
Title	0030	02/28/2022
	by Syd Sklar in COAPRT 2022 Annual Report	id. 22728993
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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, Ph.D, CTRS**

Position Title **Professor and Department Chair**

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Department Name **Department of Recreation and Sport Management**

Website **<https://www.stfrancis.edu/recreation-sport-management/>**

Formal Name of your Institution's President **Dr. Arvid C. Johnson**

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 standards we are collecting the following program level data: Graduate school acceptance rate, post-graduation employment rate, and six-year graduation rate. This data will be collected and reported for each COAPRT accredited program within your department and not aggregated across multiple COAPRT accredited programs. 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 disaggregated for each of your programs, self-report in a department data-base, etc.

Six-year graduation rate

13 graduated in 2021; all were within 6 years = 100%

Graduate school acceptance rate

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. 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%

Graduate School Acceptance Rate	2 of 8 respondents attending graduate school = 25%
Method of measurement	6 month post graduation alumni survey of 2020 graduates
Response rate	8 responses of 17 graduates = 47% response rate
Notes	These rates apply to the RSM program as a whole and are redundant to the Annual Report on the Recreation and Sport Management major. We do not have data on Recreation Therapy graduates exclusively.
Post-graduate employment rate	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. 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%
Post-graduate employment rate	6 of 8 graduates known to be employed in the field = 75% employment rate
Method of measurement	6 month post graduation alumni survey of 2020 graduates
Response rate	8 responses of 17 graduates = 47% response rate
Notes	These rates apply to the RSM program as a whole and are redundant to the Annual Report on the Recreation and Sport Management major. Data exclusively on Recreation Therapy graduates are not available.

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 COAPRT expects all programs to demonstrate that student learning outcomes associated with its 7.0 Series Learning Outcomes are met at a 70% level. Therefore, student achievement will be judged as appropriate when 70% or more of the students being assessed demonstrate that they have accomplished the learning outcome.

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 and Sport Management major: The Recreation and Sport Management major is comprised of a common core of courses and offers concentrations in community recreation and park resources, outdoor recreation, recreation therapy, and sport operations management. Students in the program must complete all core course requirements and one concentration.

Recreation Therapy Concentration: The Recreation Therapy Concentration is comprised of six recreation therapy content courses and related coursework in psychology and biology. Students complete 14 weeks of supervised field experience. The program conforms to the eligibility standards for the Certified Therapeutic Recreation Specialist credential administered by the National Council for Therapeutic Recreation Certification.

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:

Assignment Title: Site Visit Project.
Assignment focus: Scope and practices.
Assignment description: Students visit, interview, and shadow a CTRS in the field.

Indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.01 was successfully achieved.

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.

Result of the assessment of the learning outcome for Standard 7.01:

Outcome met:
Spring 2021, N=4
>2 points:100 %
3 points: 100%

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:

Assignment title: Assessment Review.
Assignment focus: Client assessment.
Assignment description: Evaluate therapeutic recreation assessment instruments.

Note: Outcomes data were not collected for this standard in Academic Year 2020-2021. The respective courses were not offered due based on lack of demand. This reported outcome is from the most recently available assessment in collected in Academic Year 2019-2020.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.02 was successfully achieved.

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.

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

Outcome met:
N=13
>2 points: 100%
3 points: 100%

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.

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

Describe the method by which the learning outcome for Standard 7.03 was assessed:

Assignment title: Ethics case study.
Assignment focus: Ethical decision making.
Assignment description: Interpret and apply principles of ethical decision making and moral reasoning.

Please indicate whether this outcome measure is Direct or Indirect.

Direct

State your program's standard for demonstrating that your Student Learning Outcome for 7.03 was successfully achieved.

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.

Result of the assessment of the learning outcome for Standard 7.03:

Outcome met:
N=13
>2 points:100 %
3 points: 100%

Section 6: Narrative Report - Accountability and Informing the Public

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".

A full-time faculty member resigned in December, 2021, leaving two-full time faculty members (2.0 FTE) in the department. We remain in compliance with standard 1.03, as an additional 1.0 FTE is comprised of four separate adjunct instructors teaching within the unit.
