



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Reminder: All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. **Please email this form by May 31, 2020.**

Overview Information:

College College of Science Technology and Health (CSTH)

Department Exercise, Health, and Sports Science

Degree Program Recreation and Leisure Studies

Contact Person for the Assessment Plan: Holly J. Bean, Ph.D., LCPC, CRC, CTRS

Current Date: May 26, 2020

List the date of the most recent academic program review/self-study: N/A

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? **X Yes** **No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website:

Yes, Program Assessment is aligned with the knowledge and skill requirements listed through the National Council for Therapeutic Recreation Certification (NCTRC).

https://usm.maine.edu/sites/default/files/rls/Vision%20Statement_RLS.pdf

<https://www.nctrc.org/wp-content/uploads/2019/05/JobAnalysisReport.pdf>

Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The Mission of the Department of Recreation and Leisure Studies is to inculcate students enrolled in Therapeutic Recreation (TR) with the knowledge and skill sets required to become Certified Therapeutic Recreation Specialists (CTRS), to enhance the ability to provide competent wellness and health care services, and to instill an ethos of commitment to collaborate and to advance the profession.

<https://usm.maine.edu/catalogs/2019-20/recreation-and-leisure-studies-overview>

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

The University of Southern Maine, northern New England's outstanding public, regional, comprehensive university, is dedicated to providing students with a high-quality, accessible, affordable education. Through its undergraduate, graduate, and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service. Distinguished for their teaching, research, scholarly publication, and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship, and creativity, USM provides resources for the state, the nation, and the world.

Recreation and Leisure Studies (RLS) is dedicated to providing students with a high-quality, accessible, affordable education. RLS focuses on diversity and inclusivity. All RLS students are required to engage in the community through experiential learning and by providing an annual professional conference for Certified Therapeutic Recreation Specialists located in New England. RLS graduates work in health care systems throughout the country and provide valuable, sustainable psycho-social interventions to promote health and wellness that promote quality of life for all populations.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

According to the American Therapeutic Recreation Association (ATRA), Recreation Therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being. Further, "Recreational Therapy" means a treatment service designed to restore, remediate and rehabilitate a person's level of functioning and independence in life activities, to promote health and wellness as well as reduce or eliminate the activity limitations and restrictions to participation in life situations caused by an illness or disabling condition.

Recreational therapy is not all fun and games. There is a purpose behind the activities that are specifically targeted to each patient/client. When individuals are suffering from a physical injury or mental illness, they need help learning, not only how to live with their disability, but to enhance their quality of life by reducing the isolation that patients experience and helping them to participate in leisure activities.

Recreational therapists (RTs) seek to reduce depression, stress and anxiety in their clients and help them build confidence and socialize in their community.

Individuals who use our services become more informed and active partners in their own health care. Prescribed activity assists individuals in coping with the stress of illness and disability and prepares them for managing their illness and/or disability so they may achieve and maintain optimal levels of independence, productivity, well-being, and quality of life.

Recreational therapy improves quality of life and productivity for individuals with disabilities
(ATRA.com)

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

<https://usm.maine.edu/rls/rls-resources>.

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

Student learning outcomes are assessed in all Recreation and Leisure Studies courses.

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

All required recreation course listings are assessed each semester for learning outcomes.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input checked="" type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Exit Exam (created by department or program)	Fall	Spring	Summer

<input type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
X Employer meetings/discussions on student outcomes	Fall	Spring	Summer
<input type="checkbox"/> Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
X Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
X Oral Performance/conference presentation	Fall	Spring	Summer
X Portfolio of student work	Fall	Spring	Summer
X Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
X Research Papers (used for course & program assessment)	Fall	Spring	Summer
X Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
X Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Other: please explain			

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

Students are assessed in the field, by agency supervisors, in the classroom by instructors, and by classmates. Students must earn a C- or better for each required class.

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

Recreation and Leisure students cannot continue in the program with a GPA lower than 2.0 and/or grades lower than a C-. We are a small department with the majority of our students graduating. The final student learning outcome assessment is the NCTRC certification exam. Records from NCTRC (2018) indicate that our students have a passing success rate of 83.3% as compared to the national pass rate of 87.2%. NCTRC exam results provides the information needed to increase classroom instruction.

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to

collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Evidence collected from NCTRC exam scores as compared with national scores, feedback from community partners, and instructor assessment demonstrate that RLS students have competence in assessment and documentation, efficacy in programming evidence based interventions, and leadership skills, but require more instruction in foundational knowledge, TR administration tasks, and advancement of the profession.

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, courses offered, new course, pre-requisites, course

requirements, etc.)

X Course pedagogy changes (teaching)

__ Personnel or resource allocation changes

X Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)

X Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)

X Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)

X Results indicated no action needed, students met expectations

__ Other: please explain

d. Briefly explain each of the program changes/improvements indicated above

Student Service-Learning Handbook created

Policy manual created for faculty

Student Portfolio requirement and manual created

Teaching/instruction changes to increase knowledge and skills section as noted from NCTRC Exam metrics

Teaching/instruction changes to include field supervisors input from student evaluations

Student formative evaluations on course content, textbooks, and organization of teaching materials given mid-semester, not only at the end of the semester

Reinstated courses that were removed due to lack of faculty

Board of Advisors created from community partnership agencies

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Program improvements are made regularly and are evaluated regularly. Summer months allow RLS to discuss the past semesters and prepare for fall.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across

different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

Students in REC 311 collaborated with the Mother House, a residential living community of seniors to create evidence based programming. Programming was created from a residential needs assessment. Assessment of student programming was accomplished by the residents and classmates.

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Reminder: Please complete and submit this form by May 31, 2020.

Curriculum Assessment Map of Student Learning Outcomes –Template

Curriculum Map					
Required Courses- Used for Assessing Program-Level Student Learning Outcomes					
Program-Student Learning Outcomes	Course #	Course #	Course #	Course #	Capstone/ Internship Course
Outcome 1 Foundational Knowledge	Introduced & Practiced REC 110 Outcome assessed using Quiz/Exam items, Papers, Presentations	Reinforced REC 121 Outcome assessed using Quiz/Exam items, Papers, Presentations	Reinforced REC 241 Outcome assessed using Quiz/Exam items, Papers, Presentations		
Outcome 2 Therapeutic Recreation Models of Service Delivery	Introduced and Practiced REC 121 Outcome assessed using Quiz/Exam items, Papers, Presentations	Introduced & Practiced REC 232 Outcome assessed using Quiz/Exam items, Papers, Presentations	Reinforced Outcome assessed using research program design REC 253	Reinforced Outcome assessed using research program design REC 311, REC 314	
Outcome 3 Leadership Skills/Client Centered Approach	Introduced REC 110 Outcome assessed using Quiz/Exam items, Papers, Presentations	Practiced & Reinforced REC 121 Outcome assessed using Quiz/Exam items, Papers, Presentations	Practiced & Reinforced REC 226, REC 241 Outcome assessed using Quiz/Exam items, Papers, Presentations	Practiced & Reinforced REC 253 Outcome assessed using Quiz/Exam items, Papers, Presentations	
Outcome 4 Community Participation and Client Integration	Introduced REC 121 Outcome assessed using Quiz/Exam items, Papers, Presentations	Practiced REC 232, REC 241, REC 253, REC 382, REC 383 Outcome assessed by presentation, paper and agency supervisor evaluation	Full Semester (560 hour) Internship REC 495 Outcome assessed by presentation, paper and agency supervisor evaluation And evidence based community program		Capstone Internship Class REC 495
Outcome 5 Code of Ethics, Legal, and Standards of Practice	Introduced REC 324 Outcome assessed using Quiz/Exam items, Papers, Presentations	Practiced REC 494, REC 495 Outcome assessed using Quiz/Exam items, Papers, Presentations	Reinforced REC 498 Outcome assessed by student creation of a policy and protocol manual		

Outcome 6 TR Administrative Responsibilities	REC 498 Assessed by student policy and procedure manual completion				
Outcome 7 Assessment and Documentation	Introduced REC 232 assessed using Quiz/Exam items, Papers, Presentations	Introduced and Practiced REC 382 assessed using Quiz/Exam items, Papers, Presentations	Reinforced REC 495		
Outcome 8 Awareness and Advocating of the TR Profession	Introduced REC 121 assessed using Quiz/Exam items, Papers, Presentations	Practiced REC 253 REC 324 REC 382 REC 383 assessed using Quiz/Exam items, Papers, Presentations	Reinforced REC 498 Assessed by evaluations from participants of the annual professional conference		Capstone Class REC 498
Outcome 9 Creating, Implementing, and Evaluating Evidence Based Interventions (Programs)	Introduced REC 232 assessed using Quiz/Exam items, Papers, Presentations	Reinforced RE 232 REC 324 assessed using Quiz/Exam items, Papers, Presentations	Practiced REC 382 REC 383 REC 495 assessed using Quiz/Exam items, Papers, Presentations Agency Evaluation		

Details/Description:

Student Learning Outcomes (SLO's) can be assessed on a 3-year cycle:

**SLO's 1 and 3 assessed in Year 1, SLO's 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3*

Program improvements are made before the next assessment cycle.