

THERAPEUTIC RECREATION LEARNING OUTCOMES ASSESSMENT PLAN

2022-2023

7.01 FOUNDATIONS - Students graduating from the program shall demonstrate 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.

Course Specific Learning Outcome / Program Description / Course Description	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>RECR 110 SLOs</p> <p>Identify the role of a therapeutic recreation professional as an advocate for leisure, human rights, and services for individuals with illnesses and disabilities</p> <p>Identify various professional settings in therapeutic recreation and populations served in each setting.</p>	7.01a	RECR 110 Introduction to the Therapeutic Recreation Profession	Job Search Assignment	80% of students will score 80% or better	Fall 2022 Kallenbach Spring 2023 Whitely	Fall 2022 - 90% scored an 80% or better Spring 2023 - 93% scored an 80% or better	No changes made at this time, will maintain current strategy and continue to monitor scores.
<p>RECR 461 SLOs:</p> <p>The student will be able to practice and refine discipline-specific professional writing and critical thinking skills through the completion of an evidence-based practice course project.</p> <p>Students will be able to understand and implement the evidence-based research process to therapeutic recreation practice.</p> <p>Students will understand the importance of, and take part in, the dissemination of evidence-based practice research project findings.</p> <p>The student will be able to understand and apply legal and ethical research principles and practices throughout the execution of the evidence-based research process.</p>	7.01b	RECR 461 Issues, Trends, and Research in Therapeutic Recreation	EBP Project	80% will score an 80% or better on the grading rubric	Fall 2022 Whitely	87.5% of the class scored 80% or better.	This year's EBP project was a mock professional conference presentation. Students had to write and submit a proposal for a "call for papers" on a RT/TR EBP topic. Subsequently, students constructed presentation slides, notes that synthesized the literature on their selected topic and oral presentation. Students also received instruction and practiced implementing intellectual property guidelines in APA style. Further, APA style citation was incorporated into 7/14 grading criterion on the EBP project rubric. Anecdotally, students stated that this project was a challenging assignment, yet they performed well and gained skills which will allow them to propose and present at professional conference post-graduation. No changes being made at this time to this project.
<p>RECR 215 SLO:</p> <p>Demonstrate knowledge of the significance of play, recreation, and leisure throughout the life cycle.</p>	7.01c	RECR 215 Core Concepts in Therapeutic Recreation	Importance of Play Letter	80% of students will score 70% or better	Fall 2022 Kallenbach	63% of students scored an 70% or better (12 out of 19 students)	For those that did not score a 70% or better, one did not turn in the assignment and the other students had significant point loss due to issues with APA style references.

							For future, faculty member will discuss APA references more in depth before assigning or consider making the scoring of APA reference portion lower.
BIOL 206 Course Description: Basic physiological principles and integrated anatomy and physiology of the integumentary, skeletal, muscular, nervous and endocrine systems. 3 lecture and one 2-hour lab periods. 4 credits	7.01c	BIOL 206 Human Anatomy and Physiology I	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree. This class is taught by a non-TR faculty member.	100% of the students will earn a grade of C- or better in each course	Fall 2022 Multiple sections Advisors (Whitley, Bailey, Kallenbach)	42% (3 out of 7) students scored a C- or better in the course.	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor.

7.01 (Continued) Students graduating from the program shall demonstrate 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.

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PSYC 230 Course Description: Principles and research covering the development of human abilities and behavior across the lifespan within social and cultural contexts. Topics include developmental research methodologies, variables influencing development, basic processes in development; and physical, motor, perceptual, cognitive, linguistic, motivational, emotional, social, and personality development.. 3 credits	7.01c	PSYC 230 Life-span development Psychology	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree. This class is taught by a non-TR faculty member.	100% of the students will pass this class earning a grade of C- or better this course	Fall 2022 Multiple sections Advisors (Whitley, Bailey, Kallenbach) Spring 2023 Multiple sections Advisors (Whitley, Bailey, Kallenbach)	Fall 2022 – 100% of students scored a C- or better Spring 2023 –100% of students score a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor
PSYC 356 Course Description: This course offers an examination of psychological disorders with an emphasis on symptoms, classification, and causes. Some treatment issues will be explored. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits	7.01c	PSYC 356 Psychopathology	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree. This class is taught by a non-TR faculty member.	100% of the students will pass this class earning a grade of C- or better this course	Fall 2022 Multiple sections Advisors (Whitley, Bailey, Kallenbach) Spring 2023 Multiple sections Advisors (Whitley, Bailey, Kallenbach)	No students took this course during the Fall 2022 semester Spring 2023 – 100% of students scored a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor
HLTH 275 Course Description: An on-line course designed to familiarize students entering the public health field with the fundamentals of medical terminology and to provide them with the skills to learn medical terminology easily and quickly. 3 credits	7.01c	HLTH 275 Medical Terminology	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree.	100% will score a C- or better at the end of the course	Fall 2022 Lynch and Bailey Spring 2023 Bailey	Fall 2022 – 100% of students scored a C- or better Spring 2023 – 100% of students scored a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor

7.02 PROVISION OF SERVICES - 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.

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<p>RECR 250 SLO: Administer, score and analyze RT/TR client assessment instruments and utilize the results to develop appropriate leisure treatment plan</p>	7.02a (assessment)	RECR 250 Leisure Education	RECR 250 – Leisure Education Assessment of Needs (Assess self with Idyll Arbor Battery Leisure Instruments) – Assessment of Needs via a Treatment Plan	100% of students will score an 80% or higher as graded by rubric	<u>Fall 2022</u> Lynch	72% of students scored an 80% or higher on the assignment	<p>Five students did not hand in assignments on time even with an extension to the deadline. The assessments were not gathered.</p> <p>The assessment tools used are easy to fill out and interpret. Students understood how to use the assessment tools (i.e. completed, scoring, interpreting) Some struggled with developing an appropriate treatment plan using the information from the instruments. Faculty will continue to monitor assignment to determine if time spent on teaching “how to write a treatment plan” is sufficient.</p> <p>Course not taught in spring as usual due to faculty being on sabbatical.</p>
<p>RECR 408 SLOs: Utilize the therapeutic recreation process to design, implement and evaluate an individualized treatment plan.</p> <p>Analyze various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes.</p> <p>Demonstrate the ability to use documentation, as it relates to clients and programs in therapeutic recreation.</p> <p>Identify general terminology and charting abbreviations.</p>	7.02 b,d & e (plan, document & evaluate)	RECR 408 Advanced Skills of the Therapeutic Recreation Professional	Behavior Change Assignment Final Package (contains the individualized treatment plan, weekly progress notes, and the evaluation of services via a discharge plan)	80% of students will score at 80% or above as graded by rubric	<u>Spring 2023</u> Bailey	71% scored an 80% or better on the assignment (9 out of 14 students)	<p>Four students did not meet the performance level (out of 14). Two of the students submitted the assignment almost a week late which resulted in points being deducted for a late submission. Despite the instructor reviewing how to complete the discharge plan in class, two students did not complete and submit it in the final package. The discharge plan was worth a third of the final grade.</p> <p>The instructor provided weekly feedback for students about their progress notes and weekly documentation about interventions. Overall, students implemented the instructor’s feedback and made improvements each week. Will continue to monitor scores on the assignment.</p>

7.02 PROVISION OF SERVICES (continued) - 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.

Course Specific Learning Outcome / Program Description / Course Description	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>RECR 321 SLO: Plan and effectively implement facilitation techniques/modalities and interventions in individual and/or group formats.</p>	<p>7.02c (implement & facilitate)</p>	<p>RECR 321: Facilitation Techniques/ Interventions II in Therapeutic Recreation</p>	<p>Intervention Facilitation</p>	<p>80% of students will score at 80% or above on the grading rubric</p>	<p><u>Spring 2023</u> Bailey</p>	<p>100% of student scored an 80% or better.</p>	<p>The instructor consulted with a representative from CAFE' (Center for Faculty Enrichment) to discuss strategies for improving student performance in this area. It was noted in previous years that students did not seem prepared for the implementation part of the assignment. The instructor added an extra step in the preparation phase of this assignment. In addition to submitting a written session outline, students also submitted a prep video where they verbally explained various elements of the session (set-up, adapting, etc.). The instructor also revised the assignment policy and all students submitted the prep video and written outline before implementing, which allowed them to receive feedback before implementing. Overall, students' performance improved d from previous years.</p> <p>Will maintain current strategies for the next academic year.</p>

7.03 MANAGEMENT / ADMINISTRATION – 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.

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<p>RECR 410 Course Description: 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. Prerequisite: RECR 389. 3 credits</p>	7.03	RECR 410 Supervision & Administration of Leisure Services	Written Plan of Operation Assignment	80% of students will score 80% or above on the grading rubric	<u>Fall 2022</u> Whitely	100% of students scored an 80% or better	Improved student performance is attributed to in-class review session of the project as well as reminders to work consistently on the project throughout the semester. Additionally, several lead-up assignments could be utilized in the WPO, thus students were required to work on the project consistently.
<p>RECR 410 Course Description: 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. Prerequisite: RECR 389. 3 credits</p>	7.03	RECR 410 Supervision & Administration of Leisure Services	PDSA Quality Improvement Project	80% will score an 80% or better on the grading rubric	<u>Fall 2022</u> Whitely	100% of students scored an 80% or above	<p>Students scored well on this project because they are divided into mock performance improvement teams and were given class time to meet, develop and present the PDSA. The instructor was consistently interacting with the PI teams as they progressed to promote problem solving and thinking. This combination of learning approaches resulted in in-depth learning about PI/QI.</p> <p>The faculty member teaching this course will revise the WPO assignment prior to the start of next academic year to better align with technological advancements and current practices in the field. The assignment will transition from a printed paper format to an online blog format. Additionally, the project will be redesigned with TILT methodologies in mind which will result in the WPO components being scaffolded throughout the semester. As the faculty member revises the WPO, the quality improvement PDSA assignment will become part of the final WPO grade. Therefore, this particular assignment will be removed from the matrix next academic year.</p>

7.04 INTERNSHIP – 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 parks, recreation, or related professions.

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<p>Longwood Therapeutic Recreation Internship Requirement as stated in the academic catalog: Successful completion of this degree program concludes with the senior internship experience.</p> <p>Senior Internship Eligibility for senior internship requires the successful completion of all coursework in the curriculum. The student must maintain a 2.50 GPA in Therapeutic Recreation coursework, and a 2.25 GPA overall. The senior internship reflects a 560 hour, minimum of 14 weeks placement to be taken during the last semester of the senior year. Placement must be in an affiliated agency, and supervision carried out by a Certified Therapeutic Recreation Specialist (CTRS®). University and NCTRC standards will be adhered to throughout this experience.</p> <p>Upon graduation, students become eligible to sit for the national certification examination through the National Council for Therapeutic Recreation Certification (NCTRC®). The processes for application are the responsibility of the graduate, and the university cannot enter into the process. Application is available at www.nctrc.org. Students must have a “C-” or better in all major required courses which also includes HLTH 275, BIOL 206, PSYC 230 and PSYC 356.</p>	7.04a (readiness for internship)	GPA requirement & completion of all TR coursework	GPA of 2.25 Cumulative GPA 2.50 Major Completion of all TR coursework	100% of the students will meet the GPA requirement and complete all TR coursework before commencing the senior internship	<p><u>Fall 2022</u> Bailey</p> <p><u>Spring 2023</u> Bailey</p>	<p><u>Fall 2022</u>- 80% met the TR GPA requirement (4 out of 5) before embarking on the senior internship.</p> <p><u>Spring 2023</u> – 100% of students (2 students) met the GPA requirements and completed all coursework prior to starting the senior internship.</p>	<p><u>Fall 2022</u> - One student did not have a 2.5 TR GPA before starting her senior internship. However, the student had completed each course required for the TR major with a C-or better. Due to having to repeat courses numerous times, the student’s GPA was not able to reach the 2.5 benchmark. She was still allowed to complete her senior internship.</p>
<p>RECR 492: Senior Internship Course Description 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. Prerequisites: Completion of all coursework, minimum GPA 2.50 TR content courses, and GPA 2.25 overall, permission of the Program Coordinator. 12 credits.</p>	7.04b (culminating & comprehensive internship)	RECR 492 Senior Internship	Behavioral Assessment of Internship Training in Therapeutic Recreation	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.	<p><u>Fall 2022</u> Whitely</p> <p><u>Spring 2023</u> Kallenbach</p>	<p><u>Fall 2022</u> – 60% (3 of 5) scored a “P” in all areas of the BAITTR</p> <p><u>Spring 2023</u>- 0%. Neither of the two students in the spring meet the criteria. Student one had one area where they received a score of “B/Basic.” Student two had 14 areas where they received a rating of “B/Basic.” Areas outlined in the evidence spreadsheet.</p>	<p>For the next academic year, TR faculty will consider changing the performance level from a “Proficient” rating to a “Basic” rating. The “Basic” rating refers to students performing at the level of a competent intern.</p>

<p>NCTRC Certification Exam: The NCTRC exam is a three-hour exam taken by all individuals seeking to become certified therapeutic recreation specialists.</p> <p>Upon graduation, students become eligible to sit for the national certification examination through the National Council for Therapeutic Recreation Certification (NCTRC®). The processes for application are the responsibility of the graduate, and the university cannot enter into the process.</p>	7.04b	NCTRC Certification Exam	NCTRC Prometric	80% of first-time candidates will score “at or above the minimum competence” on all content areas of the NCTRC exam	<u>Spring 2023</u> Bailey	<p>The benchmark of 80% was only met for the “Administration of TR service” content area with 84.2% of first-time test takers meeting the benchmark.</p> <p>Out of the 19 first-time test takers for 2022, the following percentages achieved a score of “at or above the minimum competence”:</p> <p>Foundational Knowledge (78.9%) Assessment Process (63.2%) Documentation (78.9%) Implementation (78.9%) Administration of TR Service (84.2%) Advancement of the Profession (78.9%)</p>	<p>The faculty discussed the decrease in overall first-time test takers meeting the 80% benchmark. The faculty believe this cohort was impacted by COVID-19 as they were sophomores when the pandemic occurred. Due to COVID-19, they missed out on some of the more experiential and practical experiences, which may have helped them to apply what they learned to “real life” experiences.</p> <p>Faculty will revisit the NCTRC exam content areas and the most updated NCTRC Job Task Analysis when planning courses for the 2023-2024 academic year. Faculty also discussed how to incorporate additional fieldwork into courses to help students with the application of knowledge.</p>
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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.