

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

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College College of Science Technology and Health (CSTH)
Department Department of Recreation and Leisure Studies
Date June 4, 2019

B. Contact Person for the Assessment Plan

Name and title
Holly J. Bean, Department Chair RLS

C. Degree Program

Recreation and Leisure Studies, Concentration in Therapeutic Recreation

D. 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
 - i. If yes, please indicate the url:
<https://usm.maine.edu/rls/rls-resources>
 - ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

Recreation and Leisure Studies Student Learning Objectives

In coordination with the American Therapeutic 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 to sit for the 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:

History of Recreation and Leisure Studies – Foundational Knowledge

Therapeutic Recreation Models of Service Delivery

Activity Analysis and Task Analysis

Concepts of Health and Wellness

Professional Relationships and Responsibilities

Client Assessment and Documentation

Creating, Implementing, and Evaluating evidence based interventions – Programming

Role and function of treatment teams and/or service providers

Leadership Skills

Awareness and Advocating of the TR Profession

Ethical and legal aspects of TR

Scope of Practice

Theory and application of treatment rehabilitation

Client-centered approach

Collaborating with the client to create behavioral goals with measurable objectives

Community participation and client integration

Problem solving skills

Risk Management

Cultural and Diversity Competency

- b. 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) learning outcomes were assessed this past academic year. The assessment of learning outcomes is derived from semester grades that include written papers, case studies, presentations, tests, practicums, internships, and evaluations from service-learning agencies.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.
- <https://usm.maine.edu/rls/course-descriptions>

A curriculum map is provided on our website and the advising department has our academic planner published on their website.

<https://usm.maine.edu/advising/degree-planning-2017-18-csth#rls>

Students must earn a C- or better in all required courses for the major.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were 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 CTRSs in New England where CEUs are earned, evaluations from practicum (agency) supervisors, evaluations from internship (agency) supervisors, successful completion of national certification exam.

- b. 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.

- 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).*

All outcomes are measured during the semester, majors completed a clinical case study, practicum, internships, and service learning. Rubrics are provided.

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the REC 382 course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course (REC 498) convened a professional conference for CEUs for Certified Therapeutic Recreation Specialist (CTRSs) . Conference evaluations were provided by the participating CTRSs.

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).*

Program assessment is completed by faculty and part-time faculty annually. NCTRC examination results are processed annually. Teaching competence and student outcomes are noted by data from NCTRC for those that pass the examination.

Student course evaluations are utilized to create positive learning outcomes.

- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

All Student evaluations are considered. Student feedback is crucial in growing our department curriculum and to improve student learning. Partnering agencies provide feedback on student service learning competencies.

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 students 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 as some courses are only offered once a year. 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.

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.

c. *Date of most recent program review/self-study?*

Currently in progress

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.*

Each student provides a clinical case study presentation at the end of the semester. The case study requires the student to use their clinical knowledge and skills gained throughout the semester.

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.*

Outcomes for student community engagement include: experiential learning opportunities, application of skills and knowledge, potential networking, potential employment opportunity, partnership with USM, and advocacy for Therapeutic Recreation.

b. *Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.*

Yes, community engagement is listed in the syllabus for these courses:

REC 110, REC 121, REC 224, REC 241, REC 311, REC 353, REC 382, REC 383, REC 399, REC 495 and REC 498.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	O
Other activities: Therapeutic Rec Club		O
Membership to MERTA/ATRA		O

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, REC 223, REC 232, REC 233, REC 241, Mid-level courses: , REC 382, REC 383, REC 353, REC 311, REC 314, REC 367, REC 399 VAST, Upper-level courses: REC 495, REC 498