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Section 1: Contact Information

Name of institution **Central Michigan University**

Name of Accredited Program **Recreation Therapy**

Total number of COAPRT Accredited Programs at this institution

3

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

Shay Dawson

Position Title **Program Director and Assistant Professor of Recreation Therapy**

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Department Name **Recreation, Parks, and Leisure Service Administration**

Website **<https://www.cmich.edu/academics/colleges/college-education-human-services/departments/recreation-parks-leisure-services-administration>**

Formal Name of your Institution's President **President Robert Davies**

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

95.2%

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	We have put in place a method of collecting this information. Data will be collected beginning in summer 2022
Method of measurement	Final Internship Assessment Question for Students
Response rate	N/A
Notes	A final internship assessment question has been designed to ask graduating seniors their plans for full time employment or graduate school.
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	N/A
Method of measurement	We have put in place a question to ask students if they have secured full time employment
Response rate	N/A
Notes	A final internship assessment question has been designed to ask graduating seniors their plans for full time employment or graduate school.

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 Recreation Therapy (RT) program gives students experience and knowledge needed to be successful in the field of therapeutic recreation. The mission of the program is “To inspire students to transform client lives through evidenced based Recreation Therapy services.” Through both classes and applied experiences, our curriculum focuses in the areas of behavioral health, physical medicine and rehabilitation, geriatrics, developmental disability, facilitation, administration, and programming. Student select one of two academic tracks depending on their long term career goals: 1.) Bachelor of Science students (those interested in graduate school) complete a 15-week internship coupled with additional coursework in the social sciences, natural sciences, and humanities. Students enrolled in the Bachelor of Applied Arts (seek immediate work in therapeutic recreation) complete both a 15-week clinical and a 15-week non-clinical internship instead of taking extra coursework in social sciences, natural sciences, and humanities. Upon graduation students are prepared to work in a variety of therapeutic recreation settings including inpatient and outpatient behavioral health, PM&R, long term care, Veteran’s Administration Hospitals, community parks and recreation inclusion programs, pediatric and adult medical specialty camps, and adapted sport.

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 graduating from the program shall demonstrate the historical, philosophical, theoretical and scientific foundations of therapeutic recreation:

- **Scope of therapeutic recreation**
- **Practice of recreation therapy**
- **The historical, philosophical, theoretical, and scientific foundations**

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

(Direct Measure) Post Internship Evaluation: The RT concentration has developed the Final Internship Evaluation to reflect the content of 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession. The final internship evaluation is completed by the internship supervisor (CTRS) at the end of the student's 15-week internship. Each category is scored on a scale of 1-5 based on the supervisor's direct observation of the student over the course of the internship in those respective areas. The internship evaluation provides an opportunity for an independent evaluation of the CMU recreational therapy students by a working practitioner.

(Direct Measure) The NCTRC National Exam: The national exam for the field of therapeutic recreation is utilized as a direct measure of learning for CMU students. Scores are sent by NCTRC to CMU on an annual basis with an overall passing rate coupled with categorical rankings for the following areas: 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession. NCTRC provides an independent industry level standardized evaluation of the CMU students in recreational therapy.

(Direct Measure) The RT Program Exit Exam: This internal examination was created by the recreation therapy faculty with reliability and validity considered by an outside expert. Scores are compiled each semester with a running database of scores recorded for over 10 years. The exam is given to students at the end of their last class and prior to beginning their internship. The following focus areas are embedded within the exit exam questions: 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession.

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.

FOUNDATIONS

Student cohorts will attain a group average (100% of student scores) of 3.0 or higher on the Foundations section of the Post Internship Evaluation

Student cohorts will attain a group average (100% of student scores) of 5 points better than the national average score on the Foundations section of the NCTRC National Exam

Student cohorts (100% of student scores) will average a score of 60.1% or above on the Foundations portion of the RT Program Exit Exam

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

FOUNDATIONS

2021 Met 4.92 /5.0

2021 Met NCTRC has yet to report 2021 exam data

2021 Not Met 57% / 60.1% target

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.

Students graduating from the program shall demonstrate the ability to use the therapeutic recreation process of:

- **Assessment**
 - **Planning**
 - **Implementing and facilitation**
 - **Documentation**
 - **Evaluation**
-

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

(Direct Measure) Post Internship Evaluation: The RT concentration has developed the Final Internship Evaluation to reflect the content of 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession. The final internship evaluation is completed by the internship supervisor (CTRS) at the end of the student's 15-week internship. Each category is scored on a scale of 1-5 based on the supervisor's direct observation of the student over the course of the internship in those respective areas. The internship evaluation provides an opportunity for an independent evaluation of the CMU recreational therapy students by a working practitioner.

(Direct Measure) The NCTRC National Exam: The national exam for the field of therapeutic recreation is utilized as a direct measure of learning for CMU students. Scores are sent by NCTRC to CMU on an annual basis with an overall passing rate coupled with categorical rankings for the following areas: 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession. NCTRC provides an independent industry level standardized evaluation of the CMU students in recreation therapy.

(Direct Measure) The RT Program Exit Exam: This internal examination was created by the recreational therapy faculty with reliability and validity considered by an outside expert. Scores are compiled each semester with a running database of scores recorded for over 10 years. The exam is given to students at the end of their last class and prior to beginning their internship. The following focus areas are embedded within the exit exam questions: 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession.

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.

Students will attain a group average (100% of student scores) of 3.0 or higher on the Assessment, Planning, Implementation & Facilitation, and Documentation & Evaluation sections of the Post Internship Evaluation

Students will attain a group average (100% of student scores) of 5 points better than the national average score on the Assessment, Planning, Implementation & Facilitation, and Documentation & Evaluation sections of the NCTRC National Exam

Student cohorts (100% of student scores) will average a score of 60.1% or above on the Assessment, Planning, Implementation & Facilitation, and Documentation & Evaluation sections portion of the RT Program Exit Exam

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

ASSESSMENT

2021 Met 4.69 /5.0

2021 NCTRC has yet to report exam data

2021 MET 63 / 60.1 target

PLANNING

2021 Met 4.615/5.0

2021 NCTRC has yet to report exam data

2021 Met 84 / 60.1

IMPLEMENTATION & FACILITATION

2021 Met 4.615 / 5.0

2021 NCTRC has yet to report 2021 data

2021 Met 84 /60.1 target

DOCUMENTATION & EVALUATION

2021 Met 4.8 / 5.0

2021 NCTRC has yet to report 2021 exam data

2021 Met 72 / 60.1target

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 will demonstrate entry-level knowledge about management and administration of therapeutic recreation services in the following areas:

- **Management of theories and functions, organizational structures, and ethical management practices**
- **Planning, decision-making, and problem solving**
- **Human resource management**
- **Fiscal management**
- **Legal aspects, risk and safety management**
- **Maintenance of agency physical resources**
- **Accountability and quality improvement**
- **Marketing and advocacy**
- **Continuing professional development**

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

(Direct Measure) Post Internship Evaluation: The RT concentration has developed the Final Internship Evaluation to reflect the content of 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession. The final internship evaluation is completed by the internship supervisor (CTRS) at the end of the student's 15-week internship. Each category is scored on a scale of 1-5 based on the supervisor's direct observation of the student over the course of the internship in those respective areas. The internship evaluation provides an opportunity for an independent evaluation of the CMU recreational therapy students by a working practitioner.

(Direct Measure) The NCTRC National Exam: The national exam for the field of therapeutic recreation is utilized as a direct measure of learning for CMU students. Scores are sent by NCTRC to CMU on an annual basis with an overall passing rate coupled with categorical rankings for the following areas: 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession. NCTRC provides an independent industry level standardized evaluation of the CMU students in recreational therapy.

(Direct Measure) The RT Program Exit Exam: This internal examination was created by the recreational therapy faculty with reliability and validity considered by an outside expert. Scores are compiled each semester with a running database of scores recorded for over 10 years. The exam is given to students at the end of their last class and prior to beginning their internship. The following focus areas are embedded within the exit exam questions: 1.) foundation, 2.) assessment, 3.) implementation, 4.) documentation, 5.) administration, and 6.) advancement of the profession.

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.

Students will attain a group average (100% of student scores) of 3.0 or higher on the Administration and Advancement of the Profession section of the Post Internship Evaluation

Students will attain a group average (100% of student scores) of 5 points better than the national average score on the Administration and Advancement of the Profession section of the NCTRC National Exam

Student cohorts (100% of student scores) will average a score of 60.1% or above on the Administration and Advancement of the Profession portion of the RT Program Exit Exam

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

**ADMINISTRTION
2021 Met 4.66 / 5.0**

2021 NCTRC has yet to report 2021 exam data

2021 Not Met 60 / 60.1target

**ADVANCEMENT OF THE PROFESSION
2021 Met 4.615 / 5.0**

2021 NCTRC has yet to report 2021 exam data

2021 Met 87 / 60.1 target

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.cmich.edu/docs/default-source/colleges/college-of-education-human-services/rpl/coaprt-website-updated-info8b32e006-0930-48cd-bb5b-3717d10bb06c.pdf?sfvrsn=36720373_7&v=1

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.cmich.edu/docs/default-source/colleges/college-of-education-human-services/rpl/coaprt-website-updated-info8b32e006-0930-48cd-bb5b-3717d10bb06c.pdf?sfvrsn=36720373_7&v=1

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.cmich.edu/academics/colleges/college-education-human-services/departments/recreation-parks-leisure-services-administration/coaprt-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".

Standard 3.02: RPL Department Chair and Recreation Therapy professor, Dr. Bob Frost retired in December 2021. Dr. Tim Otteman began role as Department Chair in January 2022. Dr. Otteman is a tenured, Full Professor that has been a faculty with our department for 20 years.

Change of Name: The program name changed from therapeutic recreation to recreation therapy.

Change of Curriculum: RPL 351 TR and Pharmacology (1 credit) was deleted form the curriculum. RPL 300 Adventure Therapy (1 credit) and RPL 348 Aquatic Therapy (1 credit) were added as electives in place for RPL 351. Students select one of the two 1 credit courses based on there interest. They may select both of these courses if so desired.

Annual Report Data: In November of 2021 a tool was developed to gather RT post-graduation data including employment and graduate-school acceptance that will be administered beginning with spring 2022 graduates.
