

THERAPEUTIC RECREATION LEARNING OUTCOMES ASSESSMENT PLAN

2023-2024

Note – Where applicable, course specific student learning outcomes have been identified to accompany the COAPRT learning outcomes on the matrix. In some instances, the course or program description better aligned with the COAPRT learning outcomes and therefore can also be found on the matrix.

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	<p><u>Fall 2023</u> Kallenbach</p> <p><u>Spring 2024</u> Kallenbach</p>	<p><u>Fall 2023</u> 73% of students scored an 80% or better, with two students receiving a 0% for not submitting.</p> <p><u>Spring 2024</u> 100% of students scored an 80% or higher.</p>	Grades improved in the spring due to small class sizes and more time spent 1:1 with each student during the assignment. The faculty member utilized new strategies in class to help students understand population and setting information. The faculty member will continue to implement the strategies in the future.
<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 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> <p>*Narrative to add statement page 9 COAPRT (scientific and theoretical). Describe the basis of the intervention (theoretical, historical)</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	<u>Fall 2023</u> Whitely	82% of the students earned an 80% or better.	This was the second semester in which the format of the EBP research project was changed from a poster to a mock conference presentation. Overall, the students are performing well, however, according to their feedback, the synthesis of the literature is still a challenge. Some students view the synthesis as being redundant to the visual presentation, rather than a part of the EBP process. Subsequently, next academic year, the instructor will dedicate more in-class time and revise learning activities to improve student understanding of the role of and how to execute a literature synthesis as part of the EBP research process.

RECR 215 SLO: Demonstrate knowledge of the significance of play, recreation, and leisure throughout the life cycle.	7.01c	RECR 215 Core Concepts in Therapeutic Recreation	Importance of Play Letter	80% of students will score 70% or better	<u>Fall 2023</u> Kallenbach	In the Fall of 23, 85% of students scored a 70 or better.	As discussed in the previous matrix, this year changes were made to teaching to clarify the rubric and the importance of APA citations. For the future, no changes are needed, monitor scores.
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	<u>Fall 2023</u> Multiple sections Advisors (Whitley, Bailey, Kallenbach)	100% of students earned 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.

7.01 (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	<u>Fall 2023</u> Multiple sections Advisors (Whitley, Bailey, Kallenbach) <u>Spring 2024</u> Multiple sections Advisors (Whitley, Bailey, Kallenbach)	<u>Fall 2023</u> 100% of students earned a C- or better <u>Spring 2024</u> 100% earned 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 215 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 215 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	<u>Fall 2023</u> Multiple sections Advisors (Whitley, Bailey, Kallenbach) <u>Spring 2024</u> Multiple sections Advisors (Whitley, Bailey, Kallenbach)	<u>Fall 2023</u> No students were enrolled in PSYC 215 this semester <u>Spring 2024</u> 100% 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

<p>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</p>	7.01c	HLTH 275 Medical Terminology	<p>Earning a C- or better in the course.</p> <p>*Students are required to take this course to complete the TR degree.</p>	100% will score a C- or better at the end of the course	<p><u>Fall 2023</u> Lynch</p> <p><u>Spring 2024</u> Bailey</p>	<p><u>Fall 2023</u> 100% earned a C- or better</p> <p><u>Spring 2024</u> 100% earned a C- or better</p>	<p>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</p>
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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.

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 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>Spring 2024</u> Lynch	<u>Spring 2024</u> 67% scored an 80% or better	Approximately 35% of students scored below the performance measure due to submitting the assignment late or not at all, resulting in a loss of points. The faculty member teaching the course may consider spreading out the assignment more during the semester.
<p>RECR 408 SLOs: Utilize the therapeutic recreation process to design, implement and evaluate an individualized treatment plan. Analyze various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes. Demonstrate the ability to use documentation, as it relates to clients and programs in therapeutic recreation. 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 2024</u> Lynch	<u>Spring 2024</u> 47% of students scored an 80% or better	Faculty member noted many students did not follow the assignment instructions and were missing various elements of the final package (progress notes, assessments, treatment plan, discharge plan, etc.). The missing components resulted in students scoring lower scores this semester as compared to previous semester. The faculty member will evaluate for students to submit the final package in hopes to increase the chances of students submitting all components. Note – Different faculty occasionally teach this course. A different faculty member taught the course the previous year.

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>	7.02c (implement & facilitate)	RECR 321: Facilitation Techniques/ Interventions II in Therapeutic Recreation	Intervention Facilitation	80% of students will score at 80% or above on the grading rubric	<u>Spring 2024</u> Bailey	100% scored an 80% or higher on the assignment	Students performed well on this assignment for a second year in a row. The students continue to engage in an additional preparation step (prep video) which seems to be setting them up for success before implementing the intervention for their peers. The area on the rubric where students scored the lowest were the debriefing technique and facilitation. Students either did not follow the assignment instructions by selecting one of the required debrief strategies and/or did not allow enough time to effectively debrief at the end of the session. The instructor will continue to emphasize the need to include one of the required debrief strategies (in the written instructions, video tutorial for assignment and when speaking about the assignment in class). Additionally, the instructor will design activities in class for students to practice facilitating debrief activities before engaging in the graded session.

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 SLOs:</p> <p>Demonstrate an understanding of the fundamental principles and procedures of management within the practice areas of the recreation practitioner and TR specialist.</p> <p>Demonstrate an understanding of the principles and procedures of human resource management.</p> <p>Identify the principles and procedures of supervisory leadership.</p> <p>Identify regulatory agents and demonstrate how to comply with professional, legal, and regulatory standards.</p> <p>Identify and apply the principles and procedures of budgeting and financial management.</p> <p>Demonstrate an understanding of effective management techniques, particularly financial, personnel, and reimbursement, to therapeutic recreation service provision.</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 2023</u> Whitely	<u>Fall 2023</u> 63% of the students earned an 80% or better.	<p>In the fall of 2023, the WPO assignment was revised to better align with technological advancements and current practices in the field. The assignment was transitioned from a printed paper format to an online blog format. Additionally, the project was redesigned with TILT methodologies in mind which resulted in the WPO components being scaffolded throughout the semester. As the new version of the WPO was developed, the quality improvement PDSA assignment seemed to organically fit as an essential element of this project, resulting in the PDSA assignment being a part of the final WPO grade. Therefore, the PDSA assignment was removed from the matrix this year. There are several factors contributing to the decline in scores this year. Firstly, students had to consistently perform well on all WPO-related assignments throughout the semester, which is more challenging than a one-time assignment. Secondly, the larger cohort (38% larger) contributes to greater variability in scores. Finally, the new format may be a more accurate measure of student knowledge than the previous revealing the need for this content. Faculty will further analyze the parts of the WPO that were most challenging to the students and make adjustments as needed to improve performance.</p>
<p>RECR 371 SLO:</p> <p>Demonstrate extensive knowledge of recreation programming elements including risk management, staffing, budgeting, and scheduling and registration procedures.</p>	7.03	RECR 371 Program Planning in Leisure Services	Fall Festival Written Program Plan Assignment– Risk management section of written plan	80% of students will score an 80% or above on the Risk Management section of the grading rubric	<u>Fall 2023</u> Bailey	<u>Fall 2023</u> 67% scored an 80% or higher on the Risk Management section of the grading rubric.	<p>This is a new performance measure added to the matrix this year. The risk management plan is a portion of the Fall Festival written program plan assignment. The risk management portion of the grading rubric was 15 points out of a 100-point assignment.</p> <p>Areas for improvement include identifying risks associated with the Fall festival booth activities, accurately rating the risk, and identifying specific strategies for reducing the risks. The</p>

							faculty member will continue to offer opportunities for students to practice the above skills in class and receive feedback before completing the assignment. Some students scoring below the target failed to use the correct rating scale that was provided to them in class resulting in inaccurate risk ratings.
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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 2023</u> Bailey</p> <p><u>Spring 2024</u> Bailey</p>	<p><u>Fall 2023</u> 100% of students</p> <p><u>Spring 2024</u> 100% of students</p>	The program coordinator and TR faculty will continue to monitor the students’ GPAs each semester during academic advising sessions. TR faculty will continue to make efforts to intervene early if a student is not meeting the GPA requirement by offering individual academic counseling and sharing support service contact information with students including the Center for Academic Success (writing center, etc.), Accessibility Resources Office, Counseling and Psychological Services, and tutoring.
<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 "B" (Basic - student is performing at the level of a competent intern) in all areas on the final BAITTR.	<p><u>Fall 2023</u> Kallenbach</p> <p><u>Spring 2024</u> Kallenbach, Lynch & Whitely</p>	<p><u>Fall 2023</u> 100% of students scored a B on all items.</p> <p><u>Spring 2024</u> 88% of students scored a B on all items.</p>	<p>After discussions the previous year, the TR faculty changed the performance level on the matrix to a “B” (Basic – student is performing at the level of a competent intern) rating.</p> <p>In the spring, one student did not score a B in all categories and the cause appeared to be a lack of the internship supervisor’s understanding of the grading scale as well as some personality conflicts between the supervisor and the student. The supervisor ranked the student as having non-performance behaviors in several professional behavior categories, but then gave</p>

							<p>the student an overall letter grade of "B" for the internship. We have also taken into account this internship supervisor's leadership style and whether this would be a good fit for our students going forward.</p> <p>While all internship supervisors are required to review a training video for how to use and score the BAITTR, the academic supervisors (TR faculty) will clarify the BAITTR rating in more detail when conflicts arise.</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 candidates will score "at or above the minimum competence" on all content areas of the NCTRC exam	Spring 2024 Bailey	<p>Per the 2023 candidate report, 80% of candidates scored "at or above the minimum competence in the following areas: Professionalism and Administration.</p> <p>Content areas where the candidates did not meet the performance level included: Assessment, Planning, Evaluation & Documentation.</p>	<p>We are not able to differentiate between first-time test takers and those taking the exam for a second time from the prometric data. Therefore, the wording of the measure was changed to remove "first-time test takers".</p> <p>In August 2024, the TR faculty discussed the drop in overall test-takers meeting the 80% benchmark. The faculty believe this cohort was impacted by COVID-19 as they were freshman 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 continue to develop ways to infuse fieldwork experiences into the TR courses with the goal of helping students apply what they are learning in "real world" situations. Additionally, A new 400-level course (RECR 400 - Senior Seminar) will be implemented for the first time starting in the fall of 2024. A portion of the course will be dedicated to the NCTRC exam prep. Students will complete a practice exam and analyze their results revealing areas for improvement. Additionally, students will be assigned a content section of the national exam and they will be tasked with leading a study session for their peers in class. It is the faculty's hope that these additional activities will help</p>

							to prepare students to perform well on the national exam.
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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.