

NEW THERAPEUTIC RECREATION LEARNING OUTCOMES ASSESSMENT PLAN 2020-2021

7.01 Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
<p>Students shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation, including models of service delivery</p> <p>Students shall demonstrate entry-level knowledge of the theoretical foundations of play, recreation, and leisure behavior</p>	7.01a	RECR 110 Introduction to TR	Quiz on models, concepts, theories	80% of students will score a 70% or above on quiz	<u>Fall 2020</u> Kallenbach <u>Spring 2021</u> Lynch	<u>Fall 2020</u> In section one, 78% (14 of 18) students scored above a 70%, of those that scored below 80%, 3 students did not take the quiz. In section two, 83% (15/18) students scored above a 70%. <u>Spring 2021</u> Quiz was not given this semester. The class was small (5 students) and comprised of non-TR majors.	The content is moving into a new 200 level TR course. The quiz will no longer be given in the RECR 110 course. Faculty will discuss how to assess this learning outcome in the future.
<p>Students shall demonstrate entry-level knowledge of the techniques and processes of therapeutic recreation in decision-making including the use of best professional practices and professional involvement based on theoretical, philosophical, and scientific foundations of the field</p>	7.01b	RECR 461 Issues and Trends in Recreation	Evidence Based Poster	100% of the students will score 80% on rubric	<u>Fall 2020</u> Whitely	87% of the students scored 80% or better on the assignment.	Two of the 15 students scored poorly as they stopped attending class regularly and submitting assignments. As a result their scores were significantly lower than the rest of the class. Their performance was not related to the course content or pedagogy, thus no changes will be made at this time to the curriculum or execution of this project. However, perhaps, it would be appropriate to adjust the benchmark to 90% or 85% to allow for outliers such as these. Faculty will revisit this at the end of the academic year when reviewing the overall outcomes.
<p>Students shall demonstrate entry-level knowledge of the history and philosophy.</p>	7.01c	RECR 461	Issues & Trends Course Project (This has now moved from RECR 110 to 461 because students were not able to identify their own philosophy in a freshman level course)	80% of students will score a 75% or better on the project	<u>Fall 2020</u> Whitely	100% of the class scored 100% on this project.	This was the inaugural implementation of this assignment in this course. It is designed to be a group research project and presentation. This does not allow faculty to scrutinize individual student performance as well as an individual assignment might.

							Thus, in the next offering, while the assignment will remain a group assignment, instead, each student will receive an individual grade based on their own efforts and performance.
Students shall demonstrate entry-level knowledge of human functioning , including anatomy and physiology.	7.01c	BIOL 206/207 Human Anatomy and Physiology I & II	Students are required to take two consecutive semesters of this class for a total of eight credits. This class is not taught within our curriculum	100% of the students will earn a grade of C- or better in each course	<u>Fall 2020</u> Multiple sections Advisors (Whitley, Bailey, Lynch) <u>Spring 2021</u> Multiple sections Advisors (Whitley, Bailey, Lynch)	<u>Fall 2020</u> 75% of students earned a C- or better (6 of 8 students). <u>Spring 2021</u> 83% of students earned a C- or better (5 of 6 students)	TR faculty will continue to monitor the grades in these courses during academic advising. If a student is struggling at the midterm, the TR faculty will suggest the student reach out to the instructor and seek academic support via tutoring (if available)

7.01 (CONT.) Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
Students shall demonstrate entry-level knowledge of human functioning , including human growth and development across the lifespan,	7.01c	PSYC 230 Life Span and Human Development	This class is not taught within our curriculum.	100% of the students will pass this class earning a grade of C- or better this course	<u>Fall 2020</u> Multiple sections Advisors (Whitley, Bailey, Lynch) <u>Spring 2021</u> Multiple sections Advisors (Whitley, Bailey, Lynch)	<u>Fall 2020</u> – 100% of students earned a C- or better (2 students) <u>Spring 2021</u> - 100% of students earned a C- or better (10 students)	TR faculty will continue to monitor the grades in these courses during academic advising. If a student is struggling at the midterm, the TR faculty will suggest the student reach out to the instructor and seek academic support via tutoring (if available).
Students shall demonstrate entry-level knowledge of human functioning , including abnormal psychology.	7.01c	PSYC 356 Abnormal Psychology	This class is not taught within our curriculum.	100% of the students will pass this class earning a grade of C- or better this course	<u>Fall 2020</u> Multiple sections Advisors (Whitley, Bailey, Lynch) <u>Spring 2021</u> Multiple sections Advisors (Whitley, Bailey, Lynch)	<u>Fall 2020</u> – 100% of students earned a C- or better (2 students) <u>Spring 2021</u> - 100% of students earned a C- or better (3 students)	TR faculty will continue to monitor the grades in these courses during academic advising. If a student is struggling at the midterm, the TR faculty will suggest the student reach out to the instructor and seek academic support via tutoring (if available)
Students shall demonstrate entry-level knowledge of medical terminology .	7.01c	HLTH 275 Medical Terminology	Earning a grade of C- or better in course	100% will score a C- or better at the end of the course	<u>Fall 2020</u> Multiple sections Advisors (Lynch teaching course) <u>Spring 2021</u> Multiple sections Advisors (Bailey teaching course)	<u>Fall 2020</u> – No TR students took this course in Fall 2020 <u>Spring 2021</u> – 88% of students scored a C- or better (8 out of 9 students)	One student did not complete the last several weeks of work, which caused her grade to drop at the end of the semester. The professor provided an extension for the missing work. The student did not submit the outstanding assignments in order to bring her grade up.

7.02 (CONT.) Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
Implementation of TR Interventions: Students shall demonstrate the ability to <u>implement and facilitate</u> therapeutic recreation interventions including individual and group leadership skills and a variety of common therapeutic recreation interventions, facilitation techniques, activities, and modalities.	7.02c	RECR 321 Facilitation Techniques II	Intervention Facilitation	100% of students will score at 85% or above as graded by rubric	<u>Spring 2021</u> Bailey	87.5% of the students scored a 85% or better as graded by the rubric (21 out of 24 students).	The students that did not score above the target did not implement the intervention for the entire 20 minutes. They fell short of the 20 minute target and did not utilize their hip pocket activity. Other areas of improvement included engaging with clients during the session and appropriately facilitating for the chosen population (children with ASD, older adults with dementia, etc.). Next year, more time will be spent in class discussion facilitation strategies and protocols for various populations and reviewing the importance of using a hip pocket. The grading rubric will also be updated to assign more points to the time of the session.
Documentation: Students shall demonstrate the ability to <u>document</u> therapeutic recreation services according to requirements, including assessment results, individualized plans, progress notes	7.02d	RECR 408 Professional Skills II	Behavior Change Assignment – Final Package (includes progress notes)	100% of students will score 90% or above on final weighted grade	<u>Spring 2021</u> Lynch	95% of students scored 90% or above on final grade (24 students)	Will continue to monitor scores. One person out of 24 scored a 75% because of missing components to the project. No changes will be made to the assignment at this time.
TR program/service evaluation: Students shall demonstrate the ability to <u>evaluate</u> therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services.	7.02e	RECR 408 Professional Skills II	Behavior Change Assignment – Final Package (includes discharge plan which provides an overall evaluation)	100% of students will score 85% or above on final weighted grade	<u>Spring 2021</u> Lynch	95% of students scored 90% or above on final grade (24 students)	Will continue to monitor scores. One person out of 24 scored a 75% because of missing components to the project. No changes will be made to the assignment at this time.

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
<p>Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including finance and budget. Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including regulations and standards in TR. Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including marketing and advocacy for TR profession</p>	7.03	RECR 410 Supervision and Administration	Written Plan of Operation	100% of students will score 80% or above on final weighted grade	Fall 2020 Whitely	87% of the students scored 80% or better (2 out of 15).	2 of the 15 students scored poorly as they stopped attending class regularly and submitting assignments. As a result their scores were significantly lower than the rest of the class. Their performance was not related to the course content or pedagogy, thus no changes will be made at this time to the curriculum or execution of this project. However, perhaps, it would be appropriate to adjust the benchmark to 90% or 85% to allow for outliers such as these. Faculty will revisit this at the end of the academic year when reviewing the overall outcomes
<p>Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including risk management and operations and maintenance of TR services and programs</p>	7.03	RECR 410	Written Plan of Operation	100% of students will score 80% or above on final weighted grade	Fall 2020 Whitely	87% of the students scored 80% or better (2 out of 15)	2 of the 15 students scored poorly as they stopped attending class regularly and submitting assignments. As a result their scores were significantly lower than the rest of the class. Their performance was not related to the course content or pedagogy, thus no changes will be made at this time to the curriculum or execution of this project. However, perhaps, it would be appropriate to adjust the benchmark to 90% or 85% to allow for outliers such as these. Faculty will revisit this at the end of the academic year when reviewing the overall outcomes

7.04 Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
Students shall demonstrate a <u>readiness</u> for the internship as determined by meeting the GPA requirement set by the TR program	7.04a	RECR 392 JR Internship	GPA of 2.25 Cumulative GPA 2.50 Major	100% of the students will meet the criteria set within in a 3 year timeframe	<u>Summer 2021</u> Lynch & Whitely	96% of students met this target (24 out of 25 students).	One student did not achieve the 2.5 TR GPA before starting RECR 392. Since she exceeded the 2.25 cumulative GPA and was close to the 2.5 GPA (2.33), the TR faculty agreed the student could proceed forward with the internship. The student was held back from completing RECR 392 last year due to her low GPA and the faculty did not feel that holding her back another year was the best route for this student. The student made positive steps towards self-improvement during the spring 2021 semester. GPA benchmarks will remain the same.
Internship: Students shall demonstrate, through a <u>comprehensive and culminating internship</u> , the ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.	7.04b	RECR 492 SR Internship	BAITTR	100% of all senior interns (spring and fall) will score a "P" (proficient - student is performing at the level of a competent intern) on the Professional Behaviors Section of the BAITTR.	<u>Fall 2020</u> Lynch, Kallenbach, Whitely <u>Spring 2021</u> Lynch, Whitely, Kallenbach	<u>Fall 2020</u> - 66% of students (4 of 6) met the expectation of scoring a P or above on the Professional Behaviors section of the BAITTR. <u>Spring 2021</u> 100% (10 students) of the students scored "P" (proficient - student is performing at the level of a competent intern) on the Professional Behaviors Section of the BAITTR.	<u>Fall 2020</u> <u>Lynch</u> One student struggled with mental health issues and scored low on motivation and initiative which affected the student's professionalism <u>Whitely</u> One student struggled significantly with expectations related to professionalism such as attendance, dress and interpersonal relations with coworkers. TR Faculty (academic supervisors) will continue to meet with both the agency supervisor and student intern at least twice during the internship period to stay abreast of any performance or behavioral issues with students.

<p>NCTRC Exam: Students shall demonstrate the ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.</p>	7.04	Graduating Seniors	NCTRC Prometric	<p>First time candidates will score a 75% or higher on Foundational Knowledge, Assessment Process, Documentation and Implementation</p> <p>First time candidates will score a 55% or higher on Advancement of the Profession.</p> <p>First time candidates will score a 70% or higher on Administration of TR/RT Service.</p>	The TR program coordinator receives a copy of the NCTRC prometric every spring.	Received the scores for the 2020 testing period in April 2021. Have not received the 2021 scores yet.	
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Each year, assessment results are analyzed, evaluated and reported in the Annual Report to COAPRT. Assessment results and the annual report analysis are discussed in faculty committee meetings to improve learning outcomes and to make decisions regarding curriculum and areas that affect student learning (e.g., classroom space, equipment, budget, and schedule). Additionally, data from annual reports are a key part of the discovery and assessment phases of the strategic planning process. Each semester, individual faculty members examine learning outcomes data along with other course information to evaluate the course and determine whether any changes are needed for the next time the class is taught. Also, all faculty discuss their findings as a collective group, and then decide if changes need to be made (i.e. use more assignments as a measure; review and modify current assignments). This new plan or cycle will help us make the necessary adaptations to our current strategic plan and to make more informative curricular and program changes.