

DEPARTMENT OF RECREATION AND SPORT MANAGEMENT  
CORE CURRICULUM AND RECREATION THERAPY CONCENTRATION  
ASSESSMENT REPORT  
2022-2023



February 3, 2024

## 2022-2023 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
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 $\geq 2$ on 3-point Professional Competence Scale.	TEMPLATE Fall 2022, N= $\geq 2$ points: % 3 points : %  Spring 2023, N= $\geq 2$ 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)	RSTM 100 - Intro to Recreation & Leisure Delivery Services  Identify current trends and issues associated with professionalism in recreation and leisure	Issues & Interview Presentation	Issues & Interview Rubric  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.
2. Demonstrate the ability to effectively prepare written	RSTM 422-Senior Seminar	Professional Advocacy Manuscript	Professional Advocacy	75% of students will achieve a rating	Fall 2022, N=6 $\geq 2$ points: 100% 3 points : 17%	Overall Fall 2022, Spring 2023: Met

materials that address recreation, sport and tourism issues. (COAPRT 7.03)	Develop a position paper on a current professional issue or trend.		Manuscript Rubric Sklar Fall 2022 Spring 2023	of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N=9 $\geq 2$ points: 66% 3 points: 44% Overall: $\geq 2$ points: 80% 3 points: 33%	Decisions: Student performance in this assignment both meets and exceeds expectations. Performance seems stable. Continue assignment unchanged.
3. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship. (COAPRT 7.03)	RSTM 200: Outdoor Leadership Establish a personal interaction with the natural environment & explore one's spiritual sense of self within the natural world.	Nature Readings & Reflection	Reading Reflection Rubric Sklar Spring 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N=4 $\geq 2$ points: 75% 3 points: 25%	Spring 2023: 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.
3. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship. (COAPRT 7.03)	RSTM 399: Research Methods Organize and implement an evaluation project using basic methods of project design including goals and objectives, survey construction, project time-line, sampling procedures, data collection procedures, data analysis, and final report.	Research Project Final Report	Research Project Final Report Rubric Monu Fall 2022	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2022, N=11 $\geq 2$ points: 100% 3 points: 18%	Fall 2022: Met Decisions: Students are showing success within the final research report, due to smaller draft submissions with feedback being provided prior to the final submission. We will continue to use this process. .

<p>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)</p>	<p>Outcome not assessed this year due to curriculum realignment.</p>					
<p>5. Demonstrate knowledge of the recreation and sport management professions' scope and practices and the historical, scientific, and philosophical foundations of these professions. (COAPRT 7.01a)</p>	<p>RSTM 100 - Intro to Recreation &amp; Leisure Delivery Services</p> <p>Identify current trends and issues associated with professionalism in recreation and leisure</p>	<p>Careers in Recreation Research Paper</p>	<p>Careers in Recreation Research Paper Rubric</p> <p>Monu</p> <p>Fall 2022</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Fall 2020, N= 14  <math>\geq 2</math> points: 57%  3 points : 21%</p>	<p>Fall 2022: Not Met.</p> <p>Decisions: Many students take this course their first semester at USF and many tend to have issues with the transition of academic rigor. There is a rubric that is used, that specifically explains the expectations and several students were missing entire aspects of those expectations (i.e. not submitting the job postings, not using outside resources, not including an introduction, etc.).</p> <p>In the future, I plan on discussing the rubric in greater detail and have students fill out the rubric as part of the assignment.</p>

<p>5. 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>RSTM 299 - Inclusion &amp; Leisure Services</p> <p>Present and apply principles of inclusive service delivery and practice within a specific recreation experience</p>	<p>Intervention Technique Paper</p>	<p>Intervention Technique Paper Rubric</p> <p>Monu</p> <p>Spring 2023</p>	<p>75% of students will achieve a rating of <math>\geq 2</math> on 3-point Professional Competence Scale.</p>	<p>Spring 2023, N= 10</p> <p><math>\geq 2</math> points: 50%</p> <p>3 points: 10%</p>	<p>Spring 2023: Not Met</p> <p>Decisions: This was a challenging group of students, where several of them grouped up and was not interested in doing any work. Five students submitted the paper and that is the 50% that earned a 75% or higher. The other five students did not even submit a paper, resulting in 0%. This assignment includes a topic proposal, annotated bibliography, rough draft, peer review and final paper, which has been shown to be beneficial in the past.</p> <p>This semester we combine RSTM 210 Foundations of Rec. Therapy with RSTM 299 Inclusion &amp; Leisure Services. Which was not shown to be very successful, we have split those two courses up again.</p> <p>Moving forward, RSTM 210 and RSTM 299 will be separate classes again. We will continue to monitor students progress within this assignment, but as of now</p>
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						will not make changes to it.
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)	RSTM 211 - Program Design & Leadership Methods in Recreation Services  Demonstrate the ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.	Delivery	Program Delivery Rubric  Monu  Spring 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N= 7 $\geq 2$ points: 100% 3 points: 100%	Spring 2023: Met  Decisions: Students were all successful with this assignment.  The assignment will continue unchanged.
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)	RSTM 211 - Program Design & Leadership Methods in Recreation Services  Demonstrate the ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts.	Program Manual Evaluation	Program Manual Evaluation Rubric  Monu  Spring 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N= 7 $\geq 2$ points: 100% 3 points: 71%	Spring 2023: Met  Decisions: Students were all successful with this assignment.  The assignment will continue unchanged.
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	RSTM 325: Administration & Resource Mgmt  To prepare students to learn how to prepare, present, and manage budgets, as well as generate revenues for	Budget Proposal	Budget Proposal Rubric  Monu  Fall 2022	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N= 5 $\geq 2$ points: 100% 3 points : 60%	Fall 2022: Met  Decisions: Students were all successful with this assignment.  The assignment will continue unchanged.

tourism experiences. (COAPRT 7.03)	capital development and day-to-day operations.					
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)	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 2023 Sklar Summer 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N=3 Summer 2023, N=3 Total N=6 $\geq 2$ points: 100% 3 points : 33%	AY 2022-2023: 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.
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)	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.	Portfolio	Portfolio Rubric Monu Fall 2022 Monu Summer 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N=1 Summer 2023, N= 4 Total N=4 $\geq 2$ points: 75% 3 points : 50%	AY 2022-2023: 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.
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)	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.	Supervisor Final Evaluation	Supervisor Final Evaluation Rubric  Monu Fall 2022  Monu Summer 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N=1  Summer 2023, N= 4  Total N=4 $\geq 2$ points: 100% 3 points : 100%	AY 2022-2023: 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.

## 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/)).

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.	RSTM 337- Principles and Practices of Recreation Therapy  Demonstrate awareness of CTRS job roles and responsibilities in various settings.	Professional Conference Reflection	Conference Reflection Rubric  Sklar  Fall 2022	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N=7 $\geq 2$ points: 100% 3 points: 100%	Fall 2022: 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	RSTM 405  Develop an evidence-based practice	EBP Protocol	EBP Protocol Rubric  Sklar (Carter, Adjunct)	75% of students will achieve a rating of $\geq 2$ on 3-point Professional	Fall 2022, N=6 $\geq 2$ points: 33% 3 points: 33%	Fall 2022: Not Met  There was wide variability in performance among students.

		protocol and proposal.		Fall 2022	Competence Scale.		Those who followed directions and were attentive throughout the semester performed exceptionally well. Those with a history of poor time management and lack of attention to directions performed poorly. Students had ample formative assignments/ assessments to support their development of the final project. Poor performance on this project attributable to student inattentiveness and poor time management. Therefore, the recommendation is to keep the assignment as-is.
See above.	7.01c-History, philosophy, theory and science.	RSTM 405 Apply a critical analysis of	Discussion: Critique and debate RT Models	Discussion rubric	75% of students will achieve a rating of $\geq 2$ on 3-point Professional	Fall 2022, N=6 $\geq 2$ points:83% 3 points: 83%	Met Students performed exemplary. No

		therapeutic recreation practice models		Sklar for Carter (adjunct) Fall 2022	Competence Scale.		changes recommended.
<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	RSTM 335  Conduct a client assessment interview and perform self-critique of the interview.	Mock Assessment Video	Assessment Video Rubric  Sklar for Carson (adjunct)  Fall 2022	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N= $\geq 2$ points: % 3 points : %	Assessment data were unavailable. Will reassess the next cycle.
See above.	7.02b-Outcomes: Planning	RSTM 331  Design a specific therapeutic recreation program plan including the following components: terminal program objectives, enabling objectives, performance	Specific Program Plan  (Assessment is combined with Comprehensive Program Plan, below. Therefore the results and recommendations are identical.)	Program Plan Rubric  Sklar for Carson (Adjunct)  Spring 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N=6 $\geq 2$ points: 67% 3 points : 0 %	Spring 2023: Not Met  Considering the small sample size (N=6), and two-thirds of the students (4/6) met the standard, there is not enough evidence to suggest the need for change on the instruction or assignment.

		measures, content, process, sequence sheet, and implementation plan.					Recommendation is to continue as is.
See above.	7.02c-Outcomes: Implement	RSTM 300  Demonstrate the ability to critically evaluate experiential education facilitation and leadership.	Co-Facilitation Reflection	Co-facilitation Reflection rubric  Monu  Fall 2022	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N=14 $\geq 2$ points: 86% 3 points : 15%	Fall 2022: Met  Decisions: Students were all successful with this assignment.  The assignment will continue unchanged.
See above.	7.02d-Outcomes: Document	RSTM 331  Develop a comprehensive therapeutic recreation program plan according to professional	Comprehensive Program Plan  (Assessment is combined with Specific Program Plan, above. Therefore the results and	Program Plan Rubric  Sklar for Carson (Adjunct)  Spring 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N=6 $\geq 2$ points: 67% 3 points : 0 %	Spring 2023: Not Met  Considering the small sample size (N=6), and two-thirds of the students (4/6) met the standard, there is not enough evidence to suggest

		standards of practice.	recommendations are identical.)				the need for change on the instruction or assignment. Recommendation is to continue as is.
<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	RSTM 405  Apply and interpret standards of practice to practice examples.	Standards of Practice Indicators Analysis	SOP project rubric	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Fall 2022, N=6 $\geq 2$ points: 100% 3 points : 83%	Fall 2022: Students performed exemplary. No changes recommended.
<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	RSTM 498-Advanced Field Experience  Each student, by the end of the semester, will have had the opportunity to evaluate his/her preparedness as assessed by the AFE supervisor and agency site supervisor, with regard to professional standards, core AFE	Supervisor Evaluation	Supervisor Evaluation  Sklar  Spring 2023 Summer 2023	75% of students will achieve a rating of $\geq 2$ on 3-point Professional Competence Scale.	Spring 2023, N=3 Summer 2023, N=3  Total N=6 $\geq 2$ points: 100% 3 points : 100%	AY 2022-2023: Met  All students received high performance ratings from their supervisors. No changes recommended.



		competencies, abilities in areas of leadership, organizational skills, professional knowledge, and professional service skills.					
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**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 2023 School Report covers the testing period of 2020-2022 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

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.

## ***National Council for Therapeutic Recreation Certification (NCTRC)***

### ***School Reports***

#### ***April 2023***

This report contains data from the NCTRC examination delivered during the 2020, 2021, and 2022 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 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



**National Council for Therapeutic Recreation Certification**

Testing Period: 2020 - 2022

Comprehensive School Report

49. UNIVERSITY OF ST. FRANCIS

Total Score Information		
	School	National
N	17	4621
Mean	60.12	63.65
% Pass	70.6%	77.4%
% Fail	29.4%	22.6%

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	4	23.5%	5	29.4%	4	23.5%	5	29.4%	3	17.6%	4	23.5%
At or Above Minimum Competence	13	76.5%	12	70.6%	13	76.5%	12	70.6%	14	82.4%	13	76.5%

**RSM Interpretation of Results:**

The student pass rate decreased 2.7% (N=17) from most recently available scores reported in 2022 (N=15). Based on the N, it can be determined that the 2022 report shows 11 students having passed the exam and the 2023 report shows 12 students passing the exam. The 2022 report indicated 4 failing scores whereas the 2023 report indicated 5 failing scores. Therefore the frequency of passing scores increased one, and there was one fewer failing score reported in 2022. The 2023 reported pass rate of 73.3% was 7 points below the national average, a difference that was relatively stable from the 2022 reported pass rate in which the national average was 79.5%. The Domain Score Information indicated slight decreases in minimum competency rates in the following areas: Foundational Knowledge, Assessment, Documentation, and Implementation. Slight increases in competency rates were found in Administration of TR Services, and Advancement of the Profession.

**Table: Comparison of NCTRC pass rates 2018-2022**

<b>2018-2020 (N=10) Pass Rate Reported in 2021</b>	<b>2019-2021 (N=15) Pass Rate Reported in 2022</b>	<b>2020-2022 (N=17) Pass Rate Reported in 2023</b>
70%	73.3%	70.6%

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

<b>Domain</b>	<b>2018-2020 (N=10) Reported in 2021</b>	<b>2019-2021 (N=15) Reported in 2022</b>	<b>2020-2022 (N=17) Reported in 2023</b>
Foundational Knowledge	80%	80%	76.5%
Assessment Process	80%	73%	70.6%
Documentation	70%	80%	76.5%
Implementation	70%	80%	70.6%
Administration of TR Services	90%	80%	82.4%
Advancement of the Profession	60%	66%	76.5%

Overall, the student pass rate of the 2023 report is viewed as relatively stable in comparison to the 2022 report. Slight increases in the minimum competency rates were found in two of six domain areas, and slight decreases were found in four areas.

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

Overall, the results demonstrated relative stability in the overall pass rates and knowledge areas. In response to past alumni survey results and assessment findings, the RT faculty specialist, Dr. Sklar, continues to offer a supplemental NCTRC Exam review session as students prepare to graduate. The purpose of these sessions is to better prepare students for the NCTRC exam and to address self-identified deficit areas. These review sessions continue to be offered annually. Going forward the review sessions will specifically emphasize areas of underperformance (such as Foundational Knowledge, Assessment, Documentation, and Implementation), as indicated by the NCTRC Exam School Report. The next review session will be offered to graduating seniors in December 2023.