

7.00 Series Self-Study Report- Academic Year Fall 2018-Spring 2019

<p>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.</p>							
<p>7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the program, along with professional practices of that profession.</p>							
<p>7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations for the profession(s) for which the program prepares students.</p>							
<p>7.01.03 Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession in decision making.</p>							
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.01.01)	Performance Measure (7.01.02)	Performance levels/metrics	Assessment Results (7.01.03)	Evidence of Programmatic Decisions (7.01.04)	This column for use of visitors only
Identify the knowledge and skills required for effective interpersonal helping such as: principles of empathetic communication, boundaries of therapeutic relationships, attending and active listening skills.	7.01.01	Recr. 120	Client interviewing – assessed by rubric.	<p>70% of students will score "meets expectations" in all content areas on rubric.</p> <p>Fall 2018 – Updated Rubric and does not contain a “Meets Expectations” category. The rubric is now on Canvas and has points assigned to the various ratings. New Performance Level – 85% of students will score an 80% or higher on the interview recording portion of the assignment.</p> <p>Spring 2019 – Updated rubric again to increase rigor.</p>	<p>Fall 2018 – 100% of students scored an 85% or higher.</p> <p>Spring 2019 – 92% of students scored an 80% or higher. Areas of weakness include reading from script, not taking adequate notes during the interview and not explaining the answer key.</p>	<p>Faculty offered more opportunities in class for students to review the assessment instrument and to practice interviewing partner in class.</p> <p>Faculty member will consider having students write their own opening and closing statements and then practice with partner in class.</p>	<p><input type="checkbox"/> ABSENT</p> <p><input type="checkbox"/> EMERGING</p> <p><input type="checkbox"/> PRESENT</p> <p><input type="checkbox"/> EXCEPTIONAL</p>

Understanding of the purpose and content of and the ability to use documentation, as it relates to clients, staff, programs, management, and quality assurance and improvement in therapeutic recreation.	7.01.01	Recr. 408	Behavioral Change Assignment – assessed by rubric.	100% of students will score at 80% or higher on the documentation portion of the assignment.	2019 – 85% scored an 80% or higher.	Additional areas for improvements include keeping adequate documentation for weekly interventions, writing the final progress note, and matching up tx plan with progress notes. Additional learning activities will be provided in class.
Identify the meaning of therapeutic recreation and the current practices and philosophies of the profession.	7.01.02	Recr. 461	Philosophical paper	100% of students will score an 80% or better. This paper is assessed by rubric.	93% of the class scored 80% or better.	The faculty will continue to monitor this performance level to determine whether or not the rubric/paper needs to be revised.
Identify health care and therapeutic recreation delivery models, theories, and concepts.	7.01.02	Recr. 110	Specific exam	70% of students will score a 70% or above	Fall 2018 26% of the students scored a 70% or better.	Separating history and philosophical material for examination appears to help in learning this information. Faculty will continue to monitor student progress in this area.

<p>Demonstrate knowledge of the history and development of the leisure services profession.</p>	<p>7.01.02</p>	<p>Recr. 111</p>	<p>Specific Test on the knowledge of the history and development of the leisure services profession.</p>	<p>70% of students will score a 70% or above</p>	<p>In Spring 2019 100% of the students scored a 70% or better.</p>	<p>For the past 2 winter/spring semesters in which RECR 111 has been offered, the students have consistently far exceeded the listed performance measure. This is credited to the quiz being taken online rather than in a classroom setting. Online quizzes allow the students to be in the comfort of their home or library and allowed as much time as needed. While the quiz remains online, the performance measure will be increased to match the current trend. Beginning in winter/spring 2018-2019, the expectation will be for 80% of the students to score an 80% or better on the quiz.</p>	
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<p>Demonstrate the understanding of the importance of maintaining professional competence and the available resources for professional development.</p>	<p>7.01.03</p>	<p>Recr. 120</p>	<p>Initial Disposition Assessment</p>	<p>NEW Rubric (2018) - 100% of students will score an 85% or higher on the professional disposition rubric.</p> <p>Spring 2019 – Revised the rubric from 30 points to 16 points. Took away some criteria that was not applicable to RECR 120.</p>	<p>Fall 2018 – 94% scored an 85% or higher.</p> <p>Spring 2019 – 92% of students scored an 85% or higher.</p> <p>Need to pick another performance measure as this will not be included as a separate grade. The professional dispositions will be included in the assignment rubrics.</p>	<p>2018/2019 – The instructor will continue to provide information about the importance of professional dispositions in class via lecture, small group assignments, reflective assignments, and individual meetings (as necessary) to help students see the importance of personal accountability. In 2018 & 2019, each student was provided written feedback at the mid-term point and then a final review upon completion of the semester. If students were not making improvements after being notified of weak areas, the instructor met with students 1:1.</p>	
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<p>Demonstrate an understanding of the current issues and trends in the profession.</p>	<p>7.01.03</p>	<p>Recr. 461</p>	<p>NCTRC Mock Exam : Students apply knowledge in all questions in the exam as they make relevant decisions to professional practice.</p>	<p>80% of students will score at an 80% or better</p>	<p>The first year of comparison data (freshman/senior) will be 2019-2020 academic year. The first cohort are not yet seniors in the program, and therefore, this measure cannot be completed at this time. However, when comparing year over year, scores have remained stagnant. The average score for the seniors in Fall 2018</p>	<p>New mock exam was created and piloted in the summer of 2016. The first freshman cohort of catalog year 2016-2020 will be the first set of data to be used. Faculty are aware that the NCTRC exam now has 150 questions. Faculty will develop a new exam during the 2018-2019 academic year. Additionally, faculty will evaluate whether the test results have correlated with the NCTRC Prometric.</p>	
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<p>Identify the psychological, sociological, physiological, and historical significance of therapeutic recreation.</p>	<p>7.01.03</p>	<p>Recr. 110</p>	<p>Quiz on historical, scientific, and philosophical foundations of the relevant profession in decision making.</p>	<p>70% of the students will score a 70% or better</p>	<p>In Fall 2018 83% of the students scored a 70% or better.</p>	<p>The performance level was changed to 70% in fall of 2018. As planned this assessment was renamed and treated as an exam. However, the grades seem unaffected. Philosophy and practice models continue to be very difficult and abstract concepts for first-semester freshmen. Faculty will continue to monitor student progress on this assessment every semester. Additionally, faculty will reconsider whether this content is appropriately placed in this course as the curriculum revisions ensue.</p>	
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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.							
7.02.01 Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science and philosophy.							
7.02.02 Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.							
7.02.03 Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.							
Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Performance Measure (7.02.02)	Performance levels/metrics	Assessment Results (7.02.03)	Evidence of Programmatic Decisions (7.02.04)	This column for use of visitors only
Understanding and ability to apply leisure education content and techniques with individuals.	7.02.01	Recr. 250	Leisure Education After school program – Rubric changed	80% of students will score a 16 out of 20 (80%) on the presentation	Spring 2019- 90% scored 16 or better on presentation.	Used new scoring system adopted for first time. Will use this rubric for other projects spring 2019. Adapting new performance levels and metrics. Continue to monitor	<input type="checkbox"/> ABSENT <input type="checkbox"/> EMERGING <input type="checkbox"/> PRESENT <input type="checkbox"/> EXCEPTIONAL

<p>Create and implement a program plan following principles and procedures related to program/event planning for individual, group, and community quality of life. 06: Implementation of programs/events including introduction of activity, instructions on how to, demonstration of how to, adapting and modifying and summarizing.</p>	7.02.01	Recr. 371	<p>Program Plan Project (Virginia Home) – assessed by rubric: Virginia Home Program Implementation</p>	<p>100% of groups will score an 85% or higher on the implementation of the program.</p>	<p>Fall 2018 - 100% of students (groups) scored an 85% or higher. Students scored well on the introduction and facilitation of the programs. Areas for improvement include closure of program and debriefing techniques.</p>	<p>Continue to monitor scores and event project</p>	
<p>Ability to plan and facilitate group program.</p>	7.02.02	Recr. 205	<p>Written and Practical Final Facilitation</p>	<p>100% of the students will score a 90% or better.</p>	<p>Fall 2018- 100% of the students scored 90% or better. Spring 2019- 100% of the students scored a 90% or better.</p>	<p>Students are meeting expectation in the practical/written facilitation. This being a skill-based course, faculty will consider competency-based rather than grade-based evaluation in fall 2018.</p>	

<p>Design and implement intervention strategies for groups and individual sessions.</p>	<p>7.02.02</p>	<p>Recr. 320</p>	<p>Intervention sessions – students assessed for practice session or Session I using this Rubric</p> <p>Graded students using this Speaking Session II Rubric</p>	<p>70% of students will score a 40 or above in all of the content areas</p>	<p>78% of the students scored a 90% or better on the final facilitation rubric. This is an updated version of the speaking rubric. The 90% threshold is equivalent to scoring 40's or above on the previous rubric.</p>	<p>Faculty will spend more time on helping them understand how to transition thought and questions, and the importance of processing an activity or intervention. Faculty have also identified that students are needing more speaking opportunities in the curriculum and have decided to add oral presentations in freshman and sophomore level courses.</p>	
<p>Ability to implement the following principles and procedures related to program/event planning for group/community programs (Evaluation or programs and events)</p>	<p>7.02.03</p>	<p>Recr. 371</p>	<p>Program Plan Project Written Evaluation</p>	<p>80% of students will achieve 80% or greater on this portion of the assignment.</p>	<p>2018 – 80% scored an 80% or higher. Scores were lower due to students not following instructions for the final evaluation (not reading assignment instructions) and not gathering enough evidence during program implementation to provide an accurate evaluation of program goals and objectives.</p>	<p>Will continue to stress the importance of reading assignment instructions and review the assignment criteria right before the students implement their program so information is fresh in their minds.</p>	

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.

7.03.01 Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.

7.03.02 Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism, and/or related professions.

Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.03.01)	Performance Measure (7.03.02)	Performance levels/metrics	Assessment Results (7.03.03)	Evidence of Programmatic Decisions (7.03.04)	This column for use of visitors only
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		Recr. 492	BAITTR	<p>100% Interns will score proficient or distinguished on the final BAITTR during their senior internship (spring and fall) in the following areas:</p> <p>Recognize basic facts, concepts, principles, and procedures of management/administration</p> <p>Apply entry-level concepts, principles, and procedures of management/administration</p>	<p>Fall 2018 – Spring 2019 81% (13/16) of all senior students scored either a "P" proficient or "D" distinguished</p> <p>81% (13/16) of all senior students scored either a "P" proficient or "D" distinguished</p>	<p>Continue to monitor as BAITTR and scoring has just been introduced this year.</p>	
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7.04 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 park, recreation, tourism, or related organizations.

Course Specific Learning Outcome	COPART Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Performance Measure (7.04.02)	Performance levels/metrics	Assessment Results (7.04.03)	Evidence of Programmatic Decisions (7.04.04)	This column for use of visitors only
Demonstrate skills in the practical application of knowledge and theory related to the delivery of therapeutic recreation services.	7.04	Recr. 492	BAITTR	<p>100% of interns (spring and fall) will be at level of "proficient or distinguished" on:</p> <p>Ability to design recreation and related experiences</p> <p>Ability to facilitate recreation and related professional experiences</p> <p>Ability to evaluate recreation and related professional service offerings</p> <p>Students will demonstrate TR professionalism and citizen leadership</p>	<p>71% (12/16) of all senior students scored either a "P" proficient or "D" distinguished</p> <p>71% (12/16) of all senior students scored either a "P" proficient or "D" distinguished</p> <p>81% (13/16 students) of all senior students scored either a "P" proficient or "D" distinguished</p> <p>81% (13/16 students) of all senior students scored either a "P" proficient or "D" distinguished</p> <p>71% (12/16) of all senior students scored either a "P" proficient or "D" distinguished</p>	<p>During the academic year 2017-2018, the BAITTR was placed into the Tk20 system the assessment program is taking the place of WEAVE online. The supervisors of agencies were contacted with an email about Tk20 and how to access the instrument along with a PowerPoint designed to guide them in more accurately in evaluating the intern. Continue to monitor.</p>	<p><input type="checkbox"/> ABSENT</p> <p><input type="checkbox"/> EMERGING</p> <p><input type="checkbox"/> PRESENT</p> <p><input type="checkbox"/> EXCEPTIONAL</p>

				90% of all senior interns (spring and fall) will score “proficient or distinguished” on the final BAITTR evaluation on all questions	43% (7/16) of seniors scored “proficient or distinguished” on the final BAITTR evaluation on all questions	Will continue to monitor lower scores. About 50% who scored low on every item including overall score were inappropriately placed. Students made decisions for an internship based on convenience and either didn’t enjoy the setting, population, or supervisor and student did not communicate about deficiencies.	
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