DEPARTMENT OF RECREATION AND SPORT MANAGEMENT

CORE CURRICULUM AND RECREATION THERAPY CONCENTRATION

ASSESSMENT REPORT

AY 2021-2022

Respectfully submitted by

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2020-2021 Assessment Report: Core and Recreation Therapy Curricula

COAPRT Standard 7.0 Learning Outcomes

Department: Recreation and Sport Management

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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 liking 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**
TEMPLATE Program-level outcome	TEMPLATE Course #, title. Course-specific learning outcome	TEMPLATE Name of Assignment	TEMPLATE Name of rubric Instr. Name Semester	TEMPLATE 75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	TEMPLATE Fall 2021, N= ≥2 points: % 3 points : % Spring 2022, N= ≥2 points: % 3 points: %	TEMPLATE Fall 2020: Met / Not Met. Spring 2021: Met/ Not Met Decisions:
1. Demonstrate the ability to effectively communicate orally about recreation, sport, and tourism issues. (COAPRT 7.03)	Identify current trends and issues associated with professionalism in recreation and leisure	RSTM 100_Issues & Interview Presentation	Monu F 2021	75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	Fall 2021, N = 7 ≥2 points: 100% 3 points : 57%	Fall 2021: Met Decision: Student performance in this assignment both meet and exceed expectations, therefore assignment will continue unchanged.
2. Demonstrate the ability to effectively prepare written materials that address recreation, sport and tourism	Develop a position paper on a current professional issue or trend.	RSTM 422-Advocacy Manuscript	Sklar F 2021	75% of students will achieve a rating of ≥2 on 3-point Professional	Fall 2021, N=2 ≥2 points: 100 % 3 points : 50%	Fall 2021: Met Decisions: An N of 2 is not a good sample for decision-making. However, this assessment

				Competence Scale.		has produced consistently strong results in the past without modification. Continue the course as-is.
3. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship. (COAPRT 7.03)		RSTM 323-Outdoor Recreation Public Policy Research Paper	(Sklar) F 2021	75% of students will achieve a rating of ≥ 2 on 3-point Professional Competence Scale.	Fall 2021, N=7 ≥ 2 points: 85.7 % 3 points : 71 %	Fall 2021: Met Decisions: Overall student performance met and exceeded expectations. No changes recommended.
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	Sklar Fall 2021	75% of students will achieve a rating of ≥ 2 on 3-point Professional Competence Scale.	Fall 2021, N=2 ≥ 2 points: 50 % 3 points : 50%	Fall 2021: Not met Decisions: N=2 is too small a sample to draw any conclusions from student performance. Given this assessment has had a trend of strong past results, no changes are recommended at this time. Will monitor for any concerns.
5. Demonstrate knowledge of the recreation and sport management professions' scope and practices and the historical, scientific, and	Identify current trends and issues associated with professionalism in recreation and leisure	RSTM 100- Careers in Recreation Research Paper	Monu Fall 2021	75% of students will achieve a rating of ≥ 2 on 3-point Professional Competence Scale.	Fall 2021, N = 7 ≥ 2 points: 100% 3 points : 71%	Fall 2021: Met Decision: Student performance in this assignment both meet and exceed expectations, therefore assignment will continue unchanged.

philosophical foundations of these professions. (COAPRT 7.01a)						
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)	Apply inclusive experience design principles by planning, implementing and evaluating an inclusive recreation program.	RSTM 299- Process	Monu Spring 2022	75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.	Spring 2022, N=7 >2 points: 100 % 3 points : 85%	Spring 2022: Met Decision: Student performance in this assignment both meet and exceed expectations, therefore assignment will continue unchanged.
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)	Articulate a professional philosophy based on the existing body of knowledge.	RSTM 422- Philosophy Paper	Sklar	75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.	Fall 2021, N=2 >2 points: 100% 3 points : 0%	Fall 2021: Met Decisions: An N of 2 is not a good sample for decision-making. However, this assessment has produced consistently strong results in the past without modification. Continue the course as-i
6. Demonstrate ability to plan, implement, and evaluate recreation, sport and tourism encounters for target experiential and learning	Demonstrate the ability to facilitate recreation and leisure experiences for diverse clientele,	RSTM 211- Program Delivery	Monu Spring 2022	75% of students will achieve a rating of >2 on 3-point Professional Competence Scale.	Spring 2022, N=12 >2 points: 100 % 3 points : 75%	Spring 2022: Met Decision: Student performance in this assignment both meet and exceed expectations, therefore assignment will continue unchanged.

outcomes among diverse clientele, settings, cultures and contexts. (COAPRT 7.02)	settings, cultures, and contexts.					
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)	Demonstrate use of professional communication to plan, develop, write, and present a risk management plan that is organized and follows logical reasoning as well as uses appropriate technical writing skills and writing style.	RSTM 325-Risk Management Plan	Selep/Sklar Spring 2022	75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	Spring 2022, N=7 ≥2 points: 100% 3 points: 57%	Spring 2022: Met

Students performed well on this assignment. Although no major changes are recommended as it pertains to the past assignment, some format and delivery changes are expected based on a pending curriculum proposal to combine this course with RSTM 350. The next assessment plan will be updated to reflect this change. |
| 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 | Each student, by the end of the semester, will be able to demonstrate entry-level professional competencies. | RSTM 498-Portfolio/ LinkedIn Profile | Sklar Spring 2022

Monu Spring 2022

Summer 2022 | 75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale. | Sklar Spring 2022, N=1 ≥2 points: 100% 3 points: 100%

Monu Fall 2021, N=1 ≥2 points: 100% 3 points: 0%

Spring 2022, N=1 ≥2 points: 0% 3 points: 0% | Sklar, Spring 2022: Met

The student produced a solid and professional LinkedIn Profile. However N=1 is too small a sample from which to draw conclusions. Continue to monitor.

Monu: Fall 2021: Met Spring 2022: Not Met Summer 2022: Not Met |

| | | | | | | Summer 2022, N=2 ≥2 points: 50% 3 points: 0% | Consideration, portfolio is due at the end of semester and students can make little to no changes to their portfolio and still pass the course. Continue to monitor and express the importance of updating their portfolio. |

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/).

NOTE: Several courses with outcomes scheduled for assessment in 2021-2022 were not offered during the assessed academic year due to lack of student need. Only RSTM 210, 331, 333, and 498 were offered. Therefore, only outcomes from courses offered in 2021-2022 are included in this 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**
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	7.01a- Scope and practice of therapeutic recreation.	Attend a professional conference, and critique in	RSTM 333- Conference Reflection	Conference reflection rubric Sklar	75% of students will achieve a rating of ≥2 on 3-point Professional	Scheduled assessment was unattainable as the state conference intended was	Fall 2021: NA Decisions: Conference resumed in fall 2022. Assess fall 2022 results next year.

						Competence Scale.	canceled due to COVID concerns.	
systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy. (COAPRT 7.01)		light of course concepts.						
See above.	7.01a-Nature and scope of the profession	Explain the various roles and settings in which therapeutic recreation professionals work. Demonstrate awareness of CTRS job roles and responsibilities in various settings.	RSTM 210-Foundations of RT Professional site visit reflection	Reflection paper rubric Sklar Spring 2022	75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	Spring 2022, N=6 ≥2 points: 100% 3 points: 66%	Spring 2022: Met Decisions: Students all performed at or above expectations. This is a valuable assignment for students to begin professional networking through interview and observation. Continue.	
See above.	7.01b-Techniques and processes	Develop an evidence-based practice protocol and proposal.	RSTM 405-Evidence-based Practice Protocol	Protocol rubric Sklar	75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	Course was not offered due to lack of need.	Spring 2022: NA Decisions: Course offered fall 2022. Assess fall 2022 results next year.	
See above.	7.01c-History, philosophy,	Apply a critical analysis of	RSTM 405-Evidence-	Practice model rubric	75% of students will achieve a rating of ≥2	Course was not offered due to lack of need.	Spring 2022: NA Decisions:	

	theory and science.	therapeutic recreation practice models.	Practice Models Debate	Sklar	on 3-point Professional Competence Scale.		Course offered fall 2022. Assess fall 2022 results next year.
6. 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)	7.02a-Outcomes: Assessment	Conduct a client assessment interview and perform self-critique of the interview.	RTSM 335-Assessment interview video	Interview rubric Faculty TBD	75% of students will achieve a rating of ≥ 2 on 3-point Professional Competence Scale.	Course was not offered due to lack of need.	Spring 2022: NA Decisions: Course offered fall 2022. Assess fall 2022 results next year.
See above.	7.02b-Outcomes: Planning	Conduct activity analysis and task analysis as a basis for selection of appropriate therapeutic recreation activities.	RSTM 331-Activity Analysis	McCauley (Sklar)	75% of students will achieve a rating of ≥ 2 on 3-point Professional Competence Scale.	Fall 2021 N=1 ≥ 2 points: 100% 3 points: 100%	Fall 2021: Inconclusive. While four students were enrolled in the class, only one earned a grade. Of the other three, one submitted the assignment extremely late. The instructor, therefore, did not grade the assignment. The other two students did not submit.

							Therefore the results are inconclusive. In the past this assignment has produced positive results.
See above.	7.02c-Outcomes: Implement	Demonstrate TR group leadership skills including environmental considerations, motivational strategies, and instructional techniques	RSTM 333-Intervention facilitation	Facilitation Rubric Sklar Fall 2021	75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	Fall 2021 N=4 ≥2 points: 100% 3 points: 100%	Fall 2021: Met The students did an excellent job of facilitating an intervention experience for participants from the community on multiple occasions. This year a service learning component was added to the course giving the students real-world experience. Continue.
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	Apply a critical analysis of therapeutic recreation practice models.	RSTM 405-Evidence-Practice Models Debate			Course was not offered due to lack of need.	Spring 2022: NA Decisions: Course offered fall 2022. Assess fall 2022 results next year.

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	RSTM 498-Advanced Field Experience 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.	Special Project Report	Special Project Report Sklar Spring 2022	75% of students will achieve a rating of ≥2 on 3-point Professional Competence Scale.	Spring 2022, N=1 ≥2 points: 100% 3 points : 100%	Spring 2022: Met Decisions: Each special project is contextual to the student and the needs of the internship site/agency. This one student met performance expectations. This finding is consistent with past trends. Continue assignment unchanged.

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.

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

COPART 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 2019, 2020, and 2021 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 Scaled 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 Scaled 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: 2019 - 2021

Comprehensive School Report

49 UNIVERSITY OF ST. FRANCIS

Total Score Information		
	School	National
N	15	5065
Mean	61.27	64.08
% Pass	73.3%	79.5%
% Fail	26.7%	20.5%

Performance Level	Domain Score Information											
	Foundational Knowledge		Assessment Process		Documentation		Implementation		Administration of TR/RT Service		Advancement of the Profession	
	N	%	N	%	N	%	N	%	N	%	N	%
Below Minimum Competence	3	20.0%	4	26.7%	3	20.0%	3	20.0%	3	20.0%	5	33.3%
At or Above Minimum Competence	12	80.0%	11	73.3%	12	80.0%	12	80.0%	12	80.0%	10	66.7%

RSM Interpretation of Results:

The student pass rate increased 3.3% (N=15) from most recently available scores reported in 2021 (N=10). With the increase of five test takers and the slightly increased pass rate, this result indicates a modest positive trend.

The pass rate of 70% reported in 2021, was 10 points below the national average, a rate that was relatively stable from the 2019 reported pass rate of 71.4%. The pass rate of 73.3%, reported in this 2022 report is six points below the national average, indicating an improvement. The Domain Score Information indicated increased minimum competency rates in the following areas: Documentation, Implementation, and Advancement of the Profession. A slight decrease in competency rates were indicated in the areas of Assessment and Administration. Results are summarized below.

Table: Comparison of Pass Rates

2018-2020 (N=10) Pass Rate Reported in 2021	2019-2021 (N=15) Pass Rate Reported in 2022
70%	73.3%

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

Competency Domain	2018-2020 (N=10) Reported in 2021	2019-2021 (N=15) Reported in 2022
Foundational Knowledge	80%	80%
Assessment Process	80%	73%
Documentation	70%	80%
Implementation	70%	80%
Administration of TR Services	90%	80%
Advancement of the Profession	60%	66%

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

Overall, the results demonstrated modest improvement in the overall pass rates with increased competency rates in thee of six knowledge domains. The domains of Assessment and Administration demonstrated slight decreases in minimum competency rates, and the domain of Foundational Knowledge was unchanged.

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 and Spring 2022 semesters to students who would be graduating soon. The purpose of these sessions were 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 address areas of underperformance, as indicated by the NCTRC Exam School Report. The next review session will be offered in Spring 2023.