome for Standard 7.02 was assessed:</p>	<p>Intervention Facilitation Assignment Students planned and implemented a 20-25 minute session for an assigned therapeutic recreation intervention. The students utilized a variety of facilitation techniques to implement the group session. This assignment is in the RECR 321: Facilitation Techniques/Interventions II in Therapeutic Recreation course.</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>80% of students will score an 80% or higher on the grading rubric for the assignment</p>
<p>Result of the assessment of the learning outcome for Standard 7.02:</p>	<p>In the spring of 2023, 100% of students scored an 80% or higher on the grading rubric for the assignment.</p>

<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>Students will learn about the application of management theory and techniques of leisure service delivery, including such areas as organization, supervision techniques, financing and budget, personnel, public relations, legal foundations and liability.</p> <p>RECR 410: Supervision & Administration of Leisure Services course description</p>
<p>Describe the method by which the learning outcome for Standard 7.03 was assessed:</p>	<p>Written Plan of Operation Assignment</p> <p>Students develop a Written Plan of Operation (WPO) for a therapeutic recreation department. The WPO includes a mission/vision, departmental goals and objectives, information about the population served, policies and procedures, risk management plan, a departmental budget, staffing information and methods of program evaluation. This assignment is in the RECR 410: Supervision & Administration of Leisure Services course.</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 7.03 was successfully achieved.</p>	<p>80% of students will score an 80% or higher on the WPO grading rubric</p>
<p>Result of the assessment of the learning outcome for Standard 7.03:</p>	<p>100% of students scored and 80% or higher on the WPO grading rubric.</p>

Please provide the program-specific learning outcome consistent with COAPRT Standard 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.

Students will complete a minimum of 14 weeks (560 hours) educational experience during the senior year designed to provide maximum opportunities for the student majoring in therapeutic recreation to participate in selected professional laboratory experiences (7.04b).

RECR 492: Senior Internship course description

Describe the method by which the learning outcome for Standard 7.04 was assessed:

Behavioral Assessment of Internship Training in Therapeutic Recreation (BAITTR)

This is a comprehensive evaluation tool used at the mid-term and in the final weeks of the senior internship experience.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.04 was successfully achieved.

85% of all senior interns (spring and fall) will score a "P" (Proficient - student is performing above the level of a competent intern) in all areas on the final BAITTR.

Result of the assessment of the learning outcome for Standard 7.04:

43% of the interns (spring and fall) scored a "P" rating (Proficient - student is performing above the level of a competent intern) in all areas of the final BAITTR.

Note - 43% of students who did not meet the standard, scored a "B" rating (Basic - performing at the level of a competent intern) in one to three areas and "P" ratings in all other content areas on the BAITTR.

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).

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05. <https://www.longwood.edu/hrk/about/therapeutic-recreation-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).

Please provide a link to the program's website demonstrating compliance with Standard 3.06. <https://www.longwood.edu/hrk/about/therapeutic-recreation-accreditation/>

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

Please provide a link to the program's website demonstrating compliance with Standard 3.07. <https://www.longwood.edu/hrk/about/therapeutic-recreation-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".

The Health, Recreation and Kinesiology program is housed within the College of Education, Health and Human Services. A new Dean for the College of Education, Health and Human Services began working in the Fall of 2022.

The responses are self reported and the responsibility for the accuracy of the content is on behalf of the program.

checked
