

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

ASSESSMENT REPORT

2020-2021



Respectfully submitted by

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November 22, 2021

## 2020-2021 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)	<a href="#">RSTM 100 - Intro to Recreation &amp; Leisure Delivery Services</a>  Identify current trends and issues associated with professionalism in recreation and leisure	<a href="#">Issues &amp; Interview Presentation</a>	<a href="#">Issues &amp; Interview Rubric</a>  Monu  Fall 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2020, N=10 $\geq 2$ points: 100% 3 points : 80%	Fall 2020: Met  Decision: Student performance in this assignment both meet and exceed expectations, therefore assignment will continue unchanged.
1. Demonstrate the ability to effectively prepare written materials that address recreation, sport and tourism issues. (COAPRT 7.03)	<a href="#">RSTM 422-Senior Seminar</a>  Develop a position paper on a current professional issue or trend.	<a href="#">Professional Advocacy Manuscript</a>	<a href="#">Professional Advocacy Manuscript Rubric</a>  Sklar  Fall 2020 Spring 2021	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2020, N=7 $\geq 2$ points: 100% 3 points : 42%  Spring 2021, N=5 $\geq 2$ points: 100% 3 points: 80%	Fall 2020: Met  Spring 2021: Met  Decisions: Student performance in this assignment both meets and exceeds expectations. Performance seems stable. Continue assignment unchanged.

<p>2. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship. (COAPRT 7.03)</p>	<p><a href="#">RSTM 200: Outdoor Leadership</a> Establish a personal interaction with the natural environment &amp; explore one's spiritual sense of self within the natural world.</p>	<p><a href="#">Nature Readings &amp; Reflection</a></p>	<p><a href="#">Reading Reflection Rubric</a>  Gabriel  Spring 2021</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Spring 2021, N=6 <math>\geq 2</math> points: 83% 3 points: 67%</p>	<p>Spring 2021: Met  Decisions: Students continue to engage well with the reflective material provided and create good insight into the future experiences of the expedition portion. Continue to utilize the readings and examine new additions as well.</p>
<p>3. 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)</p>	<p><a href="#">RSTM 350: Fiscal Management and Marketing</a> Students will be able to identify trends and issues within the professional relating to successful business practices.</p>	<p><a href="#">SWOT Analysis</a></p>	<p><a href="#">SWOT Analysis Rubric</a>  Gabriel  Fall 2020</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=6 <math>\geq 2</math> points: 83% 3 points : 33%</p>	<p>Fall 2020: Met  Decisions: The Strengths and Weaknesses portions of the SWOT analysis continue to be easily understood by the students, but the Opportunities and Threats areas, while acceptable, could use more time in discussion and explanation. In the future, additional class time will be devoted (approx 20 min) to this instruction through lecture and case study analysis.</p>
<p>4. Demonstrate knowledge of the recreation and sport management professions' scope and practices and the historical,</p>	<p><a href="#">RSTM 100 - Intro to Recreation &amp; Leisure Delivery Services</a> Identify current trends and issues associated</p>	<p><a href="#">Careers in Recreation Research Paper</a></p>	<p><a href="#">Careers in Recreation Research Paper Rubric</a>  Monu</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional</p>	<p>Fall 2020, N= 10 <math>\geq 2</math> points: 80% 3 points : 40%</p>	<p>Fall 2020: Met.  Decisions: The large majority of students met this target. Two students who did not meet the target struggled with</p>

<p>scientific, and philosophical foundations of these professions. (COAPRT 7.01a)</p>	<p>with professionalism in recreation and leisure</p>		<p>Fall 2020</p>	<p>Competence Scale.</p>		<p>college rigor and are no longer at the university.  The assignment will continue unchanged.</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><a href="#">RSTM 211 - Program Design &amp; Leadership Methods in Recreation Services</a>  Demonstrate the ability to design experiences clearly reflecting application and knowledge of relevant facets of contemporary professional practice, science, and philosophy.</p>	<p><a href="#">Program Manual</a></p>	<p><a href="#">Program Manual Rubric</a>  Monu  Spring 2021</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Spring 2021, N= 13 <math>\geq 2</math> points: 70% 3 points: 30%</p>	<p>Spring 2021: Not Met  Decisions: Students completed this project in a group, two of the three groups met the target. One group of four students did not meet the target. They struggled working as a group. Half of the program manual is due throughout the semester in smaller portions, those were completed. The other half of the manual was discussed in class but not submitted as an assignment. That half of the manual is what they did not complete. This year's outcome of "not met" is an outlier compared to previous years in which the outcome has been consistently met. We believe this is attributable to poor leadership within a specific group of four students.</p>

						Monitor this outcome going forward. In the future, continue to check-in with groups on their progress.
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)	<a href="#">RSTM 100 - Intro to Recreation &amp; Leisure Delivery Services</a>  Understand the historical contexts that have developed the field of recreation to its current form.	<a href="#">Historical Research Paper</a>	<a href="#">Historical Research Paper Rubric</a>  Monu  Fall 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2020, N=10 $\geq 2$ points: 60% $\geq 3$ points : 20%	Fall 2020: Not Met.  Decisions:  Four out of ten students struggled with academic rigor in general and specifically on this assignment.  This year's outcome of "not met" is an outlier compared to previous years in which the outcome has been consistently met. Changes are not recommended at this time. Monitor this outcome going forward.
5. Demonstrate ability to plan, implement, and evaluate recreation, sport and tourism encounters for target experiential and learning outcomes among diverse clientele, settings, cultures	<a href="#">RSTM 211 - Program Design &amp; Leadership Methods in Recreation Services</a>  Demonstrate the ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.	<a href="#">Animation Plan</a>	<a href="#">Animation Plan Rubric</a>  Monu  Spring 2021	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2021, N= 13 $\geq 2$ points: 100% $\geq 3$ points: 46%	Spring 2021: Met  Decisions: Students were all successful with this assignment.  The assignment will continue unchanged.



and contexts. (COAPRT 7.02)						
6. 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)	<a href="#">RSTM 350: Fiscal Management and Marketing</a>  Students will be able to combine the elements of a marketing mix and develop marketing strategies to achieve marketing objectives	<a href="#">Marketing Plan</a>	<a href="#">Marketing Plan Rubric</a>  Gabriel  Fall 2020	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2020, N=6 $\geq 2$ points: 100% 3 points : 50%	Fall 2020: Met  Decisions: The large marketing plan continues to be a challenging yet useful project for students seeking to better understand the purpose and process of marketing in the recreational field. No changes to this project are currently advised.
7. 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)	<a href="#">RSTM 498-Advanced Field Experience</a>  Each student, by the end of the semester, will have had the opportunity to utilize the tools of professional communication and apply writing skills through AFE reports, special project report and reflection paper.	<a href="#">Special Project Report</a>	<a href="#">Special Project Report</a>  Sklar  Fall 2020 Spring 2021 Summer 2021	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2020, N=1 Spring 2021, N=2  Total N=3 $\geq 2$ points: 100% 3 points : 33%	AY 2020-2021: Met  Decisions: Each special project is contextual to the student and the needs of the internship site/agency. All students met performance expectations, and in most cases they exceeded expectations. Continue assignment unchanged.  Note: Due to the small N, generalized conclusions may not be made, however, the current findings are aligned with past findings.

<p>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)</p>	<p><a href="#">RSTM 498-Advanced Field Experience</a></p> <p>Each student, by the end of the semester, will have had the opportunity to utilize the tools of professional communication and apply writing skills through AFE reports, special project report and reflection paper.</p>	<p><a href="#">Special Project Report</a></p>	<p><a href="#">Special Project Report</a></p> <p>Gabriel</p> <p>Summer 2021</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Summer 2021, N=5</p> <p><math>\geq 2</math> points: 100%</p> <p>3 points : 60%</p>	<p>Summer 2021: Met</p> <p>Decisions: Each special project is contextual to the student and the needs of the internship site/agency. All students met performance expectations, and in most cases they exceeded expectations. Continue assignment unchanged.</p>
<p>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)</p>	<p><a href="#">RSTM 498-Advanced Field Experience</a></p> <p>Each student, by the end of the semester, will have had the opportunity to utilize the tools of professional communication and apply writing skills through AFE reports, special project report and reflection paper.</p>	<p><a href="#">Special Project Report</a></p>	<p><a href="#">Special Project Report</a></p> <p>Monu</p> <p>Fall 2020 Spring 2021</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Summer 2021, N=1</p> <p><math>\geq 2</math> points: 100%</p> <p>3 points: 100%</p>	<p>Summer 2021: Met.</p> <p>Decisions: Each special project is contextual to the student and the needs of the internship site/agency. All students met performance expectations, and in most cases they exceeded expectations. Continue assignment unchanged.</p>

## 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: Many courses with outcomes scheduled for assessment in 2020-2021 were not offered during the assessed academic year. Only RSTM 210 and RSTM 498 were offered. Therefore only outcomes assessed in these two courses are reported for the 2020-2021 assessment report. For additional outcome reporting using the most recent available data, please review the [AY 2019-2020 Assessment Report, Section 1.2-Recreation Therapy Concentration Learning Outcomes, pages 12-19.](#)**

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
<ul style="list-style-type: none"> <li>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)</li> </ul>	7.01a- Scope and practice of therapeutic recreation.	<a href="#">RSTM 210- Foundations of Recreation Therapy</a>  Demonstrate awareness of CTRS job roles and responsibilities in various settings.	<a href="#">Site Visit Project</a>	<a href="#">Site Visit Project Rubric</a>	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2021, N=4 $\geq 2$ points: 100 % 3 points: 100%	Spring 2021: Met  Decisions: Students effectively wrote about their experiences observing at an agency and interviewing a CTRS. Continue assignment unchanged.

See above.	7.01b-Techniques and processes	Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .	NA	NA	NA	NA	NA
See above.	7.01c-History, philosophy, theory and science.	Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .	NA	NA	NA	NA	NA
<ul style="list-style-type: none"> <li>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity. (COAPRT 7.02)</li> </ul>	7.02a-Outcomes: Assessment	Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .	NA	NA	NA	NA	NA
See above.	7.02b-Outcomes: Planning	Courses assessing this	NA	NA	NA	NA	NA

		outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .					
See above.	7.02c-Outcomes: Implement	Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .	NA	NA	NA	NA	NA
See above.	7.02d-Outcomes: Document	Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .	NA	NA	NA	NA	NA
See above.	7.02e-Outcomes: Evaluate	Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a> .	NA	NA	NA	NA	NA

<ul style="list-style-type: none"> <li>Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services. (COAPRT 7.03)</li> </ul>	7.03-Administration & Management	<p>Courses assessing this outcome were not offered. See <a href="#">2019-2020 Assessment Report (AR)</a>.</p>	NA	NA	NA	NA	NA
<ul style="list-style-type: none"> <li>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)</li> </ul>	7.04-Internship	<p><a href="#">RSTM 498-Advanced Field Experience</a></p> <p>Each student, by the end of the semester, will have had the opportunity to utilize the tools of professional communication and apply writing skills through AFE reports, special project report and reflection paper.</p>	<a href="#">Special Project Report</a>	<p><a href="#">Special Project Report</a></p> <p>Sklar</p> <p>Fall 2020 Spring 2021 Summer 2021</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=4 Spring 2021, N=3 Summer 2021, N=2</p> <p>Total N=9 <math>\geq 2</math> points: 89% 3 points : 78%</p>	<p>AY 2020-2021: Met</p> <p>Decisions: Each special project is contextual to the student and the needs of the internship site/agency. All students met performance expectations, and in most cases they exceeded expectations. Continue assignment unchanged.</p>

**Secondary Direct Measure: NCTRC Exam Results**

The National Council on Therapeutic Recreation Certification provides an annual *NCTRC Exam School Report* on three-year period pass rates of students from a respective institution which has had at least 10 students sit for the exam during the three-year period. The following April 2021 School Report covers the testing period of 2018-2020 and is the most recent available. Prior to this report, the most recently available results were reported in 2019 for the testing period of 2016-2018.

Correspondence of *NCTRC Exam School Report* to COAPRT Learning Outcomes:

The COAPRT 7.01, 7.02, and 7.03 Student Learning Outcomes correspond the NCTRC Exam Knowledge Domains as indicated below:

COAPRT 7.01: Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.

- Foundational Knowledge

COAPRT 7.02: Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity. (COAPRT 7.02)

- Assessment Process
- Documentation
- Implementation

COAPRT 7.03: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/ administration of therapeutic recreation services.

- Administration of TR/RT Service
- Advancement of the Profession

Evidence of standards 7.01.01, 7.02.01, 7.03.01, and 7.04.01 (“Students are provided with sufficient opportunities to achieve this learning outcome,”), in relation to the NCTRC Exam School Report, can be found in [RSM Course Syllabi](#), [Assignments](#), and [Academic Degree Plans](#).

Additionally,, the *NCTRC Exam School Report* and subsequent RSM Interpretation of Results and RSM Recommendations, Action Steps, and Evidence of Programmatic Decisions fulfill the following 7.0 series criteria:

7.01

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

7.02

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

7.03

7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

7.03:04 Results of learning outcomes assessment are used for monitoring and improving quality.



This report contains data from the NCTRC examination delivered during the 2018, 2019, and 2020 testing windows. The report summarizes the total and content area test performances of candidates who indicated on their NCTRC registration forms that they are graduates of your institution with degrees in Therapeutic Recreation; the school sample consists of all candidates with valid scores from your institution. National comparison data is also provided for all candidates who tested during the testing windows. School reports have been produced only for institutions with 10 or more NCTRC candidates.

The scaled scores for the NCTRC examination range from 20 to 95, with the scaled passing score equal to 55. Failing candidates receive a score report with a scaled score between 20 and 54 and their pass/fail status. Passing candidates only receive notification that they passed the examination. The **Total Score Information** area of your school report includes the sample size (**N**), the pass rate (**% Pass**), and the failure rate (**% Fail**) for the students included in your school sample. For comparison purposes, the same information is provided for the national sample. Both your school and the national samples include all candidates tested within the testing windows.

Performances in the content areas mentioned above are provided in the **Domain Score Information** area of the report on the attached page. The six content areas that comprised the NCTRC examination are: (1) *Foundational Knowledge*, (2) *Assessment Process*, (3) *Documentation*, (4) *Implementation*, (5) *Administration of TR/RT Service*, and (6) *Advancement of the Profession*.

Diagnostic scaled scores of either 1 or 2 are calculated for each student from your school for each content area. The diagnostic score levels are defined as follows:

1. *Performance is below the level of minimum competence*
2. *Performance is at or above the level of minimum competence.*

The **Domain Score Information** report section provides the following statistics for the content areas:

Of the total number of students in your school sample, the count (**N**) and percent (%) is presented at each diagnostic score level for each of the content areas.

The content area scores are only reported to failing candidates, and their primary purpose is to urge failing candidates to study the indicated areas.

Recreation therapy educational programs should exercise extreme caution when using the aggregate data provided by NCTRC. NCTRC exams are built to meet the test plan established by a national job analysis study of recreation therapy practice without regard to what may or may not be taught in an individual recreation therapy program. Therefore, using student performance on the exam to make faculty retention or promotion decisions is not supportable. Important decisions regarding program curricula based on aggregate performance in the content areas of the exam are not supportable for the same reason.

Furthermore, NCTRC exams are built for high reliability at the overall score, not the sub-score level. Stability can be expected in the total scores, but a significant amount of fluctuation can occur at the sub- score level for reasons having nothing to do with the education program.

NCTRC recommends reviewing the detailed test plan available on the web site to ensure that the testable domain for a given exam is covered in the program, but the test plan should not dictate the entirety of the program. Aggregate exam data may be used to inform reviews of program strengths and weaknesses, but should be used only in conjunction with other measures and never used as a critical or sole outcome measure.



National Council for Therapeutic Recreation Certification

Testing Period: 2018- 2020

Comprehensive School Report

49 UNIVERSITY OF ST. FRANCIS

Total Score Information		
	School	National
N	10	5134
Mean	60.50	64.18
% Pass	70.0%	80.1%
% Fail	30.0%	19.9%

Performance Level	Domain Score Information											
	Foundational Knowledge		Assessment Process		Documentation		Implementation		Administration of TRIRT Service		Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%
Below Minimum Competence	2	20.0%	2	20.0%	3	30.0%	3	30.0%	1	10.0%	4	40.0%
At or Above Minimum Competence	8	80.0%	8	80.0%	7	70.0%	7	70.0%	9	90.0%	6	60.0%

### RSM Interpretation of Results:

The student pass rate decreased 1% (N=10) from most recently available scores reported in 2019 (N=14). Based on the N of both years, it can be determined that both years reported 10 passing scores. The 2021 report indicated 3 failing scores whereas the 2019 report indicated 4 failing scores. Therefore the frequency of passing scores was equal in both reports, and there was one fewer failing score reported in 2021. The 2021 reported pass rate of 70% was 10 points below the national average, a rate that was relatively stable from the 2019 reported pass rate of 71.4%. The Domain Score Information indicated increased minimum competency rates in the following areas: Foundational Knowledge, Assessment, Administration of TR Services, and Advancement of the Profession. A slight decrease in competency rates were indicated in the areas of Documentation and Implementation.

Table: Rate of Students Demonstrating at or Above Minimum Competency in Each Domain Area

<b>Domain</b>	<b>2016-2018 (N=14) Reported in 2019</b>	<b>2018-2021 (N=10) Reported in 2021</b>
Foundational Knowledge	50%	80%
Assessment Process	57.21%	80%
Documentation	78.6%	70%
Implementation	85.7%	70%
Administration of TR Services	64.3%	90%
Advancement of the Profession	50%	60%

Overall, the student pass rate of the 2021 report is viewed as relatively stable in comparison to the 2019 report. Additionally, positive trends in the minimum competency rates were found in four of six domain areas. In the 2019 assessment report it was noted that a sixth RT course, *RSTM 337-Diagnostic Groupings and RT*, had been added and was to be launched in spring of 2020. This course would satisfy the new NCTRC requirement of six content courses, and was expected to address deficits in the various domain knowledge areas. This course was in fact offered, and it is possible that the increased competency rates in the respective domains were positively influenced by this course. Additionally, academic rigor was added to *RSTM 405-Management and Professional Issues in RT*, which may have also exerted a positive influence on competency rates within the knowledge domains.

**RSM Recommendations, Action Steps, and Evidence of Programmatic Decisions:**

Overall, the results demonstrated relative stability in the overall pass rates with increased competency rates in four of six knowledge domains. The domains of Documentation and Implementation demonstrated slight decreases in minimum competency rates.

In response to past alumni survey results and assessment findings, the RT faculty specialist, Dr. Sklar, offered a supplemental NCTRC Exam review session during the Spring 2021 semester to students who would be graduating in the Spring or Summer 2021 semesters. The purpose of this session was to better prepare students for the NCTRC exam and to address self-identified deficit areas. These review sessions will continue to be offered annually. Going forward the review sessions will specifically emphasize areas of underperformance (such as Documentation, Implementation, and Advancement of the Profession), as indicated by the NCTRC Exam School Report. The next review session will be offered in Spring 2021.

## Part 2: Indirect Measures

### 2.1 Alumni Survey 2020

The following are the results of the most recent alumni survey, collected from 2019 graduates.

<b>2020 Alumni Survey: 2019 BA Recreation &amp; Sport Management Graduates (6/10=60% response)</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.	33%	17%	17%	33%	0%	
I am satisfied with the quality of career guidance I received from my RSM advisor.	33%	17%	0%	17%	0%	
I was able to find a position in my chosen career within six months of graduation.	17%	17%	50%	0%	20%	
I would recommend the USF RSM program to others.	0%	67%	17%	17%	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.	33%	50%	0%	17%	0%	
Effectively prepare written materials that address professional issues.	33%	50%	17%	0%	0%	
Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship.	33%	33%	33%	0%	0%	
Apply critical reasoning skills to leadership, problem-solving and ethical decision-making processes related to policies, procedures and professional issues.	33%	33%	33%	0%	0%	
Demonstrate foundational knowledge of the profession, including scope and practices of the profession, and historical, scientific, and philosophical foundations. (COAPRT 7.01)	33%	33%	33%	0%	0%	
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)	17%	50%	33%	0%	0%	
Apply principles and procedures of management and administration, marketing and public relations, finance, and human resources management. (COAPRT 7.03)	17%	50%	33%	0%	0%	
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.v (COAPRT 7.04)	50%	50%	0%	0%	0%	
Overall, the RSM program prepared me for an entry-level job in my chosen career.	17%	50%	33%	0%	0%	
Comments:						
It's tough to get a worthwhile entry level job in the Sports & Recreation Field. Pretty much have to go back to get a Master's to get anything sustainable where you can make a difference and/or make a decent living. Not USF RSM's fault, more of an industry problem. If I could do it over, I would pick a major that directly led to a job that was more worthwhile with a higher earning potential.						

**Interpretation of Results:**

With an N of 6 responses and a 60 percent return rate, these interpretations are made cautiously, with an acknowledgement that these results may not be representative. The items were rated mostly as “agree” or “strongly agree” in all areas indicating strong alumni satisfaction. The one area where there was some disagreement was in academic advising. The department is aware of some past dissatisfaction due to advisee misunderstandings in which advisors were blamed for errors in student degree progress. In the comments section, a concern is shared about job availability. This comment comes from only one individual, and we have seen an opposite trend in which most students are finding employment in the field.

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

The department has addressed advising misunderstandings by developing the *RSM Student Handbook* which provides detailed information about the advising process and student and advisor responsibilities. Regarding a concern about the availability of employment, given the general success of recent students in finding employment we do not feel action is necessary to address this specific comment.



## **2.2 LinkedIn Profile External Evaluations N=5**

Students are required to obtain an external evaluation of their LinkedIn Profile 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 Spring Semester 2021. This was the first semester LinkedIn was required of students. This assignment replaced a previous Electronic Portfolio assignment based on input from students, the Career Success Center, and the RSM Advisory Council.

### ***LinkedIn Profile External Reviewer Feedback Form***

Please rate the student's entry-level competence based on the format and design of the portfolio. Entry-level competence is defined as:

The minimal knowledge, skills, and abilities required of entry-level leisure professionals (Mulvaney & Hurd, 2013, p. 6), as identified by the 2011 National Certification Board Job Analysis.

Rate each item using the following scale.

Rating Scale:

3= Excellent: Evidence exceeds that of entry-level competence

2= Satisfactory: Evidence demonstrates entry-level competence

1= Needs Improvement: Evidence of entry-level competence is only partially demonstrated

0= Not provided: Evidence of entry-level competence is absent from the profile.

<b>Item</b>	<b>Description</b>	<b>Mean Rating</b>
<b>Professional Headshot/Photo</b>	Should be in appropriate attire. Photo of the student –only (no companions) with an appropriate/non-distracting background. Photo does not appear to be a selfie, is well-lit, and the face takes up about 60% of the image.	2.8
<b>Headline</b>	Brief, informative. Uses keywords, skills, or interests that relate to the industry or related career goals and/or interests. Connects current position to career goals.	2.6
<b>Summary/About</b>	Brief biographical statement to introduce student professionally to the viewer. Describes current status, relevant skills, interests, coursework or experiences e.g., internships, student leadership roles, campus activities etc. Connects background to position, goals or industry of interest. Writes in a concise and confident manner. Uses action words, job or industry specific key words.	2.6
<b>Education</b>	Degree, major, concentration, school, and expected graduation date should be listed.	2.6

<b>Experience</b>	All appropriate information included (company /organization name, title, location, time period, and description). Statements clearly describe tasks and duties of position. Action statements demonstrate a variety of transferrable skills. Accomplishments/ results quantified where appropriate.	2.6
<b>Positive Professional Language</b>	Positive, engaging, and enthusiastic language throughout profile that helps demonstrate the writer's achievements. Action verbs are varied, and well-chosen to demonstrate tasks, duties, transferrable skills, and accomplishments related to career goals. No negative or unprofessional content is expressed.	2.4
<b>Writing and Grammar</b>	Appropriate and professional use of terminology, grammar, punctuation, and general writing mechanics.	2.6

**Optional:**

Item	Description	Mean Rating
<p><b>Featured Items:</b></p> <p><b>Includes media, links or artifacts that highlight accomplishments related to career development, leadership potential, and other achievements.</b></p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>· Certification cards (e.g. First Aid, CPR; applications for CTRS or CPRP)</li> <li>· Award and/or honor certificates</li> <li>· Professional association membership certificates/cards</li> <li>· Conference presentations (i.e. blurb from the program, PowerPoint in PDF format, handout)</li> <li>· Links to external websites, such as a news story or website that highlights an achievement.</li> </ul>	<p>2.6</p>
<p><b>Other Items:</b></p> <p><b>Includes courses, honors and awards, skills and endorsements, organizations, volunteer, recommendations, groups, endorsements.</b></p>	<p>Relevant pieces of information are given to further validate skills, interests and abilities.</p>	<p>2.75</p>

### Section 3: Overall Impressions

Item	Mean
<b>Based on your impression of this LinkedIn profile, how would you rank this student’s potential candidacy for an entry-level professional position within his or her area of interest?</b>	2.625

#### **Interpretation of Results:**

This assignment is a formative external evaluation which provides feedback to students as they develop their LinkedIn profiles. Qualitative comments are omitted from this report, however, each individual student received constructive critical feedback to support student improvement of the profile. Despite some comments reflecting shortcomings, on the question **“Based on your impression of this LinkedIn profile, how would you rank this student’s potential candidacy for an entry-level professional position within his or her area of interest?”** the mean rating was 2.65 indicating above satisfactory candidacy on-average..

#### **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. Additionally, it does seem the transition to a LinkedIn profile from the previous electronic portfolio requirement was well-received. This change was prompted by feedback from students, the Career Success Center, and the RSM Advisory Council. We will continue with this requirement and continue to monitor the response data over the next assessment cycle.

## 2.3 NCTRC Exam Results

The National Council on Therapeutic Recreation Certification provides an annual *NCTRC Exam School Report* on three-year period pass rates of students from a respective institution which has had at least 10 students sit for the exam during the three-year period. The following April 2021 School Report covers the testing period of 2018-2020 and is the most recent available. Prior to this report, the most recently available results were reported in 2019 for the testing period of 2016-2018.

Correspondence of *NCTRC Exam School Report* to COAPRT Learning Outcomes:

The COAPRT 7.01, 7.02, and 7.03 Student Learning Outcomes correspond the NCTRC Exam Knowledge Domains as indicated below:

COAPRT 7.01: Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.

- Foundational Knowledge

COAPRT 7.02: Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.  
(COAPRT 7.02)

- Assessment Process
- Documentation
- Implementation

COAPRT 7.03: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.

- Administration of TR/RT Service
- Advancement of the Profession

The *NCTRC Exam School Report* and subsequent RSM Interpretation of Results and RSM Recommendations, Action Steps, and Evidence of Programmatic Decisions also fulfills the following 7.0 series criteria:

7.01

7.01:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

7.01:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

7.01:04 Results of learning outcomes assessment are used for monitoring and improving quality.

7.02

7.02:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

7.02:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

7.02:04 Results of learning outcomes assessment are used for monitoring and improving quality.

7.03

7.03:02 Quality, content-valid assessment measures are being used to assess this learning outcome.

7.03:03 Results of learning outcomes assessment indicate the degree to which students are achieving this learning outcome.

7.03:04 Results of learning outcomes assessment are used for monitoring and improving quality.

*National Council for Therapeutic Recreation Certification*  
**NCTRC School Reports April 2021**

This report contains data from the NCTRC examination delivered during the 2018, 2019, and 2020 testing windows. The report summarizes the total and content area test performances of candidates who indicated on their NCTRC registration forms that they are graduates of your institution with degrees in Therapeutic Recreation; the school sample consists of all candidates with valid scores from your institution. National comparison data is also provided for all candidates who tested during the testing windows. School reports have been produced only for institutions with 10 or more NCTRC candidates.

The scaled scores for the NCTRC examination range from 20 to 95, with the scaled passing score equal to 55. Failing candidates receive a score report with a scaled score between 20 and 54 and their pass/fail status. Passing candidates only receive notification that they passed the examination. The **Total Score Information** area of your school report includes the sample size (**N**), the pass rate (**% Pass**), and the failure rate (**% Fail**) for the students included in your school sample. For comparison purposes, the same information is provided for the national sample. Both your school and the national samples include all candidates tested within the testing windows.

Performances in the content areas mentioned above are provided in the **Domain Score Information** area of the report on the attached page. The six content areas that comprised the NCTRC examination are: (1) *Foundational Knowledge*, (2) *Assessment Process*, (3) *Documentation*, (4) *Implementation*, (5) *Administration of TR/RT Service*, and (6) *Advancement of the Profession*.

Diagnostic scaled scores of either 1 or 2 are calculated for each student from your school for each content area. The diagnostic score levels are defined as follows:

1. *Performance is below the level of minimum competence*
2. *Performance is at or above the level of minimum competence.*

The **Domain Score Information** report section provides the following statistics for the content areas:

Of the total number of students in your school sample, the count (**N**) and percent (**%**) is presented at each diagnostic score level for each of the content areas.

The content area scores are only reported to failing candidates, and their primary purpose is to urge failing candidates to study the indicated areas.



Recreation therapy educational programs should exercise extreme caution when using the aggregate data provided by NCTRC. NCTRC exams are built to meet the test plan established by a national job analysis study of recreation therapy practice without regard to what may or may not be taught in an individual recreation therapy program. Therefore, using student performance on the exam to make faculty retention or promotion decisions is not supportable. Important decisions regarding program curricula based on aggregate performance in the content areas of the exam are not supportable for the same reason.

Furthermore, NCTRC exams are built for high reliability at the overall score, not the sub-score level. Stability can be expected in the total scores, but a significant amount of fluctuation can occur at the sub- score level for reasons having nothing to do with the education program.

NCTRC recommends reviewing the detailed test plan available on the web site to ensure that the testable domain for a given exam is covered in the program, but the test plan should not dictate the entirety of the program. Aggregate exam data may be used to inform reviews of program strengths and weaknesses, but should be used only in conjunction with other measures and never used as a critical or sole outcome measure.



National Council for Therapeutic Recreation Certification

Testing Period: 2018- 2020

Comprehensive School Report

49 UNIVERSITY OF ST. FRANCIS

Total Score Information		
	School	National
N	10	5134
Mean	60.50	64.18
% Pass	70.0%	80.1%
% Fail	30.0%	19.9%

Performance Level	Domain Score Information											
	Foundational Knowledge		Assessment Process		Documentation		Implementation		Administration of TRIRT Service		Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%
Below Minimum Competence	2	20.0%	2	20.0%	3	30.0%	3	30.0%	1	10.0%	4	40.0%
At or Above Minimum Competence	8	80.0%	8	80.0%	7	70.0%	7	70.0%	9	90.0%	6	60.0%

### RSM Interpretation of Results:

The student pass rate decreased 1% (N=10) from most recently available scores reported in 2019 (N=14). Based on the N of both years, it can be determined that both years reported 10 passing scores. The 2021 report indicated 3 failing scores whereas the 2019 report indicated 4 failing scores. Therefore the frequency of passing scores was equal in both reports, and there was one fewer failing score reported in 2021. The 2021 reported pass rate of 70% was 10 points below the national average, a rate that was relatively stable from the 2019 reported pass rate of 71.4%. The Domain Score Information indicated increased minimum competency rates in the following areas: Foundational Knowledge, Assessment, Administration of TR Services, and Advancement of the Profession. A slight decrease in competency rates were indicated in the areas of Documentation and Implementation.

Table: Rate of Students Demonstrating at or Above Minimum Competency in Each Domain Area

Domain	2016-2018 (N=14) Reported in 2019	2018-2021 (N=10) Reported in 2021
Foundational Knowledge	50%	80%
Assessment Process	57.21%	80%
Documentation	78.6%	70%
Implementation	85.7%	70%
Administration of TR Services	64.3%	90%
Advancement of the Profession	50%	60%

Overall, the student pass rate of the 2021 report is viewed as relatively stable in comparison to the 2019 report. Additionally, positive trends in the minimum competency rates were found in four of six domain areas. In the 2019 assessment report it was noted that a sixth RT course, *RSTM 337-Diagnostic Groupings and RT*, had been added and was to be launched in spring of 2020. This course would satisfy the new NCTRC requirement of six content courses, and was expected to address deficits in the various domain knowledge areas. This course was in fact offered, and it is possible that the increased competency rates in the respective domains were positively influenced by this course. Additionally, academic rigor was added to *RSTM 405-Management and Professional Issues in RT*, which may have also exerted a positive influence on competency rates within the knowledge domains.

**RSM Recommendations, Action Steps, and Evidence of Programmatic Decisions:**

Overall, the results demonstrated relative stability in the overall pass rates with increased competency rates in four of six knowledge domains. The domains of Documentation and Implementation demonstrated slight decreases in minimum competency rates.

In response to past alumni survey results and assessment findings, the RT faculty specialist, Dr. Sklar, offered a supplemental NCTRC Exam review session during the Spring 2021 semester to students who would be graduating in the Spring or Summer 2021 semesters. The purpose of this session was to better prepare students for the NCTRC exam and to address self-identified deficit areas. These review sessions will continue to be offered annually. Going forward the review sessions will specifically emphasize areas of underperformance (such as Documentation, Implementation, and Advancement of the Profession), as indicated by the NCTRC Exam School Report. The next review session will be offered in Spring 2021.