

Title **0041** 02/27/2023
by **Laurie Harmon** in **2023 COAPRT Annual Report** id. 35718240
2036 Health Science Center
1725 State Street
La Crosse, Wisconsin
54601
United States
608-785-8213
lharmon@uwlax.edu

Original Submission 02/27/2023

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 **University of Wisconsin-La Crosse**

Name of Accredited Program **Therapeutic Recreation**

Total number of students enrolled in this program. **87**

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 and Professor**

Address **2036 Health Science Center
1725 State Street
La Crosse
WI
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

95.6

Graduate school acceptance rate	<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. 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%</p>
Graduate School Acceptance Rate	35%
Method of measurement	Campus-wide survey through Handshake 1 month pre-graduation up to 6-months post graduation. Reminders are provided.
Response rate	79%
Notes	This is completed by our institutional research department at UWL.
Post-graduate employment rate	<p>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%</p>
Post-graduate employment rate	44%
Method of measurement	Campus-wide survey through Handshake 1 month pre-graduation up to 6-months post graduation. Reminders are provided.

Response rate 79%

Notes This is completed by our institutional research department at UWL.

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.

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.

State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.

7.01a - RTH 493 - Goal is for 80% of students to achieve a "B" or better.
7.01b - RTH 470 - Goal is for 80% of students to achieve "B" or better.
7.01c - RTH 250 - Goal is for 80% of students to achieve "B" or better.

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

7.01a - RTH 493
FA21: 100% achieved 80% "B" or better
SP22: 100% achieved 80% "B" or better
7.01b - RTH 470
FA21: 100% achieved 80% "B" or better
SP22: 100% achieved 80% "B" or better
7.01c - RTH 250
FA21: 83% achieved 80% "B" or better
SP22: 81% 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.

Assessment is our first component of providing target outcomes relative to recreational therapy and includes the following:

- 1. Ability to explain the purpose, nature, and scope of assessments.**
- 2. Ability to identify & implement multiple assessment types in therapeutic recreation.**
- 3. Ability to engage in appropriate procedural assessment steps.**
- 4. Ability to apply regulatory standards to assessments.**
- 5. Ability to administer, score, and interpret therapeutic recreation assessments.**
- 6. Ability to use, score, and interpret FIM and MDS 3.0 assessments.**

Planning & documentation of TR interventions is our second component of providing target outcomes relative to recreational therapy and includes the following:

- 1. Ability to apply principles of Culturally Relevant Pedagogy as part of facilitating leisure education interventions.**

Developing, implementing, and evaluating program designs for diverse clientele, settings, cultures, and contexts is our third component of providing target outcomes relative to recreational therapy and includes the following:

- 1. Ability to understand principles and procedures associated with Therapeutic Recreation program design.**
- 2. Ability to apply knowledge of comprehensive and specific program planning by designing and presenting programs.**
- 3. Ability to formulate goals and objectives that target needs and strengths of potential clients.**
- 4. Ability to evaluate programs to improve services/programs and show accountability.**

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

**RTH 476 (Assessment & Documentation)
Assessment tool: Final Test**

**Planning & documentation of TR interventions assessments:
RTH 480 (Leisure Education)
Assessment tools: Developing Leisure Education Program Plan**

**Developing, implementing, and evaluating program designs assessments:
RTH 456 (Program Design)
Assessment tool: Final Program**

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.

RTH 476 (Assessment & Documentation)

The assessment goal is for 90% of students to achieve 80% or better.

Planning & documentation of TR interventions assessments:

RTH 480 (Leisure Education)

The assessment goal is for 80% of students to achieve 80% or better.

Developing, implementing, and evaluating program designs assessments:

RTH 456 (Program Design)

The assessment goal is for 80% of students to achieve 80% or better.

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

RTH 476 (Assessment & Documentation)

Fall 2021: 100% of students achieved 80% or better

Spring 2022: 95% of student achieved 80% or better

Planning & documentation of TR interventions assessments:

RTH 480 (Leisure Education)

Fall 2021: 100% of students achieved 80% or better

Spring 2022: 81% of students achieved 80% or better

Developing, implementing, and evaluating program designs assessments:

RTH 456 (Program Design)

Fall 2021: 100% of students achieved 80% or better

Spring 2022: 100% of students achieved 80% 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.

Human resources supervision is our first component of management and administration and includes the following:

- 1. Ability to understand and comply with the health and human service standards and regulations**
- 2. Ability to write operational and program plans consistent with the agency mission**
- 3. Ability to recruit, train, educate, clinically supervise, and evaluate staff**
- 4. Ability to provide staff development and mentorship**
- 5. Ability to develop, implement, and maintain an internship program including intern supervision**

Fiscal management is our second component of management and administration and includes the following:

- 1. Ability to identify and accurately determine relevant project costs connected to inclusive recreation programming.**
- 2. Ability to synthesize, analyze, and evaluate grant proposals through written communication.**

Leadership is our fourth component of management and administration and includes the following:

- 1. Knowledge of the basic principles of leadership and group dynamics, and helping/counseling used in therapeutic recreation including theoretical approaches.**
- 2. Skills in designing, facilitating, and processing (debriefing for insight) a modality or facilitation technique for a designated group of participants with a particular disabling condition (i.e. adventure therapy as intervention for people with brain injury)**
- 3. Knowledge of the basic principles of leadership and group dynamics, and helping/counseling used in therapeutic recreation including theoretical approaches**

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

**Human resources supervision assessment:
RTH 319 (Management Functions in Therapeutic Recreation)
Assessment tool: Management Concept/Leadership Concept Paper**

**Fiscal management assessment:
RTH 462 (Inclusive Recreation Program Administration)
Assessment tool: Budget Assignment within Grant Proposal**

**Leadership assessment:
RTH 462 (Inclusive Recreation Program Administration)
Assessment tool: Specialist Training Brochure**

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.

**Human resources supervision assessment:
RTH 319 (Management Functions in Therapeutic Recreation)
Assessment tool:
The assessment goal is for 75% of students to achieve 80% or better.**

**Fiscal management assessment:
RTH 462 (Inclusive Recreation Program Administration)
The assessment goal is for 80% of students to achieve 80% or better.**

**Leadership assessment:
RTH 462 (Inclusive Recreation Program Administration)
The assessment goal is for 80% of students to achieve 80% or better.**

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

**RTH 319
Fall 2021: 100% of students achieved 80% or better
Spring 2022: 100% of students achieved 80% or better
RTH 462 (Budget Assignment)
Fall 2021: 100% of students achieved 80% or better
Spring 2022: 100% of students achieved 80% or better
RTH 462 (Specialist Training Brochure)
Fall 2021: 93% of students achieved 80% or better
Spring 2022: 100% of students achieved 80% or better**

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.

In terms of internship readiness, the TR program requires the following:

- A GPA of 2.0 is required to enter the TR program and must be sustained throughout the major coursework. This was reduced from 2.5 which was the requirement prior to Spring 2020.**
- All students engage in 50-hours of pre-professional experience prior to their internship, which is designed to build TR skills, engage in community advocacy opportunities, and stimulate awareness of professional opportunities for diverse TR approaches.**
- All students are required to complete basic First Aid/CPR prior to their internship.**

Upon completion of all required coursework and the above, students are required to complete a 15-week, 600-hour continuous experience internship at a departmentally approved internship site. Consistent with NCTRC requirements, students must complete their internship under the supervision of a Certified Therapeutic Recreation Specialist. In addition, a UWL Therapeutic Recreation instructional faculty member acts as the departmental supervisor throughout each student's internship experience providing mentorship and support along with site visits to those locations within 250 miles of UWL at the midway point of the internship.

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

The following measures are used to determine student knowledge, skills, and abilities relative to completion of the internship:
Agency Supervisor Evaluation of intern job performance (Direct Measure)
Rates on a scale of 0-5.00 on 69 job tasks of a CTRS
NCTRC Exam results (Direct Measure)
The passing rate of our students in that year
Mean diagnostic scaled scores in four NCTRC Job Task Domains

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.

Agency Supervisor Evaluation of intern job performance - our goal is for 80% of students to achieve a mean score of 4.0 or better.
NCTRC Exam results - our goal is for 100% of students taking the exam to pass.
Mean diagnostic scaled scores in four NCTRC Job Task Domains - our goal is for 100% of students to achieve 85% or better on each domain.

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

Mean scores of Agency Supervisor internship evaluations.
Fall 2021: 4.40 mean score of agency supervisor internship evaluations
Spring 2022: 4.41 mean score of agency supervisor internship evaluations
Summer 2022: 4.75 mean score of agency supervisor internship evaluations

Percent of students achieving 4.00 or better on Agency Supervisor internship evaluation.
Fall 2021: 89% achieved 4.00 or better on Agency Supervisor internship evaluation
Spring 2022: 81% achieved 4.00 or better on Agency Supervisor internship evaluation
Summer 2022: 82% achieved 4.00 or better on Agency Supervisor internship evaluation

Percent of test takers above minimum competency levels in the six competency areas in NCTRC Exam.
2021: 100% overall passing rate
Advancement: 93.9%
Administration: 98%
Implementation: 98%
Documentation: 95.9%
Assessment Process: 98%
Foundation Knowledge: 87.8%

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".

No major changes were made in this reporting year. However, the program did conduct a full re-accreditation self study and was, subsequently, awarded re-accreditation.

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

checked