

THERAPEUTIC RECREATION LEARNING OUTCOMES ASSESSMENT PLAN

2025-2026

Note – Where applicable, course specific student learning outcomes have been identified to accompany the COAPRT learning outcomes on the matrix. In some instances, the course or program description better aligned with the COAPRT learning outcomes and therefore can also be found on the matrix.

Highlighted text is the programmatic decisions from the previous academic year. The **highlighted text** will be removed and updated when new programmatic decision information once the new student data has been collected and reported.

7.01 FOUNDATIONS - Students graduating from the program shall demonstrate 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. :							
Course Specific Learning Outcome / Program Description / Course Description	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
RECR 110 SLOs Identify the role of a therapeutic recreation professional as an advocate for leisure, human rights, and services for individuals with illnesses and disabilities Identify various professional settings in therapeutic recreation and populations served in each setting.	7.01a	RECR 110 Introduction to the Therapeutic Recreation Profession	Job Search Assignment	80% of students will score 80% or better on the grading rubric	Fall 2025 Kallenbach	93.3% of students scored an 80% or higher	This semester, the faculty member continued strategies for identifying settings and populations before the assignment, which resulted in an overall increase in scores. Will continue to implement these strategies in future semesters.
RECR 461 SLOs: The student will be able to practice and refine discipline-specific professional writing and critical thinking skills through the completion of an evidence-based practice course project. Students will be able to understand and implement the evidence-based research process therapeutic recreation practice. Students will understand the importance of, and take part in, the dissemination of evidence-based practice research project findings. The student will be able to understand and apply legal and ethical research principles and practices throughout the execution of the evidence-based research process. *Narrative to add statement page 9 COAPRT (scientific and theoretical).	7.01b	RECR 461 Issues, Trends, and Research in Therapeutic Recreation	EBP Project	80% will score an 80% or better on the grading rubric	Fall 2025 Fedesco	73% of students (8/11) scored an 80% or higher	This year, a new professor taught this course. In fall 2025, the presentation format continued to work well for students. Those who didn't meet the benchmark had missing or partially completed assignments. One student who used the additional support offered to the entire class showed significant improvement in the final project and presentation. Three students from the class submitted their work to a regional RT conference, where it was accepted, showing strong application of research and dissemination skills.

Describe the basis of the intervention (theoretical, historical)							
RECR 215 SLO: Demonstrate knowledge of the significance of play, recreation, and leisure throughout the life cycle.	7.01c	RECR 215 Core Concepts in Therapeutic Recreation	Importance of Play Letter	80% of students will score 70% or better	<u>Fall 2025</u> Kallenbach	In the Fall of 2025, 92.2% of students scored a 70% or higher.	This semester the rubric was updated to place more emphasis on play content and less on APA format.
BIOL 206 Course Description: Basic physiological principles and integrated anatomy and physiology of the integumentary, skeletal, muscular, nervous and endocrine systems. 3 lecture and one 2-hour lab periods. 4 credits	7.01c	BIOL 206 Human Anatomy and Physiology I	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree. This class is taught by a non-TR faculty member.	100% of the students will earn a grade of C- or better in each course	<u>Fall 2025</u> Multiple sections Advisors (Bailey, Kallenbach)	<u>Fall 2025</u> 100% of students earned a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor.
7.01 (Continued) Students graduating from the program shall demonstrate 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.							
Course Specific Learning Outcome / Program Description / Course Description	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
PSYC 230 Course Description: Principles and research covering the development of human abilities and behavior across the lifespan within social and cultural contexts. Topics include developmental research methodologies, variables influencing development, basic processes in development; and physical, motor, perceptual, cognitive, linguistic, motivational, emotional, social, and personality development.. 3 credits	7.01c	PSYC 230 Life-span development Psychology	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree. This class is taught by a non-TR faculty member.	100% of the students will pass this class earning a grade of C- or better this course	<u>Fall 2025</u> Multiple sections Advisors (Bailey, Kallenbach) <u>Spring 2026</u> Multiple sections Advisors (Bailey, Kallenbach)	<u>Fall 2025</u> 100% of students earned a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor
PSYC 215 Course Description: This course offers an examination of psychological disorders with an emphasis on symptoms, classification, and causes. Some treatment issues will be explored. Prerequisites: PSYC 101 (with grade of "C-" or better) or permission of instructor. 3 credits	7.01c	PSYC 215 Psychopathology	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree. This class is taught by a non-TR faculty member.	100% of the students will pass this class earning a grade of C- or better this course	<u>Fall 2025</u> Multiple sections Advisors (Bailey, Kallenbach) <u>Spring 2026</u> Multiple sections Advisors (Bailey, Kallenbach)	<u>Fall 2025</u> 100% of students earned a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor

HLTH 275 Course Description: An on-line course designed to familiarize students entering the public health field with the fundamentals of medical terminology and to provide them with the skills to learn medical terminology easily and quickly. 3 credits	7.01c	HLTH 275 Medical Terminology	Earning a C- or better in the course. *Students are required to take this course to complete the TR degree.	100% will score a C- or better at the end of the course	<u>Fall 2025</u> Lynch & Bailey <u>Spring 2026</u> Bailey & Lynch	<u>Fall 2025</u> 100% of students earned a C- or better	TR Faculty will continue to monitor midterm grades in this course during advising meetings. If the student is having difficulty meeting the grade requirement, we will educate the student about academic support on campus and encourage them to speak with the course instructor
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7.02 PROVISION OF SERVICES - Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Course Specific Learning Outcome / Program Description / Course Description	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
RECR 250 SLO: Administer, score and analyze RT/TR client assessment instruments and utilize the results to develop appropriate leisure treatment plan	7.02a (assessment)	RECR 250 Leisure Education	RECR 250 – Leisure Education Assessment of Needs (Assess self with Idyll Arbor Battery Leisure Instruments) – Assessment of Needs via a Treatment Plan	100% of students will score an 80% or higher as graded by rubric	Fall 2025 Lynch	78% of students scored an 80% (11/14)	The PM was not met. Three students of 14 did not meet the requirements necessary to score 80%. The PM is based on assessing oneself by using the Idyll Arbor instruments, identifying leisure problems based off of Mundy's concepts, and then developing a treatment plan with goals and objective to address the leisure problem by using a new leisure activity. Faculty spent more time helping students understand the assessment instruments in class as well as during office time. Students developed treatment plans that were realistic and timebound. Three students did not complete assignments and missed deadlines which lowered their scores.
RECR 408 SLOs: Utilize the therapeutic recreation process to design, implement and evaluate an individualized treatment plan. Analyze various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes. Demonstrate the ability to use documentation, as it relates to clients and programs in therapeutic recreation. Identify general terminology and charting abbreviations.	7.02 b,d & e (plan, document & evaluate)	RECR 408 Advanced Skills of the Therapeutic Recreation Professional	Behavior Change Assignment Final Package (contains the individualized treatment plan, weekly progress notes, and the evaluation of services via a discharge plan)	80% of students will score at 80% or above as graded by rubric	Fall 2025 Bailey Spring 2026 Lynch	Fall 2025 87% of students scored an 80% or better on the assignment (7 out of 8 students) Spring 2026 86% of students scored an 80% or better on the assignment (6 out of 7 students)	The assignment stretches across 4 weeks and students often experience challenges keeping up with the weekly documentation and/or submitting all of the components in the final package. This fall, the instructor incorporated weekly documentation sessions into the schedule to mimic real-world documentation practices. Every Monday, students brought all of their weekly documentation from the previous week and practiced writing their weekly progress note in class. Students were provided with weekly instructions for the progress note. At the end of the class period, the progress notes were collected and feedback was provided by the following class period. This strategy appeared to be helpful as the instructor noted improvements each week AEB students implementing the feedback. Anecdotally, the students' confidence also seemed to improve during the four-week period. Overall, this change seemed to help hold students accountable for the weekly documentation as they were not able to write their note without the documentation from the previous week.

							Spring remarks: Instructor continued process incorporated last semester of weekly documentation sessions into the schedule. Every Monday, students brought all of their weekly documentation from the previous week and practiced writing their weekly progress note in class. At the end of the class period, the progress notes were collected, and feedback was provided by the following Monday. Regarding the individual who scored low - did not follow instructions of completing a discharge note for final treatment plan package.
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7.02 PROVISION OF SERVICES (continued) - Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Course Specific Learning Outcome / Program Description / Course Description	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
RECR 321 SLO: Plan and effectively implement facilitation techniques/modalities and interventions in individual and/or group formats.	7.02c (implement & facilitate)	RECR 321: Facilitation Techniques/ Interventions II in Therapeutic Recreation	Intervention Facilitation	80% of students will score at 80% or above on the grading rubric	<u>Spring 2026</u> Bailey	100% of students scored an 80% or higher on the grading rubric.	Students performed well on this assignment for a fourth year in a row. The students continue to engage in an additional preparation step (prep video) which seems to be setting them up for success before implementing the intervention. This year, the students' debriefing skills improved AEB following the assignment instructions and allowing enough time to effectively debrief. Prior to this assignment, students had the opportunity to practice their debriefing skills with their peers in class. The instructor will continue to keep this extra assignment in the course as it provides the students with an opportunity to receive feedback before this assignment.

7.03 MANAGEMENT / ADMINISTRATION – Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management / administration in parks, recreation, tourism and/or related professions.

Course Specific Learning Outcome / Program Description / Course Description	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
RECR 410 SLOs: Demonstrate an understanding of the fundamental principles and procedures of management within the practice areas of the recreation practitioner and TR specialist. Demonstrate an understanding of the principles and procedures of human resource management. Identify the principles and procedures of supervisory leadership. Identify regulatory agents and demonstrate how to comply with professional, legal, and regulatory standards. Identify and apply the principles and procedures of budgeting and financial management. Demonstrate an understanding of effective management techniques, particularly financial, personnel, and reimbursement, to therapeutic recreation service provision.	7.03	RECR 410 Supervision & Administration of Leisure Services	Written Plan of Operation Assignment	80% of students will score 80% or above on the grading rubric	Fall 2025 Fedesco	67% of students (6 out of 9 students) scored an 80% or higher	A new professor taught this course in the fall of 2025. The WPO assignment remained in the online blog format in fall 2025, with the addition of an informal visual presentation allowing students to highlight sections of their work they were proud of. Students who did not meet the benchmark had missing or incomplete assignments. The instructor will continue using the current format and implement strategies to support assignment completion in future semesters.
RECR 371 SLO: Demonstrate extensive knowledge of recreation programming elements including risk management, staffing, budgeting, and scheduling and registration procedures.	7.03	RECR 371 Program Planning in Leisure Services	Fall Festival Written Program Plan Assignment– Risk management section of written plan	80% of students will score an 80% or above on the Risk Management section of the grading rubric	Fall 2025 Bailey	100% of students achieved an 80% or higher on the risk management portion of the grading rubric.	The risk management plan is part of a comprehensive Fall Festival Written program plan assignment. This section is worth 15 points out of a 100-point grading rubric. All of the students who submitted the assignment met or exceeded the performance measure. It was evident that more students used the accurate risk rating scale that was provided in class. Areas for improvement continue to include accurately rating the risk and identifying specific strategies for reducing the risks. The faculty member will continue to offer opportunities for students to practice the above skills in class and receive feedback before completing the graded assignment.

7.04 INTERNSHIP – Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, or related professions.

Course Specific Learning Outcome / Program Description / Course Description	COAPRT Learning Outcome	Evidence of Learning Opportunity	Performance Measure	Performance levels/metrics	When is data collected and who collects it?	Assessment Results	Evidence of Programmatic Decisions
<u>Longwood Therapeutic Recreation Internship Requirement as stated in the academic catalog:</u> Successful completion of this degree program concludes with the senior internship experience. Senior Internship Eligibility for senior internship requires the successful completion of all coursework in the curriculum. The student must maintain a 2.50 GPA in Therapeutic Recreation coursework, and a 2.25 GPA overall. The senior internship reflects a 560-hour , minimum of 14 weeks placement to be taken during the last semester of the senior year. Placement must be in an affiliated agency, and supervision carried out by a Certified Therapeutic Recreation Specialist (CTRS®). University and NCTRC standards will be adhered to throughout this experience. Upon graduation, students become eligible to sit for the national certification examination through the National Council for Therapeutic Recreation Certification (NCTRC®). The processes for application are the responsibility of the graduate, and the university cannot enter into the process. Application is available at www.nctrc.org. Students must have a “C-” or better in all major required courses which also includes HLTH 275, BIOL 206, PSYC 230 and PSYC 356.	7.04a (readiness for internship)	GPA requirement & completion of all TR coursework	GPA of 2.25 Cumulative GPA 2.50 Major Completion of all TR coursework	100% of the students will meet the GPA requirement and complete all TR coursework before commencing the senior internship	<u>Fall 2025</u> Bailey <u>Spring 2026</u> Bailey	<u>Fall 2025</u> – 100% met the performance level (one student) <u>Spring 2026</u> – 83% met the performance level (5 out of 6 students)	One student in the Spring of 2026 did not quite meet the TR GPA benchmark before starting the senior internship. This was due to having to repeat TR courses. The student achieved the C- or better in all TR coursework before starting the internship. The program coordinator and TR faculty will continue to monitor the students’ GPAs each semester during academic advising sessions. TR faculty will continue to make efforts to intervene early if a student is not meeting the GPA requirement by offering individual academic counseling and sharing support service contact information with students including the Center for Academic Success (writing center, etc.), Accessibility Resources Office, Counseling and Psychological Services, and tutoring.
<u>RECR 492: Senior Internship Course Description</u> A minimum of 14 weeks (560 hours) educational experience during the senior year designed to provide maximum opportunities for the student majoring in therapeutic recreation to participate in selected professional laboratory experiences. Prerequisites: Completion of all coursework, minimum GPA 2.50 TR content courses, and GPA 2.25 overall, permission of the Program Coordinator. 12 credits.	7.04b (culminating & comprehensive internship)	RECR 492 Senior Internship	Behavioral Assessment of Internship Training in Therapeutic Recreation	85% of all senior interns (spring and fall) will score a "B" (Basic - student is performing at the level of a competent intern) in all areas on the final BAITTR.	<u>Fall 2025</u> Lynch <u>Spring 2026</u> Kallenbach & Fedesco	<u>Fall 2025</u> 100% (one student) scored a "B" (Basic - student is performing at the level of a competent intern) in all areas on the final BAITTR. <u>Spring 2026</u> 100% of students (5), scored a "B" (Basic - student is performing at the level of a competent	Continue to encourage supervisors to complete the BAITTR training on how to score during the initial phone call with the agency supervisor. Also encourage them to attend the ATRA Supervisor Training.

						intern) in all areas on the final BAITTR.	
NCTRC Certification Exam: The NCTRC exam is a three-hour exam taken by all individuals seeking to become certified therapeutic recreation specialists. Upon graduation, students become eligible to sit for the national certification examination through the National Council for Therapeutic Recreation Certification (NCTRC®). The processes for application are the responsibility of the graduate, and the university cannot enter into the process.	7.04b	NCTRC Certification Exam	NCTRC Prometric	80% of candidates will score “at or above the minimum competence” on all content areas of the NCTRC exam	<u>Spring 2026</u> Bailey	Per the 2023-2025 Comprehensive School Report, test-takers scored above an 80% in the following areas: Professionalism, Planning, Implementation, Evaluation & Documentation and Administration. 78.8% of test takers scored “at or above the minimum competence” area in Assessment.	This year’s data provided by NCTRC spanned the testing period between 2023-2025. Test-takers scored 80% or above the minimum competence areas in five six areas on the national exam as compared to four areas last year. It should be noted that in the one area where test-takers did not score an 80% or better, the score was 78.8%. Faculty continue to develop ways to infuse fieldwork experiences into the TR courses with the goal of helping students apply what they are learning in real-world situations. Students continue to implement specific study sessions for the NCTRC exam in the RECR 400: Senior Seminar course.

Each year, assessment results are analyzed, evaluated and reported in the Annual Report to COAPRT. Assessment results and the annual report analysis are discussed in faculty committee meetings to improve learning outcomes and to make decisions regarding curriculum and areas that affect student learning (e.g., classroom space, equipment, budget, and schedule). Additionally, data from annual reports are a key part of the discovery and assessment phases of the strategic planning process. Each semester, individual faculty members examine learning outcomes data along with other course information to evaluate the course and determine whether any changes are needed for the next time the class is taught. Also, all faculty discuss their findings as a collective group, and then decide if changes need to be made (i.e. use more assignments as a measure; review and modify current assignments). This new plan or cycle will help us make the necessary adaptations to our current strategic plan and to make more informative curricular and program changes.