

Title	0001	03/16/2021
	by Syd Sklar in 2021 COAPRT Annual Report - second program	id. 19554924
	ssklar@stfrancis.edu	

Original Submission	03/16/2021
----------------------------	------------

Section 1: Contact Information

Name of institution	University of St. Francis
Name of Accredited Program	Recreation Therapy Concentration
Total number of COAPRT Accredited Programs at this institution	2
Name and contact information of the Primary Contact for your COAPRT Accredited Program(s). All communications will be sent to this person.	Sydney Sklar
Position Title	Professor and Department Chair
Address	500 Wilcox St. Joliet IL 60404 US
Email	ssklar@stfrancis.edu
Phone	+18157403691
Department Name	Department of Recreation and Sport Managment
Website	https://www.stfrancis.edu/recreation-sport-management/
President of Institution	Arvid Johnson

President's Email **arvid@stfrancis.edu**

Section 2: Intent to Pursue Accreditation

Does the academic unit intend to pursue accreditation or re-accreditation as originally scheduled? **Yes**

Regional Accreditation: Is the institution currently accredited by the appropriate regional accrediting association approved by the Council for Higher Education Accreditation (CHEA) or by the current national accrediting body (Standard 1.02)? **Yes**

Section 3: Statistics Summary Report - Faculty

Are there a minimum of two full-time faculty members and a minimum of one additional full-time equivalent faculty position (FTE) assigned to and instruct in the program? (Standard 1.03) **Yes**

Do a minimum of two full-time faculty members hold a degree of masters or higher, and a degree of bachelors or above in parks, recreation, tourism or related field? (Standard 1.04) **Yes**

Do all individuals instructing in the program have the competence and credentials in the subject matter for which they are responsible?
(Standard 1.05)

Yes

Section 4: Statistics Report - Students Note: Council adopted the Graduation Rate definition used by the National Center for Education Statistics, <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>. As required by the Council on Higher Education Accreditation (CHEA), COAPRT is mandated to engage in “regular, critical, self-evaluation of its performance, standards, policies and impact” (CHEA Standard 12.M.1). This process includes “the review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning” (CHEA Standard 12.M.1). To meet this CHEA standard going forward and to provide program-level outcomes data, COAPRT is adding two questions to the annual report: graduate school acceptance rate and post-graduation employment rate. These are in addition to the program-level outcome of the six-year graduation rate currently reported. COAPRT recognizes reporting these new program-level outcomes will require additional planning and effort and your programs may not be currently collecting this information. If you do not have the graduate school acceptance rates or post-graduation employment rates for 2020 graduates, please enter “N/A” in the spaces below. In the “Notes” space, please provide a brief description of how you have collected relevant data, plan to improve what you have collected (if applicable) or will now plan to collect and report the data. In addition, provide a credible/acceptable response rate you will achieve for future annual reports. For the 2021 annual report (due March 2022), these data will be required, and N/A will not be accepted. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. Therefore, you will see these questions repeated in each COAPRT accredited program (e.g., therapeutic recreation, sports management, tourism) section. Suggested sources of evidence for this program-level data could include alumni or senior exit surveys completed within x months of graduation, centrally collected data if it can be dis-aggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate (as previously required)

100%

Graduate school
acceptance rate
(new requirement)

Report the number of last year's graduates from the accredited program who indicated they have been accepted to graduate school, the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. If data are not available for this year, please use the "Notes" space to briefly describe a plan to provide the data in a consistent manner in future annual reports. See examples below: Example A (have data) Number accepted to graduate school: 7 Percent of graduating students: 11% Method of measurement: Survey collected three months post-graduation Response rate: 83% of graduating students responded to survey Notes: We will monitor and assure we continue to achieve a response rate of greater than 80% Example B (have data) Number accepted to graduate school: 3 Percent of graduating students: 18% Method of measurement: Self-report on department database Response rate: 53% of graduating students Notes: We haven't worked to increase our response rate but will now use a student-employee to help us secure a response rate of 85% Example C (did not have data) Number accepted to graduate school: n/a Percent of graduating students: n/a Method of measurement: n/a Response rate: n/a Notes: Items will be added to alumni survey, administered three months post-graduation, and monitored with follow-up reminders to secure a response rate of at least 80%

Graduate School
Acceptance Rate
(new requirement)

0% of graduating students

Method of
measurement

Multiple sources of data: Graduation application, 6 month post graduation survey, National Student Clearinghouse, web (LinkedIn), USF application and alumni data, and 12 month Alumni Survey.

Response rate

66% (N=3)

Notes

n/a

Post-graduate
employment rate
(newly required)

Report the number of last year's graduates from the accredited program who indicate they are currently employed (your program needs to determine if it will count part-time, employment outside the PRT profession, if it will subtract out those students from the total count who are not seeking employment for whatever reason, etc.), the percent of the graduating class this number represents, the method of data collection, and the response rate or percent of graduating students for whom you have data. If data are not available for this year, please use the "Notes" space to briefly describe a plan to provide the data in a consistent manner in future annual reports. See examples below: Example A (have data) Number of employed students: 56 Percent of graduating students: 78% Method of measurement: Self-report on department database up to three-months post-graduation. Academic advisor reminds students to submit their employment data during the three-month window. Response Rate: 89% Notes: Not applicable Example B (have data) Number of employed students: 36 Percent of graduating students: 64% Method of measurement: Self-report on department database Response Rate: 44% of graduated students Notes: We haven't ever followed up with students to increase our response rate, we will have our part-time club advisor do that in the future to bring up our response rate to at least 80% Example C (have partial data) Number of employed students: 23 Percent of graduating students: 43% Method of measurement: Anecdotal from academic advisor so not really complete Response Rate: n/a Notes: Items will now be added to alumni survey, administered four months post-graduation by advisor, and monitored with follow-up reminders to secure a response rate of at least 85%

Post-graduate
employment rate
(new requirement)

66%

Method of
measurement

Multiple sources of data: Graduation application, 6 month post graduation survey, National Student Clearinghouse, web (LinkedIn), USF application and alumni data, and 12 month Alumni Survey.

Response rate

66% (N=3)

Notes

n/a

Section 5: Narrative Report - Learning Outcomes Assessment For the next section, please report learning outcomes - one for each of the 7.01, 7.02, and 7.03 (for a total of three measures) of student learning and the related outcomes for each program. These outcomes should be a part of your program's annual assessment plan as indicated in COAPRT standard 2.05.05 and will also be published on the COAPRT Program List webpage. You will complete this for each of your COAPRT accredited programs. For instance, if you have two accredited programs such as a Recreation Program and a Therapeutic Recreation Program, you will submit two sets of learning outcomes - one set for each program. It is strongly suggested that you have your outcomes with you as you complete this questionnaire. TWO of the three outcomes must use direct measures. Some examples of DIRECT measures include the following: Capstone Assignment Quality Comprehensive Examination Internship Evaluation Performance of Relevant Skill Portfolio Evaluation Pre/Post Test Result Presentation Quality Project Quality Standardized Test Result Thesis/Project Quality Video/Audiotape Production Quality Written Assignment Evaluation Writing Exam Result Some examples of INDIRECT measures include the following: Advisory Board Evaluation Alumni Survey Curriculum Review Result Employer Survey Result Exit/Student Interview Result Focus Group Result Graduate School Acceptance Rate Honors/Awards Received by the Program

Section 5-1: Narrative Report - Learning Outcomes Assessment
Please provide the following information

PROGRAM (include name of program and description): Please provide a short description of this COAPRT program, it will be published on the COAPRT Program online directory.

Recreation Therapy Concentration

The Recreation and Sport degree prepares students for a broad range of professional career opportunities in leisure services, including recreation therapy with career opportunities in medical healthcare facilities, special recreation agencies, mental health programs, adventure education facilities, social service agencies and youth development organizations.

Provide the program-specific learning outcome consistent with COAPRT Standard 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.	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.
Describe the method by which the learning outcome for Standard 7.01 was assessed:	RSTM 405-RT Professional Issues and Management: Evidence-based practice research paper/protocol and RSM Professional Competence Scale 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 > 90% on the respective assignment. Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.
Indicate whether this outcome measure is Direct or Indirect.	Direct
Result of the assessment of the learning outcome for Standard 7.01:	N=13 >2 points: 84 % 3 points: 36 % Target met.

Please provide the program-specific learning outcome consistent with COAPRT Standard 7.02. Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

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.

Describe the method by which the learning outcome for Standard 7.02 was assessed:

RSTM 335 Assessment and Documentation: Assessment Reviews and RSM Professional Competence Scale

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 > 90% on the respective assignment.

Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

Result of the assessment of the learning outcome for Standard 7.02:

N=13

>2 points: 100%

3 points: 100%

Target met.

<p>Please provide the program-specific learning outcome consistent with COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p>	<p>Students graduating from the program shall be able to demonstrate entry-level knowledge about management/ administration of therapeutic recreation services.</p>
<p>Describe the method by which the learning outcome for Standard 7.03 was assessed:</p>	<p>RSTM 405-RT Professional Issues and Management: Ethics case study and RSM Professional Competence Scale</p> <p>The RSM Professional Competence Assessment Scale utilizes the following 3-point scale to evaluate the quality of student work.</p> <p>1 Point: Entry-level professional competence not demonstrated = a score of <70% on the respective assignment</p> <p>2 Points: Entry-level professional competence demonstrated = a score of 70% to 89% on the respective assignment</p> <p>3 Point: Entry-level professional competence exceeded = a score of > 90% on the respective assignment.</p> <p>Target: 75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.</p>
<p>Please indicate whether this outcome measure is Direct or Indirect.</p>	<p>Direct</p>
<p>Result of the assessment of the learning outcome for Standard 7.03:</p>	<p>N=13 >2 points:100 % 3 points: 100% Target met.</p>
<p>Section 6: Narrative Report - Accountability and Informing the Public</p>	

An important aspect of accreditation is accountability. It is expected that the program annually posts 7.0 series aggregated data and additional evidence reflecting program academic quality and student achievement on their program and/or departmental website. Such information shall be consistent with The Family Educational Rights and Privacy Act (FERPA) requirements (Standard 2.05.05). n/a

Please provide a link to the program's website that demonstrates compliance with Standard 2.05.05. <https://www.stfrancis.edu/recreation-sport-management/>

It is expected that a program has a practice of informing the public about the harm of degree mills and accreditation mills (Standard 3.06). n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.06. <https://www.stfrancis.edu/recreation-sport-management/>

It is expected that the program has a practice of informing the public about their COAPRT accredited programs (Standard 3.07). n/a

Please provide a link to the program's website demonstrating compliance with Standard 3.07. <https://www.stfrancis.edu/recreation-sport-management/>

Section 7: Program Changes

Clearly describe any major changes for the reporting year in the program's strategic plan, curriculum, resources, administration, or other areas of the program directly related to accreditation standards. Please include the Standard number. If there are no major changes in any of these areas, please just indicate "none". **None**
