

2021 COAPRT Annual Report

Section 1: Contact Information

Name of institution: Longwood University

Name of Accredited Program: Therapeutic Recreation

Total number of COAPRT Accredited Programs at this institution
1

Program(s). All communications will be sent to this person.*

Ann Bailey Yoelin, CTRS

Therapeutic Recreation Program Coordinator

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434-395-2544

Department Name: Health, Athletic Training, Recreation & Kinesiology (HARK)

Website: <http://www.longwood.edu/>

President of Institution: W. Taylor Reveley

President's Email: reveleywt@longwood.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)*

For the students graduating from the accredited programs in 2020, what percentage did so within six years of entering the institution?

100%

Graduate school acceptance rate (new requirement)

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.

Graduation School Acceptance Rate (new requirement):

Method of measurement: n/a

Response rate: n/a

Notes: Items will now be added to alumni survey, administered 12 months post-graduation by Program Coordinator, and monitored with follow-up reminders to secure a response rate of at least 70%.

Post-graduate employment rate (new requirement):

Method of measurement: n/a

Response rate: n/a

Notes: Items will now be added to an alumni survey, to be administered 12 months post-graduation by Program Coordinator, and monitored with follow-up reminders to secure a response rate of at least 70%.

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.

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.

Therapeutic Recreation - The Bachelor of Science in Therapeutic Recreation degree is an accredited program of the National Recreation and Park Association Council on Accreditation (COAPRT) and reflects the National Council for Therapeutic Recreation Certification (NCTRC) competencies. The program exists within the framework of an allied health profession, and is a professional preparation program offering both didactic

and experiential learning designed to prepare the student for basic-entry level practice in health and human service settings.

The application of therapeutic recreation principles and practices utilize a wide variety of interventions including leisure experiences to facilitate, promote and/or maintain client functioning, promote healthy behaviors, assisting with habilitation/rehabilitation needs while enhancing quality of life; including the development of a personally meaningful leisure life-style. The context of therapeutic recreation service delivery is contained in: physical medicine and rehabilitation facilities, psychiatric and mental health facilities; substance treatment programs; corrections and juvenile justice centers; wilderness therapy programs and camps; continuing care retirement communities (long-term care); community service boards, school settings, and community parks and recreation departments.

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 demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation, including models of service delivery.

Describe the method by which the learning outcome for Standard 7.01 was assessed: Quiz on models, concepts and theories.

Indicate whether this outcome measure is Direct or Indirect.

Direct

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

Two different faculty members taught this course in Fall 2019.

Fall 2019 Section One: 82% of students scored a 70% or better

Fall 2019 Section Two: 26% of students scored a 70% 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.*

Assessment: Students shall demonstrate the ability to select, conduct, and evaluate individualized assessment for therapeutic recreation services, including: • Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human wellbeing • Encompass standardized assessments, observation, interview, and record review • Are team-based • Ascertain participants' abilities, strengths, goals, and aspirations.

Describe the method by which the learning outcome for Standard 7.02 was assessed: Individualized Assessment of Longwood Staff assignment

Please indicate whether this outcome measure is Direct or Indirect.

Direct

Result of the assessment of the learning outcome for Standard 7.02: 100% of students scored 80% or higher on the assignment.

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. *

Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including risk management.

Describe the method by which the learning outcome for Standard 7.03 was assessed: Fall Festival Written Program Plan

Please indicate whether this outcome measure is Direct or Indirect.

Direct

Indirect

Result of the assessment of the learning outcome for Standard 7.03: 82% of students scored an 85% or higher on the assignment.

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).

<http://www.longwood.edu/hrk/about/therapeutic-recreation-accreditation/>

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05.*

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).

<http://www.longwood.edu/hrk/about/therapeutic-recreation-accreditation/>

Please provide a link to the program's website demonstrating compliance with Standard 3.06.*

<http://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).

<http://www.longwood.edu/hrk/about/therapeutic-recreation-accreditation/>

Please provide a link to the program's website demonstrating compliance with Standard 3.07.*

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".

Ann Bailey Yoelin became the Program Coordinator in Fall 2019. The TR faculty met in January 2020 to review the strategic plan and update about feasibility of goal attainment. The faculty also engaged in curriculum revision for the therapeutic recreation major and the creation of Civitae Courses (general education program). The therapeutic recreation curricular changes are currently being reviewed by the University Educational Policy Committee.
