

THERAPEUTIC RECREATION LEARNING OUTCOMES ASSESSMENT PLAN

2021-2022

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 theoretical, foundations of play, recreation, and leisure behaviors	7.01a	RECR 215 – The new TR curriculum was implemented this year and the student learning outcome was moved to a 200-level course that will begin in Fall 2022.					Due to curriculum changes that occurred during the 2020-2021 academic year, this learning outcome has been incorporated into a new course (RECR 215: Core Concepts in Therapeutic Recreation) that will be taught for the first time in Fall 2022. The TR program will collect data on this course specific learning outcome starting in Fall 2022.
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	7.01b	RECR 461 Issues, Trends and Research in TR	Evidence Based Project	90% of students will score an 80% or above on the rubric	Fall 2021 Whitely	100% of the students scored an 80% or better.	The performance measure is changing from “evidence-based poster” to “evidence-based project” as implementing the entire EBP research process may not be possible within the semester timeline. Due to COVID-19 related interruptions, particularly conducting research with human subjects, essential steps in the research process such as gaining IRB approval in time to complete data collection within a semester is a significant challenge. Thus, we may need to incorporate other dissemination formats that do fit within the semester timeline and are more adaptable to potential interruptions. The project remained a research poster this semester on which students demonstrated marked

							improvement. While this demonstrates entry-level knowledge with regard to the EBP research process, due to COVID-19, students did not conduct data collection, which is one of the more challenging aspects of the project, instead conducted a review of the relevant literature. This may, in part, explain increased scores. While time constraints will continue to be a factor for determining what research projects can be readily implemented, in the future, faculty will explore other EBP research project options for implementation in fall 2022.
Students shall demonstrate entry-level knowledge of the history and philosophy.	7.01c	RECR 461 Issues, Trends and Research in TR	Issues & Trends Course Project (Oral Presentation)	80% of students will score a 75% or better on the rubric	Fall 2021 Whitley	100% of the students scored an 80% or better.	While the content and research required for this project was challenging, this is a group assignment and because of the large cohort, students were able to share the work and collaborate more extensively than in previous, smaller cohorts which may have allowed the class to perform better this semester.
Students shall demonstrate entry-level knowledge of human functioning , including anatomy and physiology.	7.01c	BIOL 206 Human Anatomy and Physiology I	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	Fall 2021 Multiple sections Advisors (Whitley, Bailey, Lynch, Kallenbach)	Fall 2021 87.5% of students scored a C- or better (7 out of 8 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 therapeutic recreation profession, history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.							
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	Fall 2021 Multiple sections Advisors (Whitley, Bailey, Lynch, Kallenbach) Spring 2022 Multiple sections Advisors (Whitley, Bailey, Lynch, Kallenbach)	Fall 2021– 100% of students scored a C- or better (1 student) Spring 2022– 100% of students scored 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 human functioning , including abnormal psychology.	7.01c	PSYC 356 Psychopathology	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 2021</u> Multiple sections Advisors (Whitley, Bailey, Lynch, Kallenbach) <u>Spring 2022</u> Multiple sections Advisors (Whitley, Bailey, Lynch, Kallenbach)	<u>Fall 2021</u> – 100% of students scored a C- or better (5 students) <u>Spring 2022</u> - 100% of students scored a C- or better (4 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 2021</u> Multiple sections Advisors (Lynch teaching course) <u>Spring 2022</u> Multiple sections Advisors (Bailey teaching course)	<u>Fall 2021</u> – 75% of students scored a C- or better (3 out of 4 students) <u>Spring 2022</u> – 100% of students scored a C- or better (6 students)	Fall 2021 - The TR faculty teaching this course spoke with the student students (who did not pass the course) several times to provide advice about the course. She also encouraged him to withdraw before the deadline to avoid the F grade. Student did not drop the course before the withdrawal date. 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)

7.02 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>Assessment: 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"> • Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human well-being • Encompass standardized assessments, observation, interview, and record review • Are team-based • Ascertain participants' abilities, strengths, goals, and aspirations 	7.02a	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>Spring 2022</u> Lynch	79% of students scored an 80% or higher on this assignment.	<p>Faculty noted students needed more direction and time to complete.</p> <p>Faculty will adjust timeframe to allow those who need help with assessment tools completion and scoring and how to capture need from tools to include on treatment plan.</p> <p>One student failed to attend class and did not withdraw from course.</p>
<p>Planning: 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 Assignment – Final Package (contains the client treatment plan and documentation plan)	100% of students will score at 80% or above as graded by rubric	<u>Spring 2022</u> Lynch	85% scored an 80% or better	<p>Continue to monitor assignment.</p> <p>One student did not complete the assignment and stated they didn't know what to change.</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
<p>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.</p>	7.02c	RECR 321 Facilitation Techniques II	Intervention Facilitation	90% of students will score at 85% or above on the grading rubric	<u>Spring 2022</u> Bailey	33% scored an 85% or above on the grading rubric	<p>This year, the TR faculty decided to lower the performance measure from 100% of students to 90% of students which would allow us to factor in outliers.</p> <p>Eight out of nine students facilitated. One student did not facilitate because she stopped attending class in February. Two students had points deducted for not being prepared to facilitate on their due date, which caused them to drop below the 85% mark. And 3 students scored below the 85% due to needing improvement in the following areas: selecting appropriate activities for the assigned intervention, setting up the environment, debriefing, evidence of preparation (not relying on notes) and explaining the therapeutic value of the intervention.</p> <p>The faculty reviewed the grading rubric for this portion of the assignment in class. Additionally, the faculty created program protocols for each assigned intervention and utilized them in the various lessons. It did not appear that all of the students utilized the program protocols when designing and facilitating their sessions.</p> <p>The faculty member teaching this class will consult with CAFE (Center for Faculty Enrichment) to seek out strategies for motivating students to utilize resources provided in class aimed at helping them to prepare for the implementation. Additionally, the faculty feels that her late assignment policy is too lenient thus leading to more students not be prepared for the assignment. Will revise the late assignment policy.</p>
<p>Documentation: Students shall demonstrate the ability to <u>document</u> therapeutic recreation services according to requirements, including assessment results, individualized plans, progress notes</p>	7.02d	RECR 408 Professional Skills II	Behavior Change Assignment – Final Package (contains progress notes and intervention documentation)	100% of students will score a 90% or above on the grading rubric	<u>Spring 2022</u> Lynch	71% of students will score a 90% or better	<p>The faculty will continue to monitor assignment.</p> <p>One student did not complete the assignment Another student did not discuss the intervention and how changes were made in the documentation.</p>

<p>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.</p>	7.02e	RECR 408 Professional Skills II	Behavior Change Assignment – Final Package (contains the discharge plan)	100% of students will score 85% or above on the grading rubric	<u>Spring 2022</u> Lynch	57% scored 85% or better.	<p>The faculty will continue to monitor assignment.</p> <p>The faculty has decided to spend more time discussing the importance of discharge plans. Three students did not complete all requirements for the assignment. One student did not complete the discharge plan at all.</p>
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7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of theories, principles, and practices of 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	90%of students will score 80% or above on the grading rubric	Fall 2021 Whitely	73% of the students scored 80% or better	<p>The TR faculty decided to lower the performance measure from 100% of students to 90% of students due to having a smaller cohort and to factor in outliers. While much of the class performed at or above the performance measure, there is anecdotal evidence from student evaluations that the senior course and assignment load was heavy resulting in their inability to put forth the effort necessary to complete this multi-part and highly detailed assignment. The faculty will review the syllabi in the senior level courses and evaluate whether some major assignments can be lessened and/or eliminated to allow for better student focus/effort on the WPO in future semesters.</p>
<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 Supervision and Administration	Written Plan of Operation	90% of students will score 80% or above on the grading rubric	Fall 2021 Whitely	73% of the students scored 80% or better	<p>The TR faculty decided to lower the performance measure from 100% of students to 90% of students due to having a smaller cohort and to factor in outliers. While much of the class performed at or above the performance measure, there is anecdotal evidence from student evaluations that the senior course and assignment load was heavy put forth the effort necessary to complete this multi-part and highly detailed assignment. The faculty will review the syllabi in the senior level courses and evaluate whether some major assignments can be lessened and/or eliminated to allow for better student focus/effort on the WPO in future semesters.</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 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 2022</u> Whitely	88% of students met the GPA criteria *One student did not meet the TR GPA requirement.. However, she met the cumulative GPA requirement.	One student did not meet the TR GPA requirement despite completing all of the coursework necessary to complete her internship with a C- or better. The student exceeded the maximum amount of repeats set by the university to replace grades below a C-. Due to this, she continued to repeat courses to achieve the C- or better but instead of replacing the previous grade, the two grades were averaged together.
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	85% of all senior interns (spring and fall) will score a "P" (Proficient - student is performing at the level of a competent intern) in all areas on the final BAITTR.	<u>Fall 2021</u> Whitely <u>Spring 2021</u> Lynch, Whitely, Kallenbach 85% of all senior interns (spring and fall) scored a "p"	<u>Fall 2021</u> - Whitely- 33% of the students scored a "P" or better on the BAITTR. <u>Spring 2022</u> Lynch, Whitely, Kallenbach 78% (5/21) scored with B in some areas – students carried a "Basic" score from midterm to final	The TR faculty decided to lower the performance measure from 100% of students to 85% of students due to having a smaller cohort and to factor in outliers. Furthermore, the faculty decided to return to utilizing the entire BAITTR as the measure. Whitely- Anecdotally, there is some evidence that the site supervisors may need additional training on the BAITTR tool as they are scoring students as "basic" in some areas on the BAITTR while also awarding students an overall final grade of A. (Fall 2021) After looking over the sections where these 6 students maintained "basic" (this is the score we hope for at midterm but not the final – areas scored "B" are using and finding resources, adapting and modifying activity plans, medication knowledge, professional and personal awareness – seems students do well with the skill sections. Will address this in RECR 400 course new to the curriculum (senior seminar) in Fall 2023-2024. Meanwhile students in RECR 300

							<p>will be given these areas to work on before their internship</p> <p>Two students struggled during their internship due to lack of communication, reporting in team, being assertive and scored well below the expected outcome.</p> <p>The other 3 just had a few scores below the expected outcomes. (Spring 2022).</p> <p>Next academic year, faculty will revise the rating scale on the BAITTR to a four-point scale vs. A five-point scale. Agency supervisors will be re-educated about how to use the new rating scale on the BAITTR.</p>
<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 taking the NCTRC certification exam	NCTRC Prometric	<p>First time candidates will score a 80% or higher on Foundational Knowledge, Assessment Process, Documentation and Implementation</p> <p>First time candidates will score a 80% or higher on Advancement of the Profession.</p> <p>First time candidates will score a 80% or higher on Administration of TR/RT Service.</p>	<p><u>Academic Year 2020-2021</u> Faculty will meet annually to review and discuss changes needed to be made in the curriculum for improvement on scores on NCTRC Exam. Have not received the 2020 data as of fall 2020. The last batch report is from 2017-2019. Not able to obtain a single year report from NCTRC due to not having more than 18 students take the exam in a single year.</p>	<p><u>In Spring 2021, we received the scores for first time candidates taking the test in 2021.</u></p> <p>100% (12 people) passed the NCTRC exam</p> <p>First time candidates scored a 92.3% on Foundational Knowledge, 89.7% on Assessment Process, 94.9% on Documentation and 94.9% on Implementation</p> <p>First time candidates scored an 89.7% on Advancement of the Profession, and 89.7% on the Administration of TR Services</p>	<p>The scores from the previous testing period increased. The TR faculty will continue to monitor the scores on the NCTRC prometric.</p>

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.