

# Assessment of Student Learning Plan (ASLP): Recreation & Leisure Studies

2016-17 Academic Year

## **College, Department, Date**

*College* CSTH  
*Department* Recreation and Leisure Studies  
*Date* May 25, 2017

### **A. Contact Person for the Assessment Plan**

*Name and title* Holly J. Bean, MS, CTRS, Department Chair

### **B. Degree Program**

*Name of Degree Program* Therapeutic Recreation (we have phased out Community Recreation and are working on its replacement: Recreation Management)

## **Assessment of Student Learning: Program Assessment**

### **Step 1: Identify the Student Learning Outcomes (SLO's)**

- a. *Do you have your student learning outcomes published on your department's website? Yes, will be posted this summer 2017*
  - i. *If yes, please indicate the url: not available yet*
  - ii. Recreation and Leisure Studies Student Learning Objectives

Therapeutic Recreation Concentration:

In coordination with the American Therapeutic Recreation Association (ATRA) and the National Council for Therapeutic Recreation Certification (NCTRC) the University of Southern Maine Recreation and Leisure Studies provides students with the professional skill set necessary whereas upon successful course completion the ability sit for national certification with the designation of Certified Therapeutic Recreation Specialist (CTRS). NCTRC outlines the Professional Knowledge Domains that students

must acquire during their college experience. Our course work is built on these domains. They include:

1. History of Recreation and Leisure Studies/Foundational Knowledge
2. Therapeutic Recreation Models of Service Delivery
3. Etiology, Course, and Prognosis of Various Diagnostic Categories and Disease Sequelae
4. Activity Analysis and Task Analysis
5. Concepts of Health and Wellness
6. Professional Relationships and Responsibilities
7. Client Assessment and Documentation
8. Creating, Implementing, and Evaluating Evidence Based Interventions/Programming
9. Role and Function of Treatment Teams and/or Service Providers
10. Leadership Skills
11. Awareness and Advocacy of Profession
12. Ethical and Legal Aspects of Therapeutic Recreation
13. Theory and Application of Treatment/Rehabilitation
14. Client-Centered Approach and Therapeutic Models
15. Creating Behavioral Goals and Objectives
16. Community Participation
17. Problem Solving Skills
18. Risk Management
19. Cultural and Diversity Competency

After reviewing the Domains of Knowledge, Student's Learning Outcomes consist of:

Students will earn a grade of C- or better in each required course, with a GPA of 2.0 or better

Students will provide written examples of the historical and foundational background of Therapeutic Recreation

Students will demonstrate knowledge of models of Therapeutic Service Delivery Models

Students will compile and use a portfolio of valid and reliable Therapeutic Recreation Assessments

Students will accomplish two 24 hour practicum hours at an area agency that provides Therapeutic Recreation services

Students will accomplish a 560 hour internship at an agency that utilizes Therapeutic Recreation as a treatment modality

Students will demonstrate cultural competency

Students will practice and apply leadership skills

Students will differentiate between opinion and clinical opinion

Students will research an evidence based intervention

Students will present the evidence based intervention

Students will plan an inclusive program for all populations

Students will give examples of a task analysis and an activity analysis

Students will demonstrate proficiency in documentation; including assessing, writing the assessment note, progress notes, and discharge notes, proficiency includes medical terminology and abbreviations

Students will interpret and apply the code of ethics as stated by ATRA

Students will pass the NCTRC national certification exam at the end of their college career, earning the designation of CTRS

- a. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All listed (and not listed) objectives were assessed this past academic year. The assessment of objectives is derived from semester end grades that include written papers, case studies, presentations, tests, practicums, internships, and evaluations.

- b. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes

- i. Each syllabus includes all objectives that the course is designed to meet. Instructors are trained to include objectives for each PowerPoint at the beginning of the PowerPoint and then at the end, asking for student input (evaluation) if the objectives were met for that class.

## **Step 2: Assessment Methods Selected and Implemented**

- a. *Identify which direct measures (other than course grades), that are used to determine whether students achieved the stated learning outcomes for the degree.*

Direct measures: performance tests, papers, case studies, portfolios, program presentations, Thinking Matters, creating a policy manual, providing a professional conference for all CTRs in New England where CEUs are earned, evaluations from practicum (agency) supervisors, evaluations from internship (agency) supervisors, successful completion of national certification exam.

Indirect measures: mid-semester formative evaluations provided to students, student interviews during advising, focus group consisting of four instructors, tracking student performance with course grades and participation.

- b. Bloom's Taxonomy is utilized in understanding and evaluating how our teaching methods are utilized by students.

- c. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Assessments are implemented each semester in each course offered. All outcomes must be met for a student to have successfully completed their degree in Therapeutic Recreation.

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*
- c. *Date of most recent program review/self-study?*

1. Each program is assessed at the end of each semester. Monthly meetings with faculty have resulted in timely information gathering, helping RLS to create a department that works together to understand teaching needs, student needs, and outcomes.
2. Courses are currently being screened so that the foundational courses are to be offered more than one semester per year. Additional faculty has been secured to allow for student's to have more options. Graduate Planners have been designed to map out the student's four year academic schedule so that classes can be taken when they are offered. A course that had been dropped due to lack of faculty, REC 332, was found to be instrumental in preparing students for the more rigorous courses, REC 382 and REC 383, and subsequently brought back in as a pre-requisite for REC 382 and REC 383. Through agency assessment of students at internship sites where documentation is crucial, it was found that USM TR interns were deficient in this skill.
3. Faculty meets regularly to review current textbook and review new textbooks. Syllabi are updated each semester, after student feedback, to clarify learning objectives and to add depth to the curriculum. Grading Rubrics are used in most courses. A template has been distributed to all instructors.

4. Fall 2017 RLS will complete a self-study. Preliminary work has begun with a self-study committee designated.

**E..Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Reinstating courses that were dropped due to lack of faculty has been our focus. To date we have reinstated REC 231 Expressive Arts, REC 283 Animal Assisted Therapy, REC 332 Methods in Therapeutic Program Design, REC 224 Inclusive and Special Recreation, and collaborated with Nursing to reinstate HIH 288 Reiki. We also found a replacement for retiring self-defense instructor in order to continue offering this valuable RHF program to all USM students.

Collaborating with Disabilities Studies and other departments throughout USM, our department now offers a Minor in Disability Studies.

**F. Community Engagement Activities in your departmental curriculum:**

*a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

Yes, our students collaborate on a fall Wellness Conference and a spring TR Conference. They are provided an outline on the process, groups are formed, and they each must accomplish their chosen tasks. Outreach is mandatory, as students must engage with the sponsors, the public, and vendors.

Community Engagement is also required in REC 110, REC 121, REC 353, REC 224, REC 241, REC 382, REC 383, REC 399, REC 495 and REC 498.

*b. Please indicate what community engagement activities are included in your program's curriculum, and whether the activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u>  X  </u>	R
Student-Faculty Community Research Project	<u>  X  </u>	R
Internship, or a Field Experience	<u>  X  </u>	R
Independent Study (community-related project)	<u>  X  </u>	R
Capstone Course (community-related project)	<u>  X  </u>	R
Service-Learning (course-based)	<u>  X  </u>	R
Study Abroad, or an International Program	<u>    </u>	O
Interdisciplinary Collaborative Project (community related)	<u>    </u>	O
Student Leadership Activities (related to a team project)	<u>    </u>	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>  X  </u>	R
Other Activities (not mentioned above):		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: REC 110, REC 121

Mid-level courses: REC 224, REC 241, REC 353, REC 382, REC 383, REC 399

Upper-level courses: REC 495, REC 498