

2017-2018 Assessment Cycle

Results

Result per Assessment Method

Therapeutic Recreation BS Outcome Set

Outcome

Outcome: SLO 1: Students will demonstrate entry-level professional knowledge and skills

SLO 1.1 Students will demonstrate the ability to develop a personal philosophy of leisure reflecting on individual values and beliefs.

▼ Assessment Method: Scope of Practice and Personal Philosophy *Direct - Exam*

Details/Description:	Given written assessment questions focusing on scope, practices, and personal philosophy
Performance Criteria:	80% will receive a grade of 80% or better
Assessed During this Period (Y/N):	YES
Program Assessment Contact Person:	Janice Elich Monroe

Supporting Attachments:

📎 Final essay questions F14 History and Philosophy.docx (Word Document (Open XML))

Results for Scope of Practice and Personal Philosophy

Summary of Results: This SLO was addressed in the Time Diary assignment.

Actions to be taken:

Reflections/Notes:

▼ Assessment Method: Time Diary
Direct - Student Artifact

Details/Description:

For one week, students complete a Time Diary. The purpose of this assignment is to assist students in identifying their own leisure lifestyle, and determining what impact, if any, recreation, leisure and play have on their quality of life. Students utilize a journal and time log to record time spent in various leisure-based activities. In a written analysis students “. . . should reflect on the meaning of your leisure activities.”

Performance Criteria:

8 % of the students will achieve a grade of 80% or better on this assignment.

Assessed During this
Period (Y/N):
Program Assessment
Contact Person:

YES

Janice Elich Monroe

Results for Time Diary

Summary of Results:

Summary of Results: Combined Scores for
Fall 17 and Spring 18 = Total 46

95% or better 17

90% or better 12

85% or better 3

80% or better 7

70% or better 4

69% =1

50% = 1

85% of the students had a grade of 80% or higher on the time diary.

See attached rubric


Results :

Performance Result: Exceeded

Actions to be taken: For future assessment it may be wise to review the attached rubric and identify specific behaviors that are most important to professional development and assess only those criteria. For example, personal philosophy. The impacts of Recreation/Leisure and Play could be used as a secondary assessment

Reflections/Notes:

Substantiating Evidence:

 Time Diary Assessment S18.eml (File)

Outcome: SLO 2: Program planning and implementation

Demonstrate the ability to design, implement and evaluate a program reflecting the application of knowledge of program planning principles and process.

▼ Assessment Method: Programming Project

Direct - Student Artifact

Details/Description:

PROGRAMMING PROJECT
RLS 232: PROGRAM PLANNING
ON CAMPUS ACTIVITY

For this project, you are the program supervisor/planner for an approved setting and program. It is your responsibility to plan, design and run all aspects of this program from start to finish in the time frame of this semester. At the beginning of this semester, you will select and be assigned a

recreation program and a program supervisor who will guide you through the details of this project. Details about what programs will be selected will be discussed in class.

Performance Criteria: 80% of the students will receive a grade of 70% or better.

Assessed During this Period (Y/N): N

Program Assessment Contact Person: Janice Elich Monroe

Results for Programming Project

Summary of Results: This SLO was not evaluated in this academic year.

Actions to be taken: A new rubric will be developed to assess the students ability to plan implement and evaluate a program.

Reflections/Notes:

▼ Assessment Method: Service Learning I: Programming Agency Supervisor Evaluations
Direct - Other

Details/Description: Students are required to do a 120 hour service learning experience at a local agency focusing on the application of programming skills. Agency supervisors evaluate the students on eight criteria listed in the attached rubric

Performance Criteria: 80% of the student will receive a rating of apprentice (3) or better on all eight criteria

Assessed During this Period (Y/N): YES

Program Assessment Contact Person: Janice Elich Monroe

Supporting Attachments:

 Service Learning I Rubric.pdf (Adobe Acrobat Document)

Results for Service Learning I: Programming Agency Supervisor Evaluations

Summary of Results:

Fall 2017

Scores ranged from 2.75 to 4.25 on a five point scale at midterm and from 2.75 to 4.75 on the final evaluation.

Area that was rated below 3 was legal concepts and risk management.

Spring 2018

Scores ranged from 3.8 to 5 on a five point scale at midterm and from 3.5 to 5 on the final evaluation.

Legal issues and risk management was rated 3.67 during this semester.

Results :

Performance Result: Met

Actions to be taken:

Be sure that legal concepts and risk management are covered in depth in Administration of TR. Also cross check this with Internship evaluations to determine if there is consistency in this response or if it was an agency supervisor perspective.

1. Revisit the structure of the evaluation form and the criteria that are being measured.

2. Have a training session for service learning supervisors that help them understand how to address the criteria that we have delineated and the importance of addressing all criteria as they are part of our accreditation requirements.


Reflections/Notes:


Scores seems to be pretty consistent across semesters.

When the department moved from have two service learning experiences to having one

the evaluation tool was changed to reflect both program planning and administrative functions. Some agency supervisors have indicated that the experiences that they provide do not always cover the spectrum of skills we are seeking to develop. This is indicated in supervisors comments and in the number of N/A's that appear on the evaluation form.

Substantiating Evidence:

 Therapeutic Recreation Fall 2017.xlsx (Excel Workbook (Open XML))

 Therapeutic Recreation Spring 2018.xlsx (Excel Workbook (Open XML))

Outcome: SLO 3: Management and Administration

Demonstrate the ability to relate basic concepts, principles and procedures of management/administration within an agency experience

▼ Assessment Method: Code of Ethics

Direct - Student Artifact

Details/Description:
ethics,

Student will locate an article on TR Code of summarize it and assert and apply a position based on the ATRA Code of Ethics and their assigned ethical perspective.

Performance Criteria:

80% of the students will get a grade of C or better on the assignment

Assessed During this

N

Period (Y/N):

Program Assessment
Contact Person:

Janice Elich Monroe

Results for Code of Ethics

Summary of Results:

This SLO was not assessed during this academic year

Actions to be taken:

New rubric was developed and this SLO will be assessed in 18-19

Reflections/Notes:

▼ Assessment Method: Service Learning II: Administration Agency Evaluations *Direct - Other*

Details/Description:

Students are required to complete a 120 hour Service Learning experience that focuses on administration of recreation programs. During this experience the agency supervisor acts as a mentor and evaluator of student performance. Assessment on eight performance measures is completed using a scale of one to five. See attached rubric.

Performance Criteria:

80% of the students will receive a Score of 3 or better.


Assessed During this Period (Y/N):

YES

Program Assessment
Contact Person:

Janice Elich Monroe

Supporting Attachments:

 Service Learning II Rubric.pdf (Adobe Acrobat Document)

Results for Service Learning II: Administration Agency Evaluations

Summary of Results:

This course is not longer taught. Summary

data from Service Learning One reflects students progress on this SLO. Based on that analysis, students have met this criteria.

Results :

Performance Result: Met

Actions to be taken:

Review Service Learning I assessment. For future assessment separate out program planning assessment criteria from management/administrative functions.

This will enable us to determine if the new course structure provides students with adequate opportunities to meet both SLO's

Reflections/Notes:

The criteria for this measurement have been folded into Service Learning I data

▼ Assessment Method: Standards of Practice

Direct - Student Artifact

Details/Description:

Students demonstrate an understanding of the Standards of Practice by completing an assignment applying the principles to a specific agency. Students will complete an interview of a self-selected TR professional to determine how standards of practice are incorporated into TR policy, procedures, and practice at their agency. Results of the interview will be compiled into a written report and presented to the class. Interview questions will be obtained by using ATRA's Standards for the Practice of Therapeutic Recreation and Self-Assessment Guide. A grading rubric will be provided.

Paper: 2-3 pages (1.5 spacing, 12 pt. font), presentation 20-25 minutes.

Performance Criteria: 80% of the students will receive a grade of C or better on the assignment.

Assessed During this

Y

Period (Y/N):

Program Assessment

Janice Elich Monroe

Contact Person:

Results for Standards of Practice

No Results Added

Outcome: SLO 4: Critical Thinking

Demonstrate the ability to use critical thinking to engage in advocacy, address diversity, and stimulate innovation in professional settings

▼ Assessment Method: : Internship Final Evaluations

Details/Description:

Students are required to do a 12 week internship as a culminating experience. The internship supervisor, (a seasoned recreation professional and mentor) evaluates the students performance on the following criteria: leadership skills; judgement, problem solving and decision making; initiative; creativity; achievement of learning objectives and effective application of knowledge and skills. Students are rated on a four point scale. See attached Evaluation Form

Performance Criteria:

100% of the average student score will be above a 2.8 (Satisfactory) on each criteria.

Assessed During this
Period (Y/N):

YES

Program Assessment

Janice Elich Monroe


Contact Person:

Supporting Attachments:

📎 Internship Rubric.pdf (Adobe Acrobat Document)

Results for : Internship Final Evaluations

Summary of Results:	Summer 2018 Midterm score showed a range of 3.0 to 3.5 with 5/6 being a 3.0 on all criteria (4point scale). Final scores showed an improvement 5/6 scores being 3.5.
Results :	Performance Result: Exceeded
Actions to be taken:	Internship seems to be an effective measure for evaluating this SLO.
Reflections/Notes:	
Substantiating Evidence:	

 TR Internship Assessment Summer 2018.xlsx (Excel Workbook (Open XML))

▼ Assessment Method: : Oral Communication
Direct - Other

Details/Description:	<p>Oral communication skills were assessed of students enrolled in the required capstone course, RLS 45300 Seminar: Professional Development. In this course, students propose and deliver 45-minute presentations, as though they were delivering it at a professional conference. Students choose their own topics related to the profession of recreation and leisure studies.</p> <p>During the spring semester 2016 the instructor for Seminar: Professional Development applied the attached rubric to seven student presentations to measure the competency of the students' oral communication. Six variables related to oral communication were measured: Organization,</p>
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Performance Criteria:

Subject Knowledge, Graphics, Mechanics, Eye Contact, and Elocution. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

RLS Department faculty set the following two criteria for student competency in oral communication:

- (1) 100% of students must rate at the "Apprentice" level or above
- (2) 80% of students must rate at the "Practitioner" level or above

Assessed During this Period (Y/N):
Program Assessment
Contact Person:

YES

Linda Heyne

Supporting Attachments:

 ORAL COMMUNICATION RUBRIC.docx (Word Document (Open XML))

Results for : Oral Communication

Summary of Results:

Spring 18

Criterion 1: 100% of students rate at the "Apprentice" level or above: MET

Criterion 2: 80% of students rate at the "Practitioner" level or above: MET – 90% of the students were rated at the "Practitioner" level or above, surpassing the established criterion.

These results are comparable to the results from previous semester.

Results :


Performance Result: Exceeded

Actions to be taken: The overall performance of RLS students in oral communication has been consistently high for several semesters. These data suggest that the many opportunities students have to deliver oral presentations throughout the curriculum have strengthened their oral presentation skills. It is recommended to continue to provide

students with these opportunities, so they are well prepared to deliver the presentation required for this course as well as professional presentations in the future.

Reflections/Notes:

Substantiating Evidence:

 RLS Oral Communication Assmt SP18.docx (Word Document (Open XML))

▼ Assessment Method: Inclusion and Diversity
Direct - Student Artifact

Details/Description:
Inclusion

Students will complete an assignment, My

Lens, to reflect their understanding of diversity and inclusion.

Performance Criteria:

80% of the students will receive a grade of C or better

Assessed During this
Period (Y/N):

N

Program Assessment
Contact Person:

Linda Heyne

Supporting Attachments:

 Inclusion.Lens.Assignment.F14.pdf (Adobe Acrobat Document)

Results for Inclusion and Diversity

Summary of Results: This assessment was not utilized this reporting period.

The course was taught by part-time faculty.

Actions to be taken:

Assess in 2019-20


Reflections/Notes:

▼ Assessment Method: Research Methods

Direct - Student Artifact

Details/Description:	Research proposal assignment that assesses the student's ability to develop a coherent proposal that demonstrates integration of outside materials, depth of engagement with the topic, an articulate methods section and citations and references. See attached description of assignment and rubric.
Performance Criteria:	80% of the students will receive a grade of B or better on the assignment.
Assessed During this Period (Y/N):	N
Program Assessment Contact Person:	Janice Monroe

Supporting Attachments:

 Research Proposal (Word Document (Open XML))

Results for Research Methods

Summary of Results: 86% of the students received a grade of 80% or better on the proposal project

Results : Performance Result: Exceeded

Actions to be taken: Develop a rubric that helps to identify specific areas that students may need additional exposure and development in.

Reflections/Notes:

▼ Assessment Method: Written Communication

Direct - Student Artifact

Details/Description:

In the required capstone course, RLS 45300 Seminar: Professional Development, all students need to develop a well-researched 7 to 10 page paper on a topic of the student's choosing related to the profession of recreation and leisure studies. To measure student competency at written communication the course instructor applied the attached rubric to the student papers. Seven students were enrolled in the course.

Five variables related to written communication were measured: Meaning, Development, Organization, Language Use, and Conventions. Each student was assessed at one of four levels of competency: Novice, Apprentice, Practitioner, or Expert.

Performance Criteria:

RLS faculty have determined the following two criteria for student competency in the area of written communication:

- (1) 100% of students need to rate at the "Apprentice" level or above
- (2) 80% of students need to rate at the "Practitioner" level or above


Assessed During this Period (Y/N):

YES

Program Assessment Contact Person:

Linda Heyne

Supporting Attachments:

 Written Communication Rubric.docx (Word Document (Open XML))

Results for Written Communication

Summary of Results:

Spring 2018
Criterion 1: 100% of students rate at the "Apprentice" level or above: MET

Criterion 2: 80% of students rate at the "Practitioner" level or above: NOT MET – 75% of RLS students rated at the "Practitioner" level or above, which was 5% below the criterion

Results : Performance Result: Met

Actions to be taken: The department needs to continue to support students in their written communication. Recommended actions include: (a) emphasize the importance of quality written communication, (b) provide careful and constructive feedback on writing errors on students' papers, (c) encourage students to consult the Writing Center prior to submitting written assignments, and (d) give students opportunities to rewrite their papers.

Reflections/Notes: Criterion 1 was met, while Criterion 2 results were 5% below the expectation. This result was similar to previous semesters.

Outcome: SLO 5: Foundational Knowledge

Students will demonstrate an understanding of the philosophical and theoretical foundations of therapeutic recreation.

▼ Assessment Method: NCTRC Certification Exam: Foundational Knowledge
Direct - Other

Details/Description: The NCTRC Certification Exam provide foundational knowledge based on industry standards. These scores will be used to determine if our students have been adequately prepared.

Performance Criteria:	80% of the students will receive a test score that is at or above the minimum acceptable competency level.
Assessed During this Period (Y/N):	Y
Program Assessment Contact Person:	Janice Elich Monroe

Results for NCTRC Certification Exam: Foundational Knowledge

Summary of Results:	NCTRC Comprehensive School Report indicated that 93.8% of the 16 students taking the test had a performance rating at or above the minimum acceptable competency level.
Results :	Performance Result: Exceeded
Actions to be taken:	None.
Reflections/Notes:	

Outcome: SLO 6: Understanding Disability

Students will demonstrate an understanding of various disabling conditions and the role of therapeutic recreation in enhancing independent functioning.

No assessment methods specified

Outcome: SLO 7: Therapeutic Recreation Process

Students will be able to complete client assessment, develop client centered treatment plans, and the ability to design, implement and evaluate client centered intervention programs.

▼ Assessment Method: Person Centered Intervention Planning and Implementation
Direct - Student Artifact

Details/Description:

Students will design, implement and evaluate client centered intervention programs while at the Center for Life Skills. The assignment includes a client centered program plan, implementation evaluation, and post session report on each intervention.

Performance Criteria:

Performance Criteria: 90% of the students will earn a average grade of C or better on these assignments

Assessed During this Period (Y/N):

Y

Program Assessment Contact Person:

Program Assessment Contact Person: Janice Elich Monroe

Supporting Attachments:

 Intervention Evaluation Form.doc (Microsoft Word)

 Post session report form.docx (Word Document (Open XML))

 Program Plan Description Form.docx (Word Document (Open XML))

Results for Person Centered Intervention Planning and Implementation

Summary of Results:

TR Process I - Fall 17
Attendance/Punctuality/Preparedness 5
Safety 5
Goals 4.33
Content presented clearly 4.67
Debrief 3.33

TRII- Spring 18
Attendance/Punctuality/Preparedness 3
Safety 5
Goals 4
Content presented clearly 5

Debrief 4

Results were similar for interventions with other disciplines

Results :


Performance Result: Exceeded


Actions to be taken:

Reflections/Notes:

Results seem consistent across semesters and show growth in the students ability to design implement and evaluate programs.

Substantiating Evidence:

 TR Process I Fall 2017.xlsx (Excel Workbook (Open XML))

 TR Process II Spring 2018.xlsx (Excel Workbook (Open XML))

▼ Assessment Method: Practice and Organization of Thearapeutic Recreation *Direct - Other*

Details/Description:
Practice

NCTRC sub-test exam scores in the area of
of TR/RT and Organization of TR/RT

Performance Criteria:

80% of the students will receive exam scores in these areas that are at or above the minimum acceptable competency level

Assessed During this
Period (Y/N):

Y

Program Assessment

Janice Elich Monroe

Contact Person:

Results for Practice and Organization of Thearapeutic Recreation

Summary of Results: NCTRC Comprehensive Test Results are as follows:

Assessment Process 87.5
% Documentation 87.5%

Implementation 87.5% performance at or above minimum competency.
This represented a 100% pass rate.

Results :

Performance Result: Exceeded

Actions to be taken:

None as we are performing above the national pass rate of 87.5%.

Reflections/Notes:

Last Modified: 02/21/2019 01:27:54 PM EST