

DEPARTMENT OF RECREATION AND SPORT MANAGEMENT  
CORE CURRICULUM AND RECREATION THERAPY CONCENTRATION

ASSESSMENT REPORT

2019-2020



Respectfully submitted by

Syd Sklar

January 2021

## **2019-2020 Assessment Report: Core and Recreation Therapy Curricula**

### **COAPRT Standard 7.0 Learning Outcomes**

Department: Recreation and Sport Management

Contact Person(s): Syd Sklar

#### Introduction:

This assessment report merges two prescribed format/templates into one document. This document is a hybrid adaptation of the USF assessment reporting template and the recommended assessment template of the Council for Accreditation of Recreation, Parks and Tourism Related Professions (COAPRT). Assessment plan and results are presented in a tabular format which aligns program outcomes with specific course outcomes, learning activities (strategies), instruments/performance measures (methods), and performance levels (milestones/metrics). For each individual measurement, results, interpretations, and action steps are also presented.

#### Core Curriculum and RT Concentration Program Outcomes Assessed This Year:

1. Demonstrate the ability to effectively communicate orally about recreation, sport and tourism issues. (COAPRT 7.03)
2. Demonstrate the ability to effectively prepare written materials that address recreation, sport and tourism issues. (COAPRT 7.03)
3. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship. (COAPRT 7.03)
4. Demonstrate the ability to apply critical reasoning skills to leadership, problem-solving and ethical decision-making processes related to policies, procedures and professional issues. (COAPRT 7.03)
5. Demonstrate knowledge of the recreation, sport and tourism professions' scope and practices and the historical, scientific, and philosophical foundations of these professions. (COAPRT 7.01)
6. Demonstrate ability to plan, implement, and evaluate recreation, sport and tourism encounters for target experiential and learning outcomes among diverse clientele, settings, cultures and contexts. (COAPRT 7.02)
7. Demonstrate ability to understand and apply principles and procedures of management and administration, marketing and public relations, finance, and human resources management in organizations that provide recreation, sport and tourism experiences. (COAPRT 7.03)

- 8. Demonstrate through a comprehensive internship the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovations. (COAPRT 7.04)
- OGSM Alignment (state which Objective, Goal or Strategy this outcome connects to in your *division, college or departmental* OGSM; see 3-year assessment plan):

All program outcomes listed above are aligned with RSM Objective 1: Secure and maintain a favorable accreditation review by the Council on Accreditation of Parks, Recreation, and Tourism Related Programs.

- Strategies/Activities/Courses (can include those listed in the OGSM and others you employ; see department/program/curriculum map included in your 3-year assessment plan):

Strategies for assessment including learning activities and respective courses in which they occur, are identified in the assessment report tables below. The RSM assessment plan for the future includes a curriculum map/matrix linking specific learning activities to program outcomes.

- Methods of assessment including instruments, responsible people and timing of data collection (can include information from OGSM Milestones/Metrics as well as other measures in your 3-year assessment plan):

See tables below.

Note regarding COAPRT Standards 7.01.02, 7.02.02, 7.03.02, 7.04.02. These standards are each identical and read as follows:

The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.

As evidence of compliance is not easily adapted to the assessment matrix provided below, evidence is provided at this point in the report.

Evidence of compliance:

The measure used for course embedded assessments is the renamed RSM Professional Competence Assessment Scale (previously named the RSM Portfolio Assessment Rubric). The scale was designed and normed by full-time faculty in collaboration with the former University Assessment Coordinator, and Dean of Teaching and Learning Outcomes Dr. Pam Steinke. Face validity was assured through discussion and comparison of a sample of artifacts, and respective results of faculty assessment of these artifacts. Additionally 100% reliability was found among faculty assessment results throughout the norming process. Validity of the Assessment Rubric scale was further confirmed through review and discussion by the full-time faculty during assessment planning meetings.

The RSM Professional Competence Assessment Scale utilizes the following 3-point scale to evaluate the quality of student work.

1 Point: Entry-level professional competence **not demonstrated** = a score of <70% on the respective assignment

2 Points: Entry-level professional competence **demonstrated** = a score of 70% to 89% on the respective assignment

3 Point: Entry-level professional competence **exceeded** = a score of  $\geq$  90% on the respective assignment.

Course-embedded assessments, learning activities and measures were administered at appropriate points within each respective course. These assessment tools were developed for assessment of student learning outcomes only. They are used to assess student achievement and to inform decisions regarding the academic program. They are not used for any other purpose.

- Results and interpretations:

See tables below.

- Improvements planned (include assessments of improvements in 3-year plan):

See tables below

**Part 1: Direct Measures of Program Outcomes Measured This Year**

**1.1 Core Curriculum Learning Outcomes**

Assessment Plan					Assessment Report	
Program Outcome Measured This Year	Course-Specific Learning Outcome	Evidence of Learning Opportunity	Instrument/ Performance Measures, Responsible Person Date of Collection	Performance Levels/ Metrics	Results and Interpretations: Percentage of students who achieved target	Recommendations, Action Steps & Evidence of Programmatic Decisions
1. Demonstrate the ability to effectively communicate orally about recreation, sport and tourism issues. (COAPRT 7.03)	Advocate a position on a professional issue or trend utilizing the tools of professional communication including oral presentation and electronic audiovisual equipment.	RSTM 422 Advocacy Presentation	Exam rubric Sklar Fall 2019 Spring 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2019, N=6 $\geq 2$ points: 83 % 3 points : 33%  Spring 2020, N=14 $\geq 2$ points: 100% 3 points: 71%	Fall 2019: Met.  Spring 2020: Met
2. Demonstrate the ability to effectively prepare written materials that address recreation, sport and tourism issues. (COAPRT 7.03)	Organize and implement an evaluation project using basic methods of project design including goals and objectives, survey construction, project time-line, sampling procedures, data collection procedures,	RSTM 399 Research Project Final Report	Research Paper Rubric Gabriel Fall 2019	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2019, N = 20 $\geq 2$ points: 100% 3 points : 70%	Fall 2019: Met.

	data analysis, and final report.					
3. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship. (COAPRT 7.03)	Explain the use and management of natural resources	RSTM 323 Legislative Act Research Paper	Legislative Act Rubric Gabriel Fall 2019	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2019, N = 8 $\geq 2$ points: 87.5% 3 points : 25%	Fall 2019: Met.
4. Demonstrate the ability to apply critical reasoning skills to leadership, problem-solving and ethical decision-making processes related to policies, procedures and professional issues. (COAPRT 7.03)	Demonstrate ethical decision-making skills.	RSTM 422 Ethics exam	Exam rubric Sklar Fall 2019 Spring 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2019, N=6 $\geq 2$ points: 50% 3 points : 17 %  Spring 2020, N=14 $\geq 2$ points: 85% 3 points: 42%	Fall 2019: Not met.  Spring 2020: Met  Discussion: In Fall 2019, the small class size and the presence of several consistently under-performing students appears to have skewed the findings in the negative. Given that the targets have been consistently met over the years, and were again met in Spring 2020, no changes are recommended.
5. Demonstrate knowledge of the recreation and sport management	Investigate a variety of professional opportunities in the	RSTM 100 Career Research Paper	Exam Rubric Monu Fall 2019	75% of students will achieve a rating of $\geq 2$ on 3-	Fall 2019, N=15 $\geq 2$ points: 73% 3 points : 20%	Fall 2019: Not met  Discussion: Of the 4 students who did not

<p>professions' scope and practices and the historical, scientific, and philosophical foundations of these professions. (COAPRT 7.01a)</p>	<p>recreation and leisure industry in public, nonprofit, and commercial organizations.</p>			<p>point Professional Competence Scale.</p>		<p>reach the 70%, two of them are no longer at the university. This is a 100 level introduction course where historically we have a few underperforming students.</p>
<p>Demonstrate knowledge of the recreation and sport management professions' scope and practices and the historical, scientific, and philosophical foundations of these professions. (COAPRT 7.01b)</p>	<p>Articulate terms, principles, and benefits associated with inclusion and identify barriers to inclusion.</p> <p>Present and apply principles of inclusive service delivery and practice within a specific recreation experience</p>	<p>RSTM 299 Inclusion Process Paper</p>	<p>Inclusion Process Paper Rubric</p> <p>Monu Spring 2020</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Spring 2020, N= 11 <math>\geq 2</math> points: 82% 3 points : 63%</p>	<p>Spring 2020: Target met.</p> <p>Discussion: According to the assessment direct measurement chart this year we were going to assess the Adaptation and Technique Presentation, but due to going online from COVID that presentation was adapted to another project. To keep our assessment measures consistent we instead measured the inclusion process paper again this year.</p>
<p>Demonstrate knowledge of the recreation and sport management professions' scope and practices and the historical, scientific, and philosophical foundations of these professions. (COAPRT 7.01c)</p>	<p>Discuss philosophical foundations of the profession.</p>	<p>RSTM 422 Philosophy Presentation</p>	<p>Presentation Rubric</p> <p>Sklar Fall 2019 Spring 2020</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Fall 2019, N=6 <math>\geq 2</math> points: 83% 3 points : 50%</p> <p>Spring 2020, N=14 <math>\geq 2</math> points: 100 % 3 points: 71%</p>	<p>Fall 2019: Met.</p> <p>Spring 2020: Met</p>

<p>6. Demonstrate ability to plan, implement, and evaluate recreation, sport and tourism encounters for target experiential and learning outcomes among diverse clientele, settings, cultures and contexts. (COAPRT 7.02)</p>	<p>Demonstrate the ability to design experiences clearly reflecting application and knowledge of relevant facets of contemporary professional practice, science, and philosophy.</p> <p>Demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.</p>	<p>RSTM 211 Debrief Presentation</p>	<p>Debrief Presentation Rubric</p> <p>Monu Fall 2019 Spring 2020</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Fall 2019 N=12 <math>\geq 2</math> points: 91% 3 points: 0%</p> <p>Spring 2020 N=13 <math>\geq 2</math> points: 46% 3 points: 15%</p>	<p>Fall 2019: Target met</p> <p>Spring 2020: Not met</p> <p>Discussion: Spring 2020 was an unusual semester with going online halfway through due to COVID-19. This assignment was in the last week of classes and several students had checked out of classes. Historically, we meet this target and will reference this again in 2021.</p>
<p>7. Demonstrate ability to understand and apply principles and procedures of management and administration, marketing and public relations, finance, and human resources management in organizations that provide recreation, sport and tourism experiences. (COAPRT 7.03)</p>	<p>To apply basic principles of supervisor management related to recreation, park resources, and leisure services.</p> <p>To review policy making procedures</p> <p>To apply fundamental principles and procedures of human resource management.</p> <p>To demonstrate written communication that is organized, follows logical reasoning to problem solving, and uses appropriate</p>	<p>RSTM 325 Administration Case Studies:</p> <p>Case Study #1 – Park Ban on Unattended Holiday Displays</p> <p>Case Study #2 – U.S. Bank Stadium</p> <p>Case Study #3 – School of Rock</p> <p>Case Study #4 – Christian Music</p>	<p>Case Study Rubric</p> <p>Selep Spring 2020</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale (based on average of the four case studies).</p>	<p>Spring 2020 N=9 <math>\geq 2</math> points: 100% 3 points: 44%</p>	<p>Target met</p>



	technical writing skills and writing style.					
Demonstrate ability to understand and apply principles and procedures of management and administration, marketing and public relations, finance, and human resources management in organizations that provide recreation, sport and tourism experiences. (COAPRT 7.03)	To prepare students to learn how to prepare, present, and manage budgets, as well as generate revenues for capital development and day-to-day operations.	RSTM 350 Budget Proposal	Budget Proposal Rubric Gabriel Spring 2019	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2020 N=8 $\geq 2$ points: 87.5% 3 points: 50%	Spring 202: Met.
8. Demonstrate through a comprehensive internship the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovations. (COAPRT 7.04)	Demonstrate preparedness as assessed by the AFE supervisor and agency site supervisor, with regard to professional standards, core AFE competencies, abilities in areas of leadership, organizational skills, professional knowledge, and professional service skills.	RSTM 498 Supervisor Evaluation	Supervisor Evaluation form Sklar Spring 2020 Summer 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2020, N=1 (not analyzed due to low N) Summer 2020, N=4 2 points: 100% 3 points: 100%	Summer 2020: Target met.

	Demonstrate preparedness as assessed by the AFE supervisor and agency site supervisor, with regard to professional standards, core AFE competencies, abilities in areas of leadership, organizational skills, professional knowledge, and professional service skills.	RSTM 498 Supervisor Evaluation	Supervisor Evaluation form Sklar Fall 2019 Summer 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2019, N=1 (not analyzed due to low N)  Summer 2020, N=3 $\geq 2$ points: 100% 3 points: 100%	Summer 2020: Target met.
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## 1.2 Recreation Therapy Concentration Learning Outcomes

The following assessment data reports on targeted learning outcomes in the Recreation Therapy (RT) concentration. Students in the RT concentration are included in the assessment of all Core Curriculum learning outcomes (above) and concentration learning outcomes addressing RT competencies (below). Assessment of the RT concentration specifically addresses COAPRT Outcomes 7.01, 7.02, 7.03, and 7.04, as detailed in the COAPRT *Guidelines for Learning Outcomes for Therapeutic Recreation Education* ([www.nrpa.org/certification/accreditation/coaprt/coaprt-standards/](http://www.nrpa.org/certification/accreditation/coaprt/coaprt-standards/)).

**NOTE: Course with outcomes scheduled for assessment in 2018-2019 were not offered during the assessed academic year. Only RSTM 210 was offered. Therefore only outcomes assessed in RSTM 210 are reported for the 2018-2019 assessment report.**

Assessment Plan						Assessment Report	
Program Outcome Measured This Year	COAPRT Learning Outcome Guideline for TR Education	Course-Specific Learning Outcome	Evidence of Learning Opportunity	Instrument/ Performance Measures, Responsible Person Date of Collection	Performance Levels/ Metrics	Results and Interpretations: Percentage of students who achieved target	Recommendations, Action Steps & Evidence of Programmatic Decisions

<p>5. 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. (COAPRT 7.01)</p>	<p>7.01a- Scope and practice of therapeutic recreation.</p>	<p>Attend a professional conference, and critique in light of course concepts.</p>	<p>RSTM 333- Conference participation reflection</p>	<p>Sklar Fall 2019</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Fall 2020 N=14 <math>\geq 2</math> points: 100% 3 points: 71%</p>	<p>Target met.</p>
<p>See above.</p>	<p>7.01a- Scope and practice of therapeutic recreation.</p>	<p>Outline professional credentialing requirements and practices.</p>	<p>RSTM 405- NCTRC Practice Test</p>	<p>NCTRC Practice Test questions  Carter Spring 2020</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>N=13 <math>\geq 2</math> points: 30% 3 points: 0%</p>	<p>Target not met.  Discussion/ recommendation: The purpose of this test is to provide students a mock NCTRC certification exam experience and help them to identify knowledge deficits. It revealed significant knowledge gaps that might be addressed prior to the practice test. Normally, prior to the test, only one</p>

							class period/lesson has been devoted to NCTRC test knowledge and preparation. The next time this course is offered, an additional two class periods will be offered to address the knowledge areas.
See above.	7.01b- Techniques and processes	Develop an evidence- based practice protocol and proposal.	RSTM 405-  Evidence- based-practice research paper and protocol	Carter Spring 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=13 $\geq 2$ points: 84 % 3 points: 36 %	Target met.
See above.	7.01c-History, philosophy, theory and science.	Apply a critical analysis of therapeutic recreation practice models.	RSTM 405-  Practice Models Discussion	Carter Spring 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=13 $\geq 2$ points: 84% 3 points: 76%	Target met
6. Students graduating from the program shall demonstrate the	7.02a-Outcomes: Assessment	Evaluate therapeutic recreation	RSTM 335- Assessment Reviews	Assessment Review rubric  McCauley	75% of students will achieve a rating of $\geq 2$ on	N=13 $\geq 2$ points: 100% 3 points: 100%	Target met.

<p>ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity. (COAPRT 7.02)</p>		<p>assessment instruments.</p>		<p>Spring 2020</p>	<p>3-point Professional Competence Scale.</p>		
<p>See above.</p>	<p>7.02b-Outcomes: Planning</p>	<p>Develop a comprehensive therapeutic recreation program plan according to professional standards of practice.</p> <p>Design a specific therapeutic recreation program plan including the following components: terminal program objectives, enabling objectives, performance measures, content, process,</p>	<p>RSTM 331- Program Plan Document (Comprehensive and Specific) Nagle Fall 2020</p>	<p>Program Plan (Comp. and Specific) Rubric Nagle Fall 2019</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>N=14 <math>\geq 2</math> points: 92% 3 points: 71%</p>	<p>Target met.</p>

		sequence sheet, and implementation plan.					
See above.	7.02c-Outcomes: Implement	Design and implement one-to-one and unit wide TR intervention programs.  Demonstrate TR group leadership skills including environmental considerations, motivational strategies, and instructional techniques.	RSTM 333-Lesson Facilitation (2nd round)	Leadership Rubric  Sklar Fall 2019	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=14 $\geq 2$ points: 100% 3 points: 100%	Target met.
See above.	7.02d-Outcomes: Document	Develop a comprehensive therapeutic recreation program plan according to professional standards of practice.  Design a specific therapeutic	RSTM 331-Program Plan Document (Comprehensive and Specific)	Program Plan (Comp. and Specific) Rubric  Nagle Fall 2019	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=14 $\geq 2$ points: 92% 3 points: 71%	Target met.

		recreation program plan including the following components: terminal program objectives, enabling objectives, performance measures, content, process, sequence sheet, and implementation plan.					
See above.	7.02e-Outcomes: Evaluate	Design an individualized treatment program plan based on assessment results for the purpose of placing clients into programs. Design an individualized progress note to record client regression, stabilization, or progression	RSTM 335-Documentation Project	Documentation Project Rubric McCauley Spring 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=13 $\geq 2$ points: 84% 3 points: 84%	Target met.

		toward treatment goals.					
7. Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services. (COAPRT 7.03)	7.03-Administration & Management	Interpret and apply principles of ethical decision making and moral reasoning.	RSTM 405-Ethics Case Study	Assignment Rubric Carter Spring 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=13 $\geq 2$ points: 100 % 3 points: 100%	Target met.
8. 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. (COAPRT 7.04)	7.04-Internship	AFE students will prepare an electronic portfolio demonstrating professional skills and competencies.	RSTM 498-(RT-only) Portfolio Sklar Summer 2020	Portfolio Rubric	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	N=4 $\geq 2$ points: 100% 3 points: 100%	Target Met
See above.	7.04-Internship	Each student, by the end of the semester, will be able to demonstrate entry-level	RSTM 498-(RT-only) Supervisor Evaluation Sklar	Supervisor Evaluation Form	75% of students will achieve a rating of $\geq 2$ on 3-point Professional	N=4 $\geq 2$ points: 100% 3 points: 100%	Target Met



		professional competencies.	Summer 2020		Competence Scale.		
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## Part 2: Indirect Measures

### 2.1 Alumni Survey 2018

The following are the results of the most recent alumni survey, collected from 2018 graduates.

<b>Alumni Survey: 2018 BA Recreation &amp; Sport Management Graduates (n=5/10=50%)</b>					
Please indicate how strongly you agree or disagree with the following statements:					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am satisfied with the quality of academic advising I received from my RSM advisor.	40%	60%	0%	0%	0%
I am satisfied with the quality of career guidance I received from my RSM advisor.	40%	20%	20%	20%	0%
I was able to find a position in my chosen career within six months of graduation.	40%	40%	0%	0%	20%
I would recommend the USF RSM program to others.	40%	20%	20%	20%	0%

Please rate the statements on how well the RSM program prepared you for an entry-level job as a leisure services professional. The RSM program prepared me to:					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effectively communicate orally about professional issues.	40%	60%	0%	0%	0%
Effectively prepare written materials that address professional issues.	40%	60%	0%	0%	0%
Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship.	60%	40%	0%	0%	0%
Apply critical reasoning skills to leadership, problem-solving and ethical decision-making processes related to policies, procedures and professional issues.	60%	40%	0%	0%	0%
Demonstrate foundational knowledge of the profession, including scope and practices of the profession, and historical, scientific, and philosophical foundations.	40%	40%	20%	0%	0%
Plan, implement, and evaluate recreation, sport and tourism encounters for target experiential and learning outcomes among diverse clientele, settings, cultures and contexts.	40%	20%	20%	20%	0%
Apply principles and procedures of management and administration, marketing and public relations, finance, and human resources management.	40%	20%	0%	0%	40%

Please indicate how strongly you agree or disagree with each of the statements.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My internship prepared me to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovations.	60%	20%	0%	20%	0%
Overall, the RSM program prepared me for an entry-level job in my chosen career.	40%	40%	20%	0%	0%
Comments:					
I think what this program in general lacks is preparation for the nctrc exam and if they added that more into the curriculum then they would run a much better program for students					
One concept to address within the TR program concentration is NCTRC exam preparedness. Myself and quite a few other TR students had discussed feeling unprepared or underprepared, or uncertain regarding the exam. An elective class for exam preparation, review, study tips, etc. should be incorporated into the TR concentration. While I was prepared for the career field, the credentialing associated with the career was hardly addressed during my education. The addition of a prep class would truly solidify the TR program at USF, as well as boost the preparedness of future professionals.					

The classes themselves were very informational yet not as practical in gaining a post-graduation career. I believe more classes should've prepared us for real scenarios in the work force and what organizations such as park districts, athletic centers, etc. are looking for. Most IPRA jobs either require more years of experience for an initial position or working experience in the field (and a 1 semester internship isn't enough). Techniques on following-up with employers would be helpful as well, since the park districts especially never seem to reply either way.

### **Interpretation of Results:**

With an N of 5 responses and a 50 percent return rate, these interpretations are made cautiously, with an acknowledgement that these results may not be representative. It is noteworthy, however, that two students indicated a need for expanded preparation for the NCTRC examination. Although an entire 2-week NCTRC exam prep unit is taught in RSTM 405 (a senior-year course), it is possible that some students take the course in their junior year. Additionally, material may not be fresh by the time students take the exam in their senior year or after graduation. In spite of this concern, USF's NCTRC exam pass rates have trended upward over the last several year. Otherwise, the items were rated mostly as "agree" or "strongly agree" in all areas indicating strong alumni satisfaction.

### **Recommendations, action steps, and evidence of programmatic decisions:**

During the Spring 2021 semester, Dr. Sklar will pilot an NCTRC exam preparation session with students who are in their final year. Recent alumni will also be invited to participate.

### **2.2 Portfolio External Evaluations**

Students are required to obtain an external evaluation of their electronic professional portfolios by a professional in the field, as approved by faculty. The evaluator may not be a USF employee. The following is a summary of external evaluation results collected during Fall Semester 2019 and Spring Semester 2020.

**External reviewer ratings of portfolio format, design, content and overall entry-level job candidacy. N=13**

<b>Format and Design</b>	<b>Exceeds 3</b>	<b>Demonstrates 2</b>	<b>Partially Demonstrates 1</b>	<b>Not Present 0</b>
1. Format and design portrays the student in a professional manner.	6	6	1	0
2. Website design, content, and navigation is logically organized	8	5	0	0
3. Website is easily navigated.	7	6	0	0
4. Links are operable.	6	5	0	0
5. Utilizes legible and consistent typefaces.	9	5	0	0

6. Demonstrates appropriate and professional use of language, correct terminology, grammar, punctuation, and general writing conventions.	4	6	3	0
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<b>Portfolio Content</b>	<b>Exceeds 3</b>	<b>Demonstrates 2</b>	<b>Partially Demonstrates 1</b>	<b>Not Present 0</b>
7. Contains a professional headshot, welcome message, brief statement of career goal(s) and brief professional philosophy statement. (n=8)	5	6	2	0
8. Includes a professional-grade resume.	5	3	3	2

9. Demonstrates knowledge of professional foundations (i.e. nature and scope of the profession, techniques and processes used, and foundation in history, science, and philosophy). (COAPRT 7.01)	6	7	0	1
10. Demonstrates knowledge of program design, implementation, and evaluation methods. (COAPRT 7.02)	6	5	2	0
11. Demonstrates knowledge of management and administrative principles and practices.  (COAPRT 7.03)	1	6	1	0
12. Highlights selected work/artifacts in a prominent and effective manner.	7	6	1	0
13. Highlighted work is relevant and appropriate.	8	2	3	0



<b>Overall Impressions</b>	<b>Exceeds 3</b>	<b>Demonstrates 2</b>	<b>Partially Demonstrates 1</b>	<b>Not Present 0</b>
14. Based on your impression of this portfolio, how would you rank this student's potential candidacy for an entry-level professional position within his or her area of interest? (COAPRT 7.01, 7.02, 7.03)	7 54%	4 31%	2 18%	0 0%

**Aggregate external reviewer comments**

**Format and Design Strengths:**

Very clearly presented.
Great organization of content
Easy to read and flows well. I like the different examples given under education.
Very well designed and easy to follow portfolio! Good introduction into who you are and your experience in the industry.

A lot of variety in content provides reader with a strong picture of candidate without being overwhelming. The layout is easy to follow and logical in terms of what employers would want to know first.

The design made it very easy to navigate and read all of the content. It was clean and professional looking.

Sentence structure, content organization, and spelling is great. See attached

Design and Strength of this Portfolium page is informative and direct. Easy to read, navigate, and plenty of personal/professional information.

Easy to use even without knowledge of the portfolium platform, grouped well in categories, links consistent with what they said they would be.

Format is appropriate.

**Format and Design Suggestions:**

Review grammar and sentence structure.

Could use some work on professional aspect

In the certification section, lead with Wilderness First responder, before cpr and epi (as they are part of the WFR certification process). In accomplishments, give brief description of what the campus challenge is.

I didn't see any links but other than that I thought the format was great!

Some verb tenses, plurals and capitalization could be cleaned up under Work Experience, Skills and Courses. I think that attention to detail goes a long way with potential employers.

Links: When I clicked on the USF link, it brought me to a page of projects. When I started going through the projects, only 2 were yours (the first two), but I was a little confused as to why everyone else's projects were on that page. Also, when I clicked on JJC link, it doesn't really have any info.

N/A - I appreciated the simple professional look of it.

Some work can be done with not repeating words in the same sentence, use of commas, and use of verbs. See attached for details

Some verbiage can be re-worded in some sections, but strong information is portrayed. Job descriptions and tasks can be a bit more informative and can be written in a way to hold more value than title may suggest.

"University" should always be capital, just should be double checked.

Some duplicating information regarding clubs and athletics but it fills in the spaces, so it does not have an empty space, so it works nicely.

I would look at size of font. It is small compared to the left side bar of skills, search, program development etc. I think the overview and Introduction could match font size to feel fluid with the page, which will reduce strain on the eye to adjust to the 4 different font sizes.

**Content Strengths:**

<p>It is easy to see the interest and passion for the field through the experiences shared especially within the Outdoor Public Policy and Outdoor Recreation Integration.</p>
<p>Highlighted work is professional &amp; relevant</p>
<p>Great job on listing different work experiences.</p>
<p>Artifacts relate well to the profession and the content of the artifacts are well thought out. The budget proposal was very well done!</p>
<p>Your 2 projects posted are big works and very strong (I read the KCOEC one completely when you first sent it). I'm not sure how many people would read them through. Content is directly related to your field and not extraneous.</p>
<p>The content all related directly to TR and working with this population. It was easy to find your experience and what you have done in this field already.</p>
<p>Examples in portfolio and highlighted work are relevant. Resume is professional.</p>

Content is fantastic and displays a multitude of information/range of Michael' abilities.  
Groups projects showcase lots of groupwork and can be successful in that aspect.

Examples of projects shows a variety of experiences, research and written skills.

Candidate has shared a good variety of artifacts that demonstrate entry-level knowledge for some items. However, other artifacts should be provided if possible and available.

### **Content Suggestions:**

In consideration of the rugby reference during the Final

Applied Project I think a lot can be taken and shared

about experiences had during rugby without

addressing drinking as much.

Review grammar and sentence structure.

Needs more content in highlighted work

I would go into a little more detail about what you have done for each work experience. More than just one sentence. Really show your strength and what you have done.

Maybe just add a few more artifacts to strengthen and diversify the work you want to highlight. The trip power point could be strengthened with visuals to keep the attention of the participants.

I found the resume link but could not open it. I didn't see much on personal philosophy. Is there a paper you could add as a project? Perhaps you could add something to your opening statement. If your goal is to work with students, it would be nice to see a project based on past and current trends in OE and why it is important to you to be involved in that work.

N/A - very clear

Although it is located in the resume, I think the outdoor experience log would fit appropriately in the portfolio section.

I would also like to see work samples of program design, if possible (e.g. outline of a climbing workshop or trip that was planned)

Though marketing content was a job responsibility in 2 positions, there could be examples in the portfolio

Show any individual projects to showcase individual skills outside of working in a group.

I would like to see a resume that is laid out better, perhaps in three sections. Top is personal and contact info, second is education, third is experiences. I would also like to see the wording and responsibilities of each job described and conveyed in a more professional manner. Instead of checking off the boxes of doing the job responsibilities list, give me the big picture of what you did/were responsible for and then give me specifics on how you did this. The basics are there, but it needs to be crafted into a polished resume.

Related work history is not present beyond volunteer activities. In addition to volunteer activities, candidate should also provide information on professional development experiences, i.e. conference attendance to demonstrate activity in the profession. Candidate still needs to populate items that

**Overall Impressions:**

Hirable based on his enthusiasm for the field of recreation.

Has enough to be hired at professional level

I would hire \_\_\_\_\_ based on the portfolio. I thought she did a great job!

seems poised to enter the outdoor workforce with ease!

Your portfolio tells me that your education is based on your passion; it's supported by your work experiences. USF seems to offer a strong variety of classes for your major. I can tell you love what you do and you are capable.

Also, this is the first time I have seen an e-portfolio. It seems to be a great way to showcase your work with the links to projects.

\_\_\_\_\_ has a lot of great experience in this field and would be an asset to any agency. Her "hire-ability" is beyond others I have seen or worked with recently.

This student is a strong candidate in terms of the portfolio's content, organization, spelling & grammar – you'd be surprised how many resumes & cover letters I see with spelling errors. They also demonstrate an entry-level amount of work experience

I would hire based on e-portfolio. I believe the examples of work, accomplishments, (professionally, personally, and athletically) and education examples would put Michael in the top list of candidates for any position.

The e-portfolio would put her in the category to consider. I feel with a tweak to her introduction that highlights her "why" for serving individuals with disabilities as well as improvements to her resume would create a stronger pull for wanting to speak to her or bring her in for an interview.

The student could benefit from more work experience rather paid position or volunteering with various agencies.



From this e-portfolio alone it would be difficult to say this applicant would be at the top of the list for an interview. Finding the specific information or the most important such as the resume was more difficult than may be preferred by an HR manager for entry level interviews. The student has good experience in Special Recreation however may benefit from additional experience in other backgrounds. Having taken on the role of Site Director this applicant would stand out, as staff supervision is a great indicator of experience in the field. If student were to highlight these types of experiences, they would be a great entry level candidate.

This student would be hireable. The content proves her knowledge and understanding of the TR field. Her resume shows experience and willingness to work.

**Additional Comments:**

As all professionals should, of any level, continue to learn and grow as the field is ever adapting.

Make portfolio more professional to impress

I am excited to see where her passion takes her and how she makes an impact on our field!

I think you should add more detail to your work experience; Philmont should include the fact that you were leading (how many?) treks with groups of 8-10 coeds, etc. Your experience plus your education is what will make you a favored candidate for any job.

Keep up the great work! You are an asset to any agency and will go far in this profession!

I do not get a clear sense of this person as much as I would like. They have great general experience in everything, but given that experience, what do they want to do? For example, in the resumes I review for coordinators of Adventure, I want to see a candidate communicate what it is about the college setting or with college students that makes them want to work here, and what areas of adventure they most enjoy – is it indoor climbing? Large events like a climbing comp? Is it the relationships that develop on expedition trips? Or the change in relationship students have with nature after a preservation service project? What excites that candidate?

Strong portfolio, some housekeeping things, but very minor changes in my mind.

Regardless of the path Michael decided to take after college, this portfolio is a great testament to his education and drive to succeed.

Knowing some of what Lindsay has experienced while working, I do not think all of this good experience is reflected in resume.

Student's artifacts have several typos and some grammatical adjustments to make.

### **Interpretation of Results:**

This assignment is a formative external evaluation which provides feedback to students as they develop their portfolios. The professionals appear to have given good critical feedback to support student improvement of the portfolio. Despite comments reflecting shortcomings in the presentation of some portfolios, on the question "Based on your impression of this portfolio, how would you rank this student's potential candidacy for an entry-level professional position within his or her area of interest?" professionals rated 7 portfolios (54%) as exceeding expectations, and 4 portfolios (31%) as meeting expectations. Stated differently, 85 percent of student portfolios met or

exceeded entry-level competency expectations. This finding is identical to the 2018-2019 assessment report suggesting consistent performance among students.

**Recommendations, action steps, and evidence of programmatic decisions:**

The results of this formative assignment suggest the program overall is largely meeting the goal to prepare students for entry-level positions in the field. For students who are falling short at this point in the program, they are gaining valuable feedback which can serve as a “wakeup call” to help them understand and adjust to professional expectations before they go on the job market. This particular assignment seems to be working effectively, and does not seem in need of any changes pertaining to the content.

However, feedback gleaned from other sources, including course evaluations and informal student comments have indicated dissatisfaction with both the structure, function, and utility of the Portfolium platform which has been used for portfolio development. At a RSM faculty meeting in December 2020, the faculty decided to transition the Professional Portfolio assignments to the LinkedIn platform. LinkedIn has become a standard across most industries. Human resource and other hiring professionals are known to use the platform as standard procedure for evaluating candidates. Thus, transitioning the portfolio assignment to LinkedIn may better position students for employment while achieving program assessment objectives as they currently stand.

**2. 3 NCTRC Exam Results**

The National Council on Therapeutic Recreation Certification provides an annual School Report on three-year period pass rates of students from respective institutions which have had at least 10 students sit for the exam during the three-year period. In the years 2017-2019, USF did not produce enough students to sit for the exam. Thus, a School Report was not provided and could not be included in this assessment report.