

# THERAPEUTIC RECREATION LEARNING OUTCOMES ASSESSMENT PLAN

## 2019-2020

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
Students shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation, including <b>models of service delivery</b>	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 2019</u> Whitely Kallenbach <u>Spring 2020</u> Kallenbach	<u>Kallenbach Fall 2019</u> - 82% of students scored above a 70%, 2 students did not complete the quiz and 1 scored below a 70% <u>Whitely Fall 2019</u> - 26% of the class earned a 70% or better. One student did not take the quiz. <u>Kallenbach Spring 2020</u> 85% of students who took the quiz scored above a 70%, one student did not take the quiz and one student scored below 70%.	There may have been several contributors to the decline on performance of this measure. Firstly, the majority of the class were non-majors and several were junior and seniors in other majors “just taking a course”, thus motivations to do well may have been lower than during prior semesters. As this appears to be a trend, this information is being considered as faculty work to revise the curriculum. Faculty will explore the possibility of incorporating more lead-up activities to improve future student success. Secondly, the course schedule was altered to accommodate university, department and program needs. This resulted in the reorganization and reordering of certain topics within the course. Thus, the lapse of time between when the content was taught and tested was longer than it has been in the past. Next semester, the course will be resituated in its traditional time slot and the instructor will return to the previous course progression.
Students shall demonstrate entry-level knowledge of <b>professionalism</b> including standards of practice, credentialing, and codes of ethics of therapeutic recreation service	7.01a	RECR 110 Introduction to TR	Code of Ethics, SOP Assignment	100% of students will score 100% on rubric	<u>Fall 2019</u> Whitely Kallenbach <u>Spring 2020</u> Kallenbach	<u>Kallenbach Fall 2019</u> - 35% of students scored a 100%, 4 students scored above an 80%, 2 students scored below an 80%, and 4 students did not complete assignment. Those that scored below a 100% did not complete parts of the assignment.	The instructor decided to discontinue this assignment after the start of the semester. Due to the majority of the class being non-majors and some being upper-classmen of other majors; more challenging content such as SOP/COE was difficult for students to grasp. Thus, the

						<p><u>Whitely Fall 2019</u>- Components of SOP/COE were incorporated into the concepts, theories and models quiz. However, a separate assignment was not given due to the student-mix of the class being mostly non-majors.</p> <p><u>Kallenbach Spring 2020</u>- 50% of students scored 100%, 2 (25%) of students did not complete assignment and 2 students (25%) scored below 100% due to missing parts of the assignment.</p>	<p>instructor had to spend extended class-time teaching the content and ultimately decided in-class activities was a more effective way to teach this material. The assessment of student knowledge on SOP/COE was incorporated into the Concepts Exam recorded above and on the final exam.</p> <p>Because having a larger population of non-majors in the classroom is an upward trend, faculty will likely move SOP/COE to another course later in the curriculum. Until that time, course instructors will implement more in-class lead-up activities to help student's better grasp the material.</p>
Students shall demonstrate entry-level knowledge of the techniques and processes of therapeutic recreation in decision-making including the use of <b>best professional practices and professional involvement</b> based on theoretical, philosophical, and scientific foundations of the field	7.01b	RECR 461 Issues and Trends in Recreation	Evidence Based Poster	100% of the students will score 80% on rubric	<u>Fall 2019</u> Whitely	<u>Fall 2019</u> - 90% of the class scored 80% or better.	Because this is a positive trend and, overall, students are close to reaching the goal; the lead-up assignments and rubric will remain the same. However, after reviewing the rubric it seemed that students experienced difficulty in making sure that all the required components were on the poster. There was no consistency in any particular element being missing more often than others, just that elements were missing in many cases. Thus, the instructor will incorporate the use of the rubric in their poster meetings to emphasize the need for all components to be present.
Students shall demonstrate entry-level knowledge of the <b>theoretical foundations of play, recreation, and leisure behavior</b>	7.01c	RECR 110 Introduction to TR	History, philosophy quiz	80% of students will score a 70% or above on quiz	<u>Fall 2019</u> Whitely <u>Kallenbach Spring 2020</u> Kallenbach	<p><u>Kallenbach Fall 2019</u>- 65% of students scored a 70% or better.</p> <p><u>Whitely Fall 2019</u>- 26% of the class earned a 70% or better.</p> <p><u>Kallenbach Spring 2020</u>- 75% of students scored a 70% or better.</p>	There may have been several contributors to the decline on performance of this measure. Firstly, the majority of the class were non-majors and several were junior and seniors in other majors "just taking a course", thus motivations to do well may have been lower than during prior semesters. As this appears to be a trend, this information is being considered as faculty work to revise the curriculum. Faculty will explore the possibility of incorporating more lead-up

							activities to improve future student success. Secondly, the course schedule was altered to accommodate university, department and program needs. This resulted in the reorganization and reordering of certain topics within the course. Thus, the lapse of time between when the content was taught and tested was longer than it has been in the past. Next semester, the course will be resituated in its traditional time slot and the instructor will return to the previous course progression.
Students shall demonstrate entry-level knowledge of <b>human functioning</b> , 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 2019</u> Multiple sections Advisors (Whitley, Bailey, Lynch) <u>Spring 2020</u> Multiple sections Advisors (Whitley, Bailey, Lynch)	<u>Fall 2019</u> – BIOL 206 – Approximately 88% passed with a C- or better (9 out of 11 students) <u>Spring 2020</u> –BIOL 207 Approximately 90% passed with a C- or better (18 out of 20) *Some students chose the pass/fail option.	Classes went all online in March 2020 due to COVID-19. Students had the option to select a Pass/Fail option for courses. A passing grade meant the student achieved a C- or better in the course.

**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 <b>human functioning</b> , 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 2019</u> Multiple sections Advisors (Whitley, Bailey, Lynch) <u>Spring 2020</u> Multiple sections Advisors (Whitley, Bailey, Lynch)	<u>Fall 2019</u> – 100% received an A (1 student) <u>Spring 2020</u> - 100% received a C- or better (3 students). No students chose the pass/fail option for this course.	Classes went all online in March 2020 due to COVID-19. Students had the option to select a Pass/Fail option for courses. A passing grade meant the student achieved a C- or better in the course.
Students shall demonstrate entry-level knowledge of <b>human functioning</b> , 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 2019</u> Multiple sections Advisors (Whitley, Bailey, Lynch) <u>Spring 2020</u> Multiple sections Advisors (Whitley, Bailey, Lynch)	<u>Fall 2019</u> – 100% of students received a C+ or better (3 students) <u>Spring 2020</u> 100% of students received a C- or better (13 students). No students chose the pass/fail option for this course.	Classes went all online in March 2020 due to COVID-19. Students had the option to select a Pass/Fail option for courses. A passing grade meant the student achieved a C- or better in the course.

<p>Students shall demonstrate entry-level knowledge of <b>medical terminology</b>.</p>	<p>7.01c</p>	<p>HLTH 275 Medical Terminology</p>	<p>Earning a grade of C- or better in course</p>	<p>100% will score a C- or better at the end of the course</p>	<p><u>Fall 2019</u> Multiple sections Advisors (Bailey, Lynch) <u>Spring 2020</u> Multiple sections Advisors (Bailey, Lynch)</p>	<p><u>Fall 2019</u> - HLTH 275 was not offered during Fall 2019, therefore, no students took the course. <u>Spring 2020</u> - 92% scored a C- or better during the spring semester (14 students). One student scored below the mark.</p>	<p>One student did not meet the target and the student took the course over the winter intercession. The winter intercession is an abbreviated term. When advising, will remind students that winter intercession courses are abbreviated and thus faster paced as compared to semester long courses. Will help student weigh the pros and cons during advising.</p>
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**7.02 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
<p><b>Assessment:</b> Students shall demonstrate the ability to select, conduct, and evaluate individualized <u>assessment</u> for therapeutic recreation services, including:</p> <ul style="list-style-type: none"> <li>• Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human well-being</li> <li>• Encompass standardized assessments, observation, interview, and record review</li> <li>• Are team-based</li> <li>• Ascertain participants' abilities, strengths, goals, and aspirations</li> </ul>	7.02a	RECR 250 Leisure Education	Individualized Assessment of LU Staff Assignment	100% of students will score at 80% or above as graded by rubric	<p><u>Fall 2019</u> Lynch</p> <p><u>Spring 2020</u> Lynch</p>	<p>100% of students scored 100%</p> <p>No data collected</p>	<p>Need to determine if grading rubric addresses information needed. Will change rubric for Spring 2020</p> <p>Due to the assignment going all online in spring 2020, this assignment ended abruptly. Faculty may have to make changes to this measure in the future due to changes resulting from COVID-19.</p>
<p><b>Planning:</b> Students shall demonstrate the ability to conduct individualized <u>planning</u> of therapeutic recreation services, including the ability to use assessment results to generate person-centered contextualized plans that contain appropriate goals and objectives, use culturally relevant evidence-based interventions, and involve the team and family/community.</p>	7.02b	RECR 408 Professional Skills II	Behavior Change Treatment Plan	100% of students will score at 80% or above as graded by rubric	<p><u>Spring 2020</u> Bailey</p>	<p>68% of students achieved an 80% or better on the rubric. Nineteen students in the class. One student did not submit the assignment and 5 scored less than 80%. All students were given the opportunity to revise their tx plan after feedback and earn a higher grade. The students that earned less than 80% did not take advantage of revising the tx plan and resubmitting for regrade.</p>	<p>Will continue to offer the opportunity for students to revise work after receiving first round of feedback.</p>
<p><b>Implementation:</b> Students shall demonstrate the ability to <u>implement and facilitate</u> therapeutic recreation interventions including activity/ task analysis, adaptation</p>	7.02c	RECR 120 Professional Skills I	Activity Analysis Project	100% of students will score at 80% or above as graded by rubric	<p><u>Fall 2019</u> Bailey</p> <p><u>Spring 2020</u> Bailey</p>	<p><u>Fall 2019</u> – Out of a total of 16 students, 50% of students scored an 80% or better. Four students did not submit the assignment and 4 students scored below an 80%. Students scoring less than 80% did not submit all parts of the assignment resulting in the loss of points.</p> <p><u>Spring 2020</u> – The class was not offered.</p>	<p>Will revise assignment description to reflect the transparent assignment template in Fall 2020. Will continue to review the assignment instructions in class and encourage students to ask questions for clarification.</p>

**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
<b>TR Interventions:</b> 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	In class Facilitation Presentation	100% of students will score at 85% or above as graded by rubric	<u>Spring 2020</u> Bailey	This was not done during the Spring 2020 semester due to going online for COVID-19. Students wrote TR session outlines and created evaluation plans. Students orally presented their sessions via Zoom but did not implement the TR sessions.	The assignment was altered due to the course transitioning to online for the remainder of the semester. Next spring, the assignment will continue as an in-class implementation.
<b>Documentation:</b> 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 260 Children with Disabilities	Clinical practice simulation final grade	100% of students will score 90% or above on final weighted grade	<u>Spring 2020</u> Kallenbach	<u>Fall 2019</u> - 57% of students scored a 90% or better, 86% (6 out of 7 students) scored an 85% or better, and 1 student scored below 85%.  <u>Spring 2020</u> - 50% of students scored a 90% or better, 90% scored an 80% or better. Half of this assignment had to be changed halfway through the semester due to COVID 19 which made it more challenging.	Due to the assignment going all online in spring 2020, the students found the assignment more challenging. Faculty may have to make changes to this measure in the future due to changes resulting from COVID-19.
<b>TR program/service evaluation:</b> 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 371 Program Planning	Fall festival program	100% of students will score 85% or above on final weighted grade	<u>Fall 2019</u> Bailey	<u>Fall 2019</u> 88% scored an 85% or higher.	Will continue to monitor scores for this part of the assignment. Students did better this year as compared to previous years. Students scoring lower are still missing components of the assignment or not giving enough detail in the plan.

**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 <b>finance and budget</b>. 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	Final Exam	100% of students will score 80% or above on final weighted grade	<u>Fall 2019</u> Whitely	<u>Whitely Fall 2019</u> - 20% of the class scored an 80% or better.	<p>Although the class average for the final exam was 75%, the goal was not met. One factor that may have contributed to poor student performance was the weight of the grade. Because the course project was weighted greater than the final, and most of the class did well on course projects, perhaps students were not motivated to score high on the final. Additionally, this semester, the faculty added 2 high-point essay questions. Even though the students were informed of the topics prior to the exam, they did not seem to put forth the necessary effort to do well on their responses. Again, this may have been a result of the aforementioned. Thus, in future iterations of the course, faculty will increase the weighted value of the final and decrease that of the course project. Faculty will also discuss whether the expectation for this item is realistic given that it is a final exam grade. It will be proposed that the goal be set at 75% rather than 80%. Faculty will continue</p>

							to monitor the results.
<p>Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including risk management.</p> <p>Students shall be able to demonstrate entry-level knowledge about management/administration in therapeutic recreation services, including <b>operations and maintenance</b> of TR services and programs</p>	7.03	<p>RECR 371</p> <p>RECR 410</p>	<p>Fall Festival Written Program Plan</p> <p>Written Plan of Operation</p>	<p>100% of students will score 85% or above on final weighted grade</p> <p>100% of students will score 85% or above on final weighted grade</p>	<p><u>Fall 2019</u> Bailey</p> <p><u>Fall 2019</u> Whitely</p>	<p><u>Fall 2019</u> – 82% of students scored an 85% or better on the written program plan.</p> <p><u>Whitely Fall 2019</u>- 63% of the class scored an 85% or better.</p>	<p><u>Fall Festival Written Program Plan</u> - Areas of weakness included the needs assessment and clear instructions for each activity at the Fall Festival. Will revise the assignment instructions to make assignment criteria clearer.</p> <p><u>Written Plan of Operation</u> - This semester, there was greater variation in the quality of work submitted in comparison to previous cohorts. After reviewing the rubric it seemed that students experienced difficulty in making sure that all the required components were a. incorporated in the project and b. were in the correct order. The instructor found that many projects did not follow the prescribed order, and therefore, did not flow well. In turn, this caused a reduction in the quality of work via missing components or disconnected ideas. Next semester, the instructor will utilize the same grading rubric in a lead-up activity so that students understand the importance of flow to compiling an effective written plan of operation.</p>



**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 criteria set by the 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 a 3 year timeframe	<u>Summer 2020</u> Whitely  <u>Summer 2021</u> Lynch	Summer 2020 - 100% of students met the criteria	At this time, the GPA standards for the TR program will continue to remain the same.
<b>Internship:</b> 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 above the level of a competent intern. Therapeutic recreation skills are highly effective and demonstrate the most current evidence in practice. The student can carry a higher than expected caseload. May not have been exposed to circumstances during the internship that would warrant a higher designation) or "D" (distinguished - this is reserved for the student who demonstrates skills at the level of an entry-level therapist according to NCTRC standards. The student is currently functioning as a fully competent CTRS and ready to seek employment as a recreation therapist) on the final BAITTR evaluation	<u>Fall 2019</u> Lynch <u>Spring 2020</u> Lynch, Whitely, Kallenbach	Fall 2019 - 87% scored (7/8 students)  <u>Spring 2020</u> - 3/3 Students in Kallenbach section scored a P or higher  <u>Spring 2020</u> - 3/3 students in Whitely scored a P or higher  <u>Spring 2020</u> 3/3 students scored a P or above (Lynch)	
<b>NCTRC Exam:</b> 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.	7.04	Graduating Seniors	NCTRC Prometric	First time candidates will score a 75% or higher on Foundational Knowledge, Assessment Process, Documentation and Implementation  First time candidates will score a 55% or higher Advancement of the Profession.  First time candidates will score a 70% or higher on Administration of TR/RT Service.	The TR program coordinator receives the NCTRC Prometric each year, typically in the spring.	94.4% passed the NCTRC exam (18 students)  First time candidates scored a 95% on Foundational Knowledge, 89% on Assessment Process, 94.4% on Documentation and 94.4% on Implementation.  First time candidates	Faculty will meet annually to review and discuss changes needed to be made in the curriculum for improvement on scores on NCTRC Exam.  The scores from the previous testing period increased. Will continue to monitor the scores on the NCTRC prometric.

						<p>scored an 89% on Advancement of the Profession.</p> <p>First time candidates scored an 89% on Administration of TR/RT Service.</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.