

## 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BS Parks & Rec. - Rec. Therapy

OR

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☒ 19. **Professionalism**
- ☐ 20. Other, specify any assessed PLOs not included above:

a.

b.

c.

#### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

To keep the focus related to our national accreditation annual updates, the Recreation Therapy (RT) Concentration looked at **professionalism** for the 2016-2017 year. This is the first full-year of **RPTA 102: Recreation Therapy Professional Practice** replacing RPTA 101: Senior Seminar for Recreation Therapy students (the course as offered as an option a year prior to allow for a smooth transition between catalogs). This course was created to give RT students a more discipline-appropriate course related to passing the national Certified Therapeutic Recreation Specialist (CTRS) examination (required for practicing as an RT) and skills in writing resumes and cover letters for recreation therapist positions in clinical settings. The course is not taught by a tenure-track faculty, but by a lecturer faculty that works full-time as a CTRS in a clinical psych facility.

The Recreation Therapy program has developed five overall goals, and all relate to professionalism. These overall program goals are also used for national accreditation of the program through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

#### Goals of the Therapeutic Recreation Program

- A. Offer courses and field-based experiences enabling graduates to meet the criteria for eligibility to sit for examinations to become a Certified Therapeutic Recreation Specialist (CTRS) through the NCTRC and Recreation Therapist, Certified (RTC) through the CBRPC
- B. **Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities**
- C. Continually revise the Option's content so that it always reflects the most current professional standards and practices
- D. Continually evaluate current and potential field-based experience sites to provide students with a wide variety of possible field experiences which will expose them to current professional practice by competent practitioners
- E. Assist students with securing recreation therapy positions before and after completion of the Option

For this assessment report, goal "B" was evaluated in through the **Program Learning Goal: Describe management techniques and issues with therapeutic recreation professionals and para-professionals.**

***In relation to Q1.5. below: RT uses its national accreditation standards to develop PLOs. The national accreditation shifted to an assessment-based model in 2013, and the RT program has gone through the new national standards.***

#### Q1.2.1.

Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☒ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

#### Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.5.**

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Professionalism

If your PLO is **not listed**, please enter it here:

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Please see Q1.2.

**Q2.2.**

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes

- ☐ 2. No  
☐ 3. Don't know  
☒ 4. N/A

**Q2.3.**

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

The portfolio in RPTA 102 is graded on a pass/fail system, although the assignments gathered for the portfolio typically used rubrics. For this year's assessment, RPTA looked at the portfolio scores rather than the scores for the individual assignments.

The rubrics for these assignments may vary as students may select their best examples to include in the portfolio. In addition to a resume, cover letter, and professional goals and objectives, students must include an example of professional (1) writing proficiency (grant writing, assessment and documentation, RT program assessment, etc.), (2) oral presentation skills (PowerPoint presentation or video of oral presentation), and (3) group leadership (program manual from RPTA 136 or RPTA 32).

 No file attached

 No file attached

Q2.4. PLO	Q2.5. Stdnd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q6**)  
☐ 3. Don't know (skip to **Q6**)  
☐ 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

**Q3.2.**Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

*Related to Q3.1.1.: Professionalism is directly assessed in RPTA 195D: Recreation Therapy Internship, RPTA 102 (see Q3.2.1. below), and RPTA 119: Recreation Therapy and the Advancement of the Profession. The internship has five reports (each report addresses an aspect of professionalism, and certification requires that there are two goals (four objectives) associated with each report), and a final project that relates directly to what the student did at the internship site (clinical or non-clinical). RPTA 119 has lectures, readings and assignments related to the RT profession. There are three accreditation-related PLOs measured in RPTA 119. Both 195D and 119 are also core courses for all RT students.*

Q3.2.1. The data was collected in RPTA 102, although not all of the course was done in this class. RPTA 102 serves as the point for the RPTA portfolio for RT students and some of the assignments uploaded to the electronic portfolios were completed in other RT courses.

(Remember: **Save your progress**)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)


**Q3.3.1.**


Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [Check all that apply]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☒ 5. External performance assessments such as internships or other community-based projects
- ☒ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify:

**Q3.3.2.**Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The student portfolio is required by every student in RT. Please see the appendix for the assignments used in RPTA 102.

 No file attached

 No file attached

### Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☒ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

### Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- ☒ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:  (skip to **Q3.4.4.**)

### Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

### Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

### Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

☐ 4. N/A

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

2

The PLO was developed by the instructor and the Recreation Therapy Coordinator.

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

1

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All RT students in the class are required to complete the assignments.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

All of the assignments are graded, and the department uses scores from every RT student.

**Q3.6.2.**

How many students were in the class or program?

15-20 per semester.

**Q3.6.3.**

How many samples of student work did you evaluated?

All.

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? **[Check all that apply]**

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

**Q3.7.2.**

If surveys were used, how was the sample size **decided**?



**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, what was the response rate?

### Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? **[Check all that apply]**

- ☒ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

**Q3.8.2.**


Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

*Related to Q3.8.1: Certified Therapeutic Recreation Specialist (CTRS) examination conducted by the National Council on Therapeutic Recreation Certification (NCTRC).*

 No file attached

 No file attached


(Remember: **Save your progress**)

## Question 4: Data, Findings, and Conclusions

### Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in Q2.1:

See next page

 No file attached

 No file attached


# Q4 BS PARKS RECREATIONAL THERAPY


Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	Assessment Results	Evidence of Programmatic Changes
Describe management techniques and issues with therapeutic recreation professionals and para-professionals	7.03.01	RPTA 102	Student portfolio assignments	70% or students will achieve 75% or higher on the questions.	FALL 2016- 14 students enrolled- 14 passed (14/14=100%)  SPRING 2017- 25 students enrolled- 24 passed (24/25= 96%)	A question will be added that will specifically look at management techniques with a scenario for an RT professional

**Q4.2.**

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

The Recreation Therapy program is pleased with student performance. As mentioned, 91% of students for the most recent testing cycle passed the national certification examination on the first try. This is a high pass rate nationally. The challenge for the program will be in its growth. Recreation Therapy is adding more students, but not more faculty and the creation of the RPTA 102 course will hopefully allow the department to maintain a high level of quality in the program and a high success rate on the national certification examination.

 No file attached

 No file attached
**Q4.3.**

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☒ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

## Question 4A: Alignment and Quality

**Q4.4.**

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q5.2**)
- ☒ 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

The comments in the areas where the program received "no" were related to data provided in the report. We realize that we do more work than we have given concrete evidence of. This is a department issue that can be remedied, but we have not yet formally collected all scores and put them into tables for the assessment committee. This has been done in the past and we expect that we will begin this practice again in the near future. It has been a matter of time. Eventually this will be solved, but an exact timeline for this cannot be provided.

This issue is related to the issues for the Master's program and RPM program.

**Q5.1.2.**

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know

**Q5.2.**

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

22. Recruitment of new students

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	----------------------------------	-----------------------	-----------------------	-----------------------

23. Other, specify:

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

Last year assessed Teamwork in the RPTA 136: Program and Event Planning in Recreation, Parks and Tourism course. Although the feedback indicated that it was not clear how this connected to teamwork, it was not stated that the assignments completed for RPTA 136 related to the PLO are done in teams of two and receive a team grade on the assignment.

Recreation Therapy took a different approach than Recreation and Park Management. For the RT program, the coordinator decided that given her students' different requirements and the RPTA 136 course's bottleneck status, that RT students might consider a different programming course, RPTA 149: Developing and Programming Adventure Experiences. This course is an elective for RPM students and one that was previously unavailable to RT students. By allowing RT students to substitute this course for 136, RT students were given an opportunity to plan adventure programming for persons with disabilities and still meet the national accreditation standard. This was because many of the other aspects of the 136 course are also covered in RPTA 119, which is required by all RT students.

The results are a better fit for some of the RT students, which also has the effect of slightly reducing the load on RPTA 136.

**Q5.3.**To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.3.1.**Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

As mentioned in Q5.1.1., RPTA does not do a good job of formally storing and presenting data related to what is actually occurring in the classroom. We have maintained what is required for our national accreditation updates, but given the stress on faculty, additional data presentation has not been maintained as well as it should be. Last years' feedback makes this clear, although the situation has not be remedied.

(Remember: **Save your progress**)

## Additional Assessment Activities

### Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:



No file attached



No file attached

### Q7.

What PLO(s) do you plan to assess next year? **[Check all that apply]**

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☒ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a.  
b.  
c.

**Q8.** Please attach any additional files here:



7.0 (b) Series Learning Outcomes (RT).docx  
46.5 KB



RPTA 102.docx  
35.92 KB



No file attached



No file attached

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

Appendix A: RPTA 102 assignments

Appendix B: Outline of national accreditation learning outcomes and where they are met in the program

## Program Information (**Required**)

**Program:**

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

BS Parks & Rec. - Rec. Therapy

**Q10.**

Report Author(s):

Greg shaw

**Q10.1.**

Department Chair/Program Director:

Greg Shaw

**Q10.2.**

Assessment Coordinator:

N/A

**Q11.**

Department/Division/Program of Academic Unit

Recreation Parks and Tourism

**Q12.**

College:

College of Health & Human Services

**Q13.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

342

**Q14.**

Program Type:



- ☒ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

**Q15.** Number of **undergraduate degree programs** the academic unit has?

1

**Q15.1.** List all the names:

BS in Recreation Administration

**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

2

**Q16.** Number of **master's degree programs** the academic unit has?

1

**Q16.1.** List all the names:

MS in Recreation Administration

**Q16.2.** How many concentrations appear on the diploma for this master's program?

0

**Q17.** Number of **credential programs** the academic unit has?

0

**Q17.1.** List all the names:

**Q18.** Number of **doctorate degree programs** the academic unit has?

0

**Q18.1.** List all the names:

When was your <b>assessment plan...</b>	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
<b>Q19.</b> developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q19.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19.2. (REQUIRED)**

Please **obtain** and **attach** your latest **assessment plan**:



7.0 (b) Series Learning Outcomes (RT).docx  
46.5 KB

**Q20.**

Has your program developed a **curriculum map**?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q20.1.**

Please **obtain** and **attach** your latest **curriculum map**:



RPTA Therapeutic concentration 4 year plan.docx  
57.16 KB

**Q21.**

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes  
☒ 2. No  
☐ 3. Don't know

**Q22.**

Does your program have a capstone class?

- ☒ 1. Yes, indicate:   
☐ 2. No  
☐ 3. Don't know

**Q22.1.**

Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

## Appendix A

### Recreation Therapy Portfolio

*Portfolio Assignment:* A Portfolio is a Departmental requirement for graduation. All assignments must be completed and **submitted via SacCT TurnItIn by March 17, 2017 by 11:59pm.** Include the following:

Item #	Title	Description	Deadline via SacCT Link
1	Resume and Cover Letter	Professional submission of current resume; Cover Letter is seeking employment within an organization	March 17, 2017 via SacCT
2	Goals & Objectives	Identify 3 Professional goals and a narrative objective	March 17, 2017 via SacCT
3	<b>Assignment Show Case: #Group Dynamic</b>	Submit a completed assignment in which it showcases your work as part of a group. <i>Example: RPTA 136 Group event flyer/brochure, grading rubric, RPTA 32 program manual, etc.</i>	March 17, 2017 via SacCT
4	<b>Assignment Show Case: #Writing Proficiency</b>	Submit a completed assignment in which it showcases your writing skills. <i>Example: RPTA 110 Research Paper, RPTA 42 Research paper, grading rubric, etc.</i>	March 17, 2017 via SacCT
5	<b>Assignment Show Case: #Oral Presentation</b>	Submit a completed assignment in which it showcases a project that you presented orally. <i>Example: Powerpoint presentation, Outline for Presentation, Video of presentation, grading rubric, etc.</i>	March 17, 2017 via SacCT

# RECREATION, PARKS & TOURISM ADMINISTRATION – Recreation Therapy Concentration

Minimum total units required for B.S. Degree: 120 ▪ (66-71 units required from Major department) **FOUR ♦ YEAR PLAN**

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

<b>YEAR</b> 1	Sem. 1	A1	A2	B4	D: GOVT	RPTA 21	15UNITS
	Sem. 2	RPTA 1	RPTA 30	A3	B1 (w/B3)	C1	D: HIST+

<b>YEAR</b> 2	Sem. 3	RPTA 32	CHDV 30	B2 (w/B3 if needed)	C2	College Comp. 2	15 UNITS
	Sem. 4	RPTA 42	RT- approved elective	BIO 25	C	D: PSYC 2	15 UNITS

<b>YEAR</b> 3	Sem. 5	RPTA 105	RPTA 106	RPTA 117	PSYC 168	B5: UD GE	15UNITS
	Sem. 6	RPTA 110	RPTA 116	RPTA 118	RT- approved elective	C: UD GE	15 UNITS

<b>YEAR</b> 4	Sem. 7	RPTA 102	RPTA 115	RPTA 119	RPTA 136	RT- approved elective	D: UD GE*	16 UNITS
	Sem. 8	RPTA 195 D (14 units for internship)					14 UNITS	

## KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

## UD

- Upper Division
- + Race & Ethnicity
- \* Writing Intensive (Complete WPJ or ENGL 109W/M before enrolling)
- FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

## NOTES:

TOTAL = 121 UNITS



SACRAMENTO  
STATE

---

## **Recreation Therapy Concentration**

The purpose of the Recreation Therapy (RT) concentration is twofold. First, the RT concentration provides academic course work and field-based experiences, which enable graduates to enter the profession qualified to effectively and successfully provide recreation therapy services to individuals with disabilities in clinical, transitional, and community settings. Competencies addressed in the RT concentration are designed to meet the standards and evaluative criteria of the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), the National Council for Therapeutic Recreation Certification (NCTRC), and the California Board of Recreation and Park Certification (CBRPC). Second, the RT concentration provides to both majors in the department, and campus-wide students who are non-majors, an orientation to individuals with disabilities and to the profession of Recreation Therapy. This knowledge will enable graduates to more competently provide recreation and other services to individuals with disabilities that are more comprehensive and sensitive to their needs.

### **Goals of the Therapeutic Recreation Program**

- A. Offer courses and field-based experiences enabling graduates to meet the criteria for eligibility to sit for examinations to become a Certified Therapeutic Recreation Specialist (CTRS) through the NCTRC and Recreation Therapist, Certified (RTC) through the CBRPC
- B. Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities
- C. Continually revise the Option's content so that it always reflects the most current professional standards and practices
- D. Continually evaluate current and potential field-based experience sites to provide students with a wide variety of possible field experiences which will expose them to current professional practice by competent practitioners
- E. Assist students with securing recreation therapy positions before and after completion of the Option

## A. Certification Criteria

Criteria of COAPRT, NCTRC and CBRPC are regularly reviewed and changes in the RT program including course content, structure, and requirements are revised as needed to reflect changes in criteria. Due to recent changes in NCTRC standards and COAPRT standards, several curriculum changes have been made to the RT program. These changes as well as the RT program course requirements are presented below.

### 1. Recreation Therapy Option Revisions

Several changes in the RT program have been made in the last year and a few are in review at the Department level. These changes were necessary to keep up to date with NCTRC requirements and COAPRT standards. NCTRC requires all exam applicants to have completed a minimum of 5 courses specific to therapeutic recreation. Therefore, the faculty created one new course addressing recreation therapy content knowledge. In 2012, RPTA 115 *Recreation Therapy Assessment and Documentation* became a course offered at CSUS. In past semesters students had taken the course online through California State University, East Bay. With the addition of the course to the CSUS curriculum, the content of RPTA 118 *Facilitation Techniques in Recreation Therapy* was revised as it had documentation as a component which then was added to the RPTA 115 *Recreation Therapy Assessment and Documentation* course. In addition, RPTA 106 *Introduction to Inclusive Recreation & Recreation Therapy* name was changed to add Recreation Therapy to the title to include concepts of the Recreation Therapy Process.

In addition to course changes, a full-time tenure track position was empty for 3 years and in the Fall of 2013 Dr. Jamie Hoffman was hired. In the interim, four part-time lecturers filled the gap with teaching and internship supervision while advising was supported by a tenure-track faculty member from the department.

### 2. Recreation Therapy Option Core Course Requirements

BIO 25: Human Anatomy & Physiology

PSYCH 168: Abnormal Psychology

CHDV 30: Human Development

RPTA 115: Recreation Therapy Assessment and Documentation

RPTA 116: Recreation Therapy Principles and Practices and the Recreation Therapy Process

RPTA 117: Recreation Therapy & Contemporary Aspects of Disability

RPTA 118: Facilitation Techniques in Recreation Therapy

RPTA 119: Recreation Therapy Management

RPTA 195: Recreation Therapy Internship

9 units Supportive Courses

### 3. Schedule of Course Offerings

The current class offerings are as follows: BIO 25 is offered every semester through the Biology department. PSYCH 168 is offered every semester through the Psychology department. CHDV 30 is offered every semester through the College of Education. The following courses are offered every semester through RPTA: RPTA 102, RPTA 115, RPTA 116, RPTA 117 (also required for Gerontology majors), RPTA 118, RPTA 119, and RPTA 195. The following courses are currently only offered in the Spring semester: RPTA 119.

**B. Field-Based Experience Sites**

Based on the experiences of students and discussions with practitioners, the agencies to which students can be assigned are regularly updated. The list is updated regularly when new opportunities and contracts are established between the university and outside Recreation Therapy agencies. The document is called the Current Recreation Therapy Contracts and lists approved agencies and can be found the Department's website and below.

<http://www.csus.edu/hhs/rpta/programs%20courses/therapeutic-rec.html>

**C. Employment**

Notices of positions available in therapeutic recreation are shared with students on a bulletin board in the main hall of the 4<sup>th</sup> floor of Solano Hall and are shared during classes. In REC 119 *Therapeutic Recreation Services & Systems*, time is spent orienting and preparing students to meet certification standards as well as securing a professional position.

**D. Faculty in Recreation Therapy**

**Jamie Hoffman, Ed.D., CTRS** joined CSUS's faculty in 2013 after earning her doctorate from California State University Long Beach in Educational Leadership. Dr. Hoffman has her undergraduate degree in Recreation Therapy from The University of Tennessee, Knoxville as well as her Masters in Recreation Administration. Dr. Hoffman maintains extensive involvement with professional standards for both the specialty of recreation therapy and the field of campus recreation. Dr. Hoffman is the current president of the California Board of Parks and Recreation Recreation Therapy Section. Dr. Hoffman is currently collaborating with The WELL on the campus of CSUS after attaining a grant to initiate inclusive recreation and adaptive sports programming on the campus. She has conducted numerous state, national, and international workshops and presentations addressing professional practice in recreation therapy, adaptive sports, inclusion, as well as professional standards.

**Arlene Krause, CTRS, RTC** has been a Recreation Therapist for over 15 years. She holds both national and state certification, and is a Certified Therapeutic Recreation Specialist (CTRS), and Recreation Therapist Certified (RTC). Arlene has been a faculty member at California State University Sacramento since 1997. Within the Department of Recreation, Parks, and Tourism Administration, she has taught a variety of course in the Recreation Therapy concentration, as well as classes in nonprofit leadership and leisure and wellness. Arlene has also worked with Recreation Therapy students as the complete their education through supervising their 14 week internship experience. For the past three years Arlene has also been an instructor and American River College in the Department of Gerontology. At American River Arlene has instructed as part of the Activity Coordinator Certificate Program. Past employment has included work in the field of housing advocacy, and an independent living center, and work in the mental health field. Arlene has her undergraduate degree from Marquette University in Milwaukee Wisconsin, and her Masters from California State University Sacramento.

**Lindsay Thuy Dao, CTRS**, is the Lead Recreation Therapist for Sutter Center for Psychiatry, the only not-for-profit psychiatric hospital in the Sacramento region that is part of an integrative health care system. She is the Clinical Internship Supervisor, Service Excellence Champion for Patient Satisfaction and is Sutter's Crisis Prevention Intervention Instructor. Lindsay has previously held positions as a Camp Director for Camp Courage, a camp organization that serves



people with disabilities, a Recreation Therapist at Courage Kenny Rehabilitation Institute, as well as clinical experiences at the Western Blind Rehabilitation Center at the VA Palo Alto. Her knowledge and expertise includes the Recovery Model and Dialectical Behavioral Therapy.

Lindsay earned a degree in Recreation Therapy at San Jose State University and currently is a lecturer at California State University, Sacramento since 2013. She resides in Elk Grove and enjoys going on hikes with her faithful dog, Tobi.

### 7.0(b) Series Learning Outcomes (Recreation Therapy)

7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation.

7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes

- Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field of the therapeutic recreation profession in decision-making.

7.01.03 Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the therapeutic recreation profession.

<b>COAPRT 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</b>				
<b>Guidance for TR Focus: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation</b>				
<b>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.</b>				
<b>Course Specific Learning Outcome</b>	<b>TR Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>
Describe standards and regulations which govern therapeutic recreation programs and services	7.01.01	<a href="#">RPTA 116</a>	Online Assignment NCTRC Review	70% of students will score an average of “80%” of the total points
Describe the appropriate therapeutic recreation applications for rehabilitation purposes of clinical terms and diagnoses	7.01.01	<a href="#">RPTA 119</a>	Recreation Therapeutic Department Manual Assignment	TR Model to be used as the foundation of the programs housed within the department. Provide a brief description of the model.
Discuss issues and trends regarding ethical standards in health care professions	7.01.02	<a href="#">RPTA 118</a>	Facilitation Assignment	70% of students will achieve 80% or higher on the presentation
Describe legislative policies regarding individuals with disabilities and its impact on recreation	7.01.02	<a href="#">RPTA 106</a>	Final exam: Questions on the exam relate to legislation. Exam questions (21-26)	70% of students will achieve 80 % or higher on the exam.
Evaluate the implications of various leisure philosophies to quality of life	7.01.03	<a href="#">RPTA 116</a>	Covered in Lecture, and on midterm	75% of students will achieve an 80% or higher on related questions on midterm.

Describe potential benefits and liabilities of leisure and common leisure problems	7.01.03	<a href="#">RPTA 106</a>	Wheelchair Experience	Completion of the experience and self-reflection paper.
Describe the major disability classification areas and how to plan therapeutic recreation services for each area	7.01.03	<a href="#">RPTA 117</a>	Midterm exam: Questions on the exam relate to major disability classifications.  Student Presentations on specific disabilities.	70% of students will achieve an 80% or greater on the exam.

Human functioning including anatomy and physiology, human growth and development through the lifespan, <del>variations in development and</del> resulting disability, psychology, including abnormal psychology, and theories of human behavior change	7.01.03	BIO 25 (anatomy & physiology)	Students final grades as posted on RT Verification Form and university transcripts	70% of students will earn a “C” or greater in BIO 25 or an equivalent course Sacramento State Recreation Therapy I 7
		CHDV 30 (human growth and development through the lifespan)	Students final grades as posted on RT Verification Form and university transcripts	70% of students will earn a “B” or greater in CHDV 30 or an equivalent course
		PSY 168 (abnormal psychology)	Students final grades as posted on TR Verification Form and university transcripts	70% of students will earn a “B” or greater in PSY 168 or an equivalent course
Human services supportive areas including medical terminology	7.01.03	Students will complete 9 units of supportive coursework as defined by NCTRC standards for certification	Students final grades posted on TR Verification Form and university transcripts	70% of students will earn a “B” or greater in all 9 units of supportive coursework

Medical Terminology:	7.01.03	<a href="#">RPTA 117</a>	Medical terminology covered in class activity. Medical terminology assessed in final and midterm	75% of students will earn an “80%” or greater on their cumulative quiz score grade
----------------------	---------	--------------------------	--	--

- 7.02.01 Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.
- 7.02.02 Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.
- 7.02.03 Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts.
- 7.02.04 Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements.
- 7.02.05 Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services.

<b>COAPRT 7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</b>				
<b>Guidance For TR Focus: Students graduating from the program shall demonstrate the ability to assess, plan, implement, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</b>				
<b>Course Specific Learning Outcome</b>	<b>TR Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>
Evaluate a variety of therapeutic recreation assessment instruments and batteries.	7.02.01	<a href="#">RPTA 115</a>	In class assignments site tour	75% of students will attend the site tours at at least 3 different facilities looking at RT assessment instruments and batteries
Apply the major methods of assessment to determine a client's physical, cognitive, emotional, social, and leisure functioning.	7.02.01	<a href="#">RPTA 115</a>	Case study Grading rubric  Midterm exam	75% of the students will score an 80% or better on the case study  70% of the students will score an 80% or better on the midterm exam case study component

Explain the process of identifying leisure and social deficits based on assessment information.	7.02.01	<a href="#">RPTA 115</a>	Case study	80% of students will score an 80% or better on identification of functioning and deficits on the case study
Describe the process of developing, presenting, implementing, and evaluating treatment and Program plans in therapeutic recreation	7.02.02	<a href="#">RPTA 118</a>	Final exam	70% of students will earn an 80% or greater on the final exam

Develop measurable goals and objectives, which address client needs.	7.02.02	<a href="#">RPTA 115</a>	<a href="#">Case Study</a> goals and objectives component	70% of students will earn an 80% or greater on the goals and objectives component of the self-study
		<a href="#">RPTA 116</a>	Case study Goals and Objectives component	70% of students will earn an 80% or greater on the grading rubric
Connect client treatment objectives to comprehensive programming outcomes.	7.02.02	<a href="#">RPTA 119</a>	Therapeutic Department Manual	70% of students will earn an 80% or greater on the grading rubric

Organize a leisure wellness program, which addresses specific facilitation techniques and therapeutic recreation programming.	7.02.02	<a href="#">RPTA 118</a>	Intervention Resource Book	75% of students will earn an 80% or greater on the intervention resource book
Detail in writing, the role and importance of various therapeutic recreation facilitation techniques as components of leisure service delivery systems;	7.02.02	<a href="#">RPTA 118</a>	Intervention Resource Notebook	75% of students will earn 80% of the total points associated with the research paper section of the resource notebook

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics
Conduct various facilitation technique experiences with a variety of client populations	7.02.03	<a href="#">RPTA 118</a>	Students participate in Service Learning Assignment	80% of students will earn 80% or greater
Verbally describe methods of conducting facilitation techniques	7.02.03	<a href="#">RPTA 118</a>	Facilitation Assignment	70% of students will score 80% or greater



Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics
Describe the goals and models of leisure counseling and education	7.02.03	<a href="#">RPTA 118</a>	Midterm and Final Exams	70% of students will score 80% or greater
Describe the basic components and methods of documenting client progress.	7.02.04	<a href="#">RPTA 115</a>	Peer Facilitation Documentation in class Assignment	100% of students complete Peer Facilitation Documentation in class Assignment

Explain processes of evaluating client progress towards meeting program plan objectives.	7.02.05	<a href="#">RPTA 115</a>	Class discussion	100% of students will participate in class discussion about evaluating client progress towards meeting
Demonstrate the ability to evaluate Therapeutic Recreation individual treatments and programs.	7.02.05	<a href="#">RPTA 119</a>	Program Development Phase 1 of project	70% of students will score 80% or better on assignment

7.03.01 Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

7.03.02 Students graduating from the program shall be able to apply basic facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

<b>COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.</b>				
<b>Guidance for TR Focus: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.</b>				
<b>Course Specific Learning Outcome</b>	<b>COAPRT Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>
Describe management techniques and issues with therapeutic recreation professionals and para-professionals	7.03.01	<a href="#">RPTA 118</a>	Midterm Exams  Questions on the exams relate to management techniques and administrative practices	70% or students will achieve 75% or higher on the questions.
Develop budgets for therapeutic recreation programs in community and clinical settings	7.03.01	<a href="#">RPTA 119</a>	Therapeutic Department Manual	70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual
Develop a comprehensive therapeutic recreation program based on observations of therapeutic recreation programs in clinical settings	7.03.02	<a href="#">RPTA 119</a>	Therapeutic Department Manual	70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual

<b>COAPRT 7.04</b> Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.				
<b>Guidance for TR Focus:</b> 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.				
<b>Course Specific Learning Outcome</b>	<b>Specific Learning Outcome</b>	<b>Evidence of Learning Opportunity</b>	<b>Performance Measure</b>	<b>Performance levels/metrics</b>
Documented completion of hours	7.04	<a href="#">RPTA 195</a>	Signed tri-weekly reports and logs	95% or more of students will complete their 5 tri-weekly reports by the end of the internship
Completion of goals and objectives	7.04	<a href="#">RPTA 195</a>	Mid-term and Final evaluation from Agency Mentor and student  Site and Exit Reports	80% of students will complete 75% or more of their goals and objectives
Demonstrate competencies associated with core academic courses	7.04	<a href="#">RPTA 195</a>	Final Evaluation by Supervisor: Program Competency Evaluation from Agency Mentor	80% of students will receive 3 or higher on evaluation scale for all core competencies