

AEC APPROVED VERSION

Student Learning Assessment Report, Undergraduate AY 2023-24

Submit to [Marina Maye at mmaye@vwu.edu](mailto:mmaye@vwu.edu) by June 30, 2024

Program: Recreational Therapy

Modalities (“X” all that apply): In-person X Online _____

Submitted by: Jill Sturts

In accordance with both SACSCOC reporting guidelines and the faculty’s responsibility to oversee the VWU curriculum, all programs (majors and programs) must complete an annual Student Learning Assessment Report (SLAR). Specifically, programs must identify student learning outcomes and appropriate measures of those outcomes to assess student learning. Appropriate outcomes and measures, either quantitative or qualitative in nature, are best identified by program participants; however, outcomes and measures should accord with disciplinary best practices, be concrete and specific, and allow for informed and evidence-based judgments regarding student learning.

The Academic Effectiveness Committee will review each submission by the Fall semester, and feedback will be provided shortly thereafter.

Please complete the chart below and submit a report that addresses each of the questions that follow the chart. A helpful hints document with more detailed instruction and tips is bookmarked, with blue hyperlinks, within the chart headings and other locations.

Please be sure to respect your students’ anonymity and not to submit their names with your data or discussion. If you would like to submit data referencing individual students, please use “Student 1,” “Student 2,” etc.

Additionally, please be sure to include in your discussion data from any online degree programs for which your department graduates students.

Overview of the Current Year's Results

<p>List all Program Learning Outcomes (add number).</p> <p><i>Complete this column each year for all Program Learning Outcomes.</i></p>	<p>Will the outcome be discussed in this year's report?</p> <p><i>Complete this column each year.</i></p>	<p>How has the outcome been measured? (Embedded class assignment & rubric, specific questions on a final exam, normed national exam, etc.)</p> <p><i>Complete this column each year.</i></p>	<p>What is the benchmark threshold established by program demonstrating competency (Benchmark can be <i>either</i> quantitative or qualitative in nature)</p> <p><i>Complete this column each year.</i></p>	<p>How well did students achieve the department's competency threshold? (Overall achievement of a nationally normed mean, % of assessed students who achieved benchmark, etc.)</p> <p><i>Complete this column only during years this outcome is discussed.</i></p>	<p>How does student achievement fit with trends over time?</p> <p>Given these results, what changes will be implemented and when?</p> <p>If none, why not?</p> <p><i>Complete this column only during years this outcome is discussed.</i></p>
<p>#1: Students shall demonstrate entry-level knowledge of the nature and scope of therapeutic recreation and the agencies that offer related services.</p>	<p>Yes</p>	<p>RT 210 Midterm Exam</p>	<p>Above 75%</p>	<p>Midterm: Min. score=80; Max. score=100; Mean score=90.5</p>	<p>Overall, students performed well on the midterm exam and demonstrated entry-level knowledge, techniques, and processes used by TR professionals and other relevant healthcare related professions. Since students performed well on midterm, the same format will be</p>

					followed in future classes.
#2: Students shall demonstrate entry-level knowledge of the techniques and processes used by therapeutic recreation professionals and workers in the relevant recreation and healthcare related professions.	No	RT 312 Midterm Exam RT 312 Written Plan of Operation	Above 75%		
#3: Students shall demonstrate entry-level knowledge of the historical, scientific and philosophical foundation of therapeutic recreation professionals.	Yes	RT 310: Evidence-Based Research Assignment	Above 75%	Minimum score=92; Maximum score=100; Mean score=93.5	Overall, students performed well. Since students performed well, the same format will be followed in future classes which included a review of assignment requirements, reviewing RT EB literature, giving different topics to each student.
#4: Students shall demonstrate the ability to plan and design therapeutic recreation services that facilitate targeted human	Yes	RT 313: Simulated Assessment	Above 75%	Minimum score=50; Maximum score=94; Mean score=79.5	The group assignments varied based on student interest. Two of the groups had

experiences and that embrace personal and cultural dimensions of diversity.					<p>difficulties understanding the assignment and only administered part of the assessment or did not write a report on the findings. The group with four students had the most difficulties. For future assignments, groups of two students per group will be assigned an assessment to assist in reducing misunderstanding about the assignment.</p>
#5: Students shall demonstrate the ability to implement therapeutic recreation services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.	No	RT 314: Simulated Interventions	Above 75%		
#6: Students shall demonstrate the ability to evaluate therapeutic recreation services that facilitate targeted human	Yes	RT 313: Simulated Assessment 2	Above 75%	Minimum score=0; Maximum score=95; Mean score=81.5	Overall, students had a marked improvement from the first to the second assessment. One student did not participate in the

experiences and that embrace personal and cultural dimensions of diversity.					second assessment. Overall, showed improvements in the ability to evaluate and a similar process will be used in future classes which included receiving feedback from the first assessment.
#7: Students shall demonstrate entry-level knowledge about day-to-day operations in the therapeutic recreation profession.	Yes	RT 409: Short and Long-term project	Above 75%	Mean Score - 95	Students do well with short and long-term projects as they are directly connected to the internship experience.

Discussion

Please answer each part of each section below. For example, even if you answer 1.a.iii., you still need to answer 1.a.ii. and 1.a.i.

1. Assessment

a. Overview of assessment

- i. Provide a brief overview of your programmatic assessment.

Our Recreational Therapy major is assessed in a manner that conforms to the expectations of the evaluative standards of the Council on Park, Recreation, Tourism and Related Professions (COAPRT). Used as a model for other schools' assessment efforts we utilize a two-year rotating [Curriculum Assessment Plan](#) (CAP). The CAP ensures that all required courses address accreditation standards during a student's studies.

- ii. How and why did the program choose the measures and thresholds used to assess the outcomes included in this report?

COAPRT announced a baseline of 70% competency threshold on all 7.0-series curricular standards. The Department of Sport and Recreation Professions currently uses this expectation as the minimum benchmark. However, based on the feedback from AEC last year, the Department raised the competency benchmark to 75%.

- iii. Give a brief summary of student achievement of outcomes, comparing to past years if applicable and noting any areas of concern.

For the current period, results were consistent with the past. As well, students continue to pass at or above the national average the examination leading to certification as a Certified Therapeutic Recreation Specialist. The Recreational Therapy faculty within the department use the [RT Course Assessment Master](#) to assess courses and

make recommendations for future changes based on results. Student achievement of outcomes were in line with past years. There are no areas of concern.

b. Evaluation of changes

- i. Describe recent programmatic or pedagogical change(s) the department is in the process of evaluating.

The department added a sixth RT course last AY in alignment with accreditation standards. This meant that REC 217 (an elective) will not be offered this year. In addition, the volunteer hour requirement was reduced from 30 hours to 15 hours in RT 210, give that it is an introductory course.

- ii. How did student learning assessment information support the change(s)?

In RT 210, students were failing to meet the hour requirement and feedback suggested it was hard to juggle the coursework and the hour requirement.

- iii. How do results compare to expectations?

Results exceeded expectations in most cases.

- iv. Describe plans for continuing or making adjustments.

The addition of a new faculty member allows for the department to re-assess the curriculum in a year to identify how to best utilize the strengths of both faculty members related to courses, accreditation, and undergraduate internships and research.

2. What aspects of student learning and/ or experience is your department regularly discussing that your student learning outcomes and formal assessment processes do not currently address? Please describe.

While our long projects are assessed within the curriculum, there has been more intentionality related to connecting that project with the research project undertaken in REC 408, the Research Methods course that students take alongside the internship. This allows for students to make meaningful connections between their research and their field work.

Attach all relevant material (such as copies of assessment plans, rubrics, tests, gathered data, etc.) to the end of the report or append such material to the email alongside this submission. This may include minutes of department meetings demonstrating professional judgment if such judgment was intrinsic to the changes a program will be making. **Please be sure to respect your students' anonymity and do not submit their names with your data or discussion. If you would like to submit individual student data, please refer to them as "Student 1," "Student 2," etc.**